Hi all

Staff Movements
As a result of staff movements within the PVC’s office, Kylie Fogarty has been appointed as PA to the Pro Vice Chancellor, commencing 18 May. Congratulations to Kylie on her promotion and thanks for the fantastic support you have provided to me and the School of Health Sciences over the last four years. Welcome to Alexandra Kitchen from the School of Population Health who joins us as the new PA to the Head of School of Health Sciences. Welcome also to Andrew Te who joined us as the Academic Services Officer for Medical Radiation and Postgraduate Sonography Program in April. I am also delighted to announce that Hugh Stewart will continue as Program Director for the Occupational Therapy Program for the next three years.

Congratulations and welcome also to Chris Bishop who has been appointed as an ASICS-funded research fellow in ARENA for 4 years (details within). Interviews for two full-time, continuing lecturer posts in Occupational Therapy (Academic Level A/B) are scheduled for the 3rd week of May. We are currently advertising for a full time Store Clerk.

We say goodbye to Mandy Seyfang (Lecturer in Occupational Therapy for 19 years). We thank Mandy for her valuable contributions over the last 19 years and wish her all the best in her new role within the Department of Education and Child Development overseeing Occupational Therapy services in Children’s centres across the state.

School of Population Health
As announced by PVC Bob Vink recently, the School of Population Health will be discontinued as a School and will become a Research Centre within the School of Health Sciences. The exact details of how this will take effect will be decided by the Senior Management Group in the next few weeks. I look forward to welcoming those staff of the newly formed Research Centre who will be joining the School of Health Sciences in the next few months.

Digital Learning Strategy
In line with the University’s Digital Learning Strategy, details of which have been announced in Provost Allan Evans’ ‘Town Hall’ meetings and described on the University’s web pages http://www.unisa.edu.au/about-unisa/university-of-south-australias-digital-learning-strategy-2015---2020/, I am keen to encourage movement toward the target of 25% of program content being available on line. This will obviously take time to happen, and will evolve as we gradually make progress in increasing the extent of our on-line delivery to the point of courses being externally available, and perhaps in due course to entire programs being available through this medium. At the present time, only one of our programs ‘Medical Sonography’ is designed to be externally delivered via on line courses. This program is highly successful with over 1000 students registered. As indicated in the Provost’s video blog available on the above website, students appreciate face-to-face contact through the various educational settings and the flexible learning approaches that we make available. This has also been confirmed via feedback from our own student engagement committee, chaired by Kerry Thoirs, Associate Head: Academic. Whilst there is no intention to make UniSA an on-line University, there is a strong drive to enhance the extent to which students can benefit from a blended and flexible learning approach.

In this regard, I draw your attention to the list of programs below. These are the top 20 programs in the University (as judged by student load, revenue and first preferences). Whilst all the School’s programs each have excellent examples of on-line delivery and use of blended learning approaches, with the exception of the Medical Sonography program, our largest and most successful programs (as judged by above criteria) do not currently contain courses which can be delivered externally. In the last few weeks, I have visited UniSA’s Whyalla and Mount Gambier campuses, which underlines to me the importance of the digital learning strategy to enhance and reach out to potential student engagement in these related communities.
Over the next few months, we will be looking into the possibilities and potential for conversion of courses within all programs which can be modified for external delivery. Program Directors and Course Coordinators are asked to consider which of their courses may be converted to be available for external delivery.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Program</th>
<th>External courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelor of Nursing</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Bachelor of Education</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>3</td>
<td>Bachelor of Commerce</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>4</td>
<td>Bachelor of Pharmacy</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Bachelor of Applied Science (Human Movement and Health Studies)</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Bachelor of Physiotherapy</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor of Social Work</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor of Psychological Science</td>
<td>&lt;10%</td>
</tr>
<tr>
<td>9</td>
<td>Bachelor of Management (Marketing)</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>10</td>
<td>Bachelor of Information Technology</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>11</td>
<td>Bachelor of Engineering (Civil)</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>12</td>
<td>Bachelor of Applied Finance</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>13</td>
<td>Bachelor of Design (Visual Communication)</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>14</td>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Bachelor of Medical Radiation Science</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Bachelor of Visual Arts</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>17</td>
<td>Bachelor of Architectural Studies</td>
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<tr>
<td>18</td>
<td>Bachelor of Engineering (Mechanical)</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>19</td>
<td>Bachelor of Construction Management and Economics</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>Bachelor of Aviation</td>
<td>0</td>
</tr>
</tbody>
</table>

The University of South Australia’s Top 20 Programs by Student Load (EFTSL), Revenue and First Preferences. Reproduced with permission of Professor Allan Evans, Provost, UniSA.

Short Course in Partnership with Port Adelaide Football Club

In April we released news of an exciting nine-day intensive short course on In-Season High Performance Training to be run in July and taught jointly between the School of Health Sciences (led by Kevin Norton) and Port Adelaide Football Club (led by High Performance manager Darren Burgess). Further details at http://www.unisa.edu.au/pafc-shortcourse. The course is the first of a series with plans to run a further three similar courses over the next 12 months.

Division of Health Sciences Executive Group Visit Mount Gambier Campus

The Divisional Executive Group recently visited the Mount Gambier Campus to meet staff and relevant stakeholders and tour the campus. Hard hats were necessary as we toured the construction site of the exciting new $12.5 million learning centre which will triple the size of UniSA’s facilities in the region, and enable many more students to participate in our programs. http://www.unisa.edu.au/campus-facilities/maps-tours/mount-gambier-regional-centre/mount-gambier-new-learning-centre/. Thanks to Judy Nagy, Associate Dean: Teaching and Learning, for her great hospitality and hosting of our visit.
You can’t be blamed if you find yourself humming to the tune of a popular song by the Village People!

Division of Health Sciences Executive Group visiting the construction site of the new learning centre at UniSA’s Mount Gambier campus:

L-R Bruce Chadwick (Senior Business Development Manager), Carol Grech (HOS Nursing & Midwifery), Alison McClintock (Executive Officer), Esther May (Dean: Health and Clinical Education), Bob Vink (PVC), Ian Olver (Director: Sansom Institute), Rhys Williams (Division Director: Services), Roger Eston (HOS Health Sciences) and Jason White (HOS Pharmacy and Medical Sciences).

Division of Health Sciences Executive Group: Visiting Blue Lake, Mount Gambier
L-R Alison McClintock, Bruce Chadwick, Roger Eston, Rhys Williams, Esther May, Ian Olver, Jason White and Bob Vink (PVC)
Launch of Exercise Benefits Magill

I am delighted to announce the launch of Exercise Benefits Magill, scheduled for Friday, 12 June at 3:00pm at Magill Campus. The facility encompasses new infrastructure and an innovative and enthusiastic approach to providing health and fitness services for students, staff and the general public. Exercise Benefits Magill links by referral with our UniSA Health Allied Health support clinics that provide laboratory monitoring for people with chronic conditions, exercise therapies for rehabilitation and sports science expertise and testing facilities for high-performance athletes. The new area looks great and delivers a dedicated high-class workout space for students, staff and the general public. Exercise Benefits Magill also plays a significant role in meeting the placement requirements for the Bachelor of Human Movement and Health Studies and will be the new host of our Physiotherapy for Children Program “Motor to the Max” supporting student-delivered physiotherapy services to preschool children.

Items for inclusion in future HLS Newsletters

To help us stay up to speed with all that is going on in the School, I am intending that future Newsletters will include dedicated sections to provide an update and summary of the most relevant news from leads in Clinical Operations (Jodie Quilliam, Manager: Clinical Operations), Research developments and Research training (Susan Hillier, Associate Head of School: Research), Program Management and development (Kerry Thoirs, Associate Head of School: Academic) and Teaching and Learning (Shylie Mackintosh, Chair: Learning and Teaching Committee).

Thanks again for all your contributions. Please keep them coming in. The HLS Newsletter is publicly available on the School of Health Sciences website (http://www.unisa.edu.au/health-sciences/schools/health-sciences/news-events/newsletters/) News about teaching, research, national appointments, community engagements, awards, achievements, sporting and academic endeavours, etc., are welcomed. Contact Kylie Fogarty (kylie.fogarty@unisa.edu.au) to keep us informed of all your news. I hope you enjoy this Newsletter!

Cheers

Roger 😊
Did you know?

A helpful tip from School TALC...

Did you know you can access photos of your students through moodle?

It’s a useful tool when learning student’s names!

Beall’s List of Predatory On-Line Publishers and Journals (Beware!)

More and more academics are keen to find efficient, quick peer-reviewed journals to publish their papers. Before doing so, it would be worthwhile taking time to review the online details about predatory publishers below. Beall’s list was brought to my attention by Kevin Norton as an area for concern. The website is highly recommended by Anthony Stevens Manager Academic Library Services, as an excellent and trustworthy resource. Indeed, it is listed with other resources on the University’s Library website UniSA Library Guide to Publishing. The list identifies over 477 unreliable and untrustworthy on-line journals, suspect publishers and the criteria for determining predatory journals. Some claim a peer review process, but don't actually have a legitimate peer review process; some of the journals don't exist and take thousands of dollars once a paper is 'accepted', with no publication ensuing. http://scholarlyoa.com/publishers/

Artwork by Roger!
How To Stay – Alkaline!
Ziggy Gniadek

Many people don’t realise that keeping your body in an alkaline state is essential for good health and wellbeing. An alkaline body is seen as a healthy body whereas an acid body is seen a disease promoting environment. So here are some quick tips to staying alkaline.

1. Drink plenty of water.
2. Cut down on acid forming foods and beverages such as meat, high sugar content processed foods and caffeine.
3. Reduce stress in your life.

![](image)

SMILE – IT’S GOOD FOR YOU 😊

Knock knock!
Who’s there?
Venice!
Venice who?
Venice your doorbell going to be fixed?

Teacher: ‘What travels faster – heat or cold?’
Student: ‘Heat – you can catch a cold!’

I bought this computer yesterday and I found a twig in the hard drive!
I’m sorry sir, you’ll have to speak with the branch manager.

What did one angel say to the other angel?
‘Halo’

When fish play football, who is the captain?
The team’s kipper.
A FAREWELL TO ONE OF OUR FAVOURITES: 
BRENDAN ELLIS

Ziggy Gniadek, Sylvia Starsky, Brendan, Raewyn Todd
CANOE POLO ‘DON’T THE HORSES DROWN?’
Scott Polley

This is the classic joke that gets asked when you mention the words ‘Canoe Polo’. The sport has been around since the 1970s and is played either in a large pool or open water field of a similar size. The goals are 1 x 1.5 wide and are suspended on a frame where the top is about as high as you can reach with a paddle. The boats are smaller with foam buffers at each end to be manoeuvrable and safe in the event of collision. Players wear helmets with faceguards, buoyancy vests and have spray-decks to enable them to roll back up again if they get pushed in and capsize (this is legal at higher levels). The game tactically is a cross between basketball and water polo, and has 5 players per team. Games last 20 minutes, and it is currently played at the Patawolonga River on a Saturday afternoon.

It is not an Olympic Sport but is played at the World Games and there are regional and world championships. Due to the high costs of slalom kayaking, there are talks about the possibility of replacing this sport to Canoe Polo at the Tokyo games, but we’ll wait and see. It is a surprisingly accessible game, with children as young as 7 and adults in their 60’s playing (sometimes in the same team), and the cost for participation is very good when compared with many sports. Despite the fast paced action and boat collisions, it has a low injury rate further supporting the broad range of participation.

Staff member and Human Movement Program Director Scott Polley started playing the game to improve his paddling skills and water confidence when he began his Australian Canoeing instructor’s qualification over 20 years ago, and is now old enough to be in the Master’s (over 45) teams. He has kept playing to maintain his skills, keep fit and enjoy the great social contact that happens with sport. Following his oldest son Will’s (14) selection for the SA and Australian under 15 team, Scott was successful in being selected for the SA and Australian Masters teams to play in the National and Oceania championships at Nagambie Victoria in April. It goes to show that sometimes persistence, rather than ability, can pay off! Thanks to UniSA’s national sporting leave and the School of Health Sciences support.
APPOINTMENTS AND INVITATIONS

Associate Professor Jim Dollman:

- Invited to join the Youth Cancer Service National Education and Training Advisory Group, to provide exercise science expertise to the development strategic advice and guidance to CanTeen on professional development for Adolescent and Young Adult (AYA) oncology clinicians as part of the Youth Cancer Services (YCS) Program.

- Appointed to the South Australian Public Health Council from March 2015 to March 2018 after an Expression of Interest submission process.

Congratulations to Michael Rogers who has been appointed to the Basketball SA PhD studentship, supervised by Grant Tomkinson and Roger Eston.

Congratulations to Sam Chalmers (PhD Candidate) on his recent appointment at the University of Western Sydney, Postdoctoral Fellow in Sport Physiology and Performance. Sam submitted his PhD for examination in March 2015 and will relocate to Sydney mid-June 2015. Sam was supervised by Professor Kevin Norton, Professor Roger Eston and Professor Adrian Esterman.

WEDDING CELEBRATION

Congratulations to Olivia Hill (nee Thorpe) and her husband Stuart on their wedding celebration on 14 February 2015.

Photo – Left to Right:
Khushnum Pastakia, Kate Kennedy, Olivia Hill, Michelle Guerin and Claire McEvoy (ICAHE staff)
BOOK LAUNCH: “TAking the NEXT STEP”

Author: Dr Edoardo Rosso

Book title: Taking the Next Step: Social Capital and Athlete Development

Book launch: On Friday 13 March 2015 “Taking the Next Step: Social Capital and Athlete Development” was officially launched at the University of South Australia by Professor Roger Eston among many guests including Professor Nicholas Procter (Chair: Mental Health Nursing), Flinders University’s Ass. Professor Clive Forster (who supervised Edoardo’s work during his PhD), and several current and past South Australian women’s football stars.

Congratulations Edoardo!

SA POLICE ACADEMY PLACE

Congratulations to Richard Eston (former lifeguard at the Magill Pool), who has been accepted into the SA Police Academy in May 2015.

Richard Eston pictured with brother (James), sister (Charlotte) and proud dad!
RUTH GRANT PRIZE

Congratulations to Dr Rebecca Das who was the recipient of the Ruth Grant prize for her thesis entitled “Characterisation of the sensation ‘desire to void’ in individuals with and without overactive bladder”. Rebecca was supervised by Associate Professor Marie Williams and Professor Jon Buckley. The Ruth Grant Prize is awarded annually to the student in Doctor of Philosophy who must be a physiotherapist and who distinguishes themselves in their dedication and application to research in physiotherapy.

Professor Ruth Grant with Dr Rebecca Das and Professor Jon Buckley

- Congratulations to Dr Anna Phillips on conferral of her Doctor of Philosophy on 26 February 2015.

- Congratulations to Dr Angela Berndt, Dr Amber Mosewich, Dr Edoardo Rosso, Dr Ben Sellar, Dr Natasha Schranz and Dr Georgina Crichton for being accepted into the Early Career Development Program.

- Lucyllyn Lizarondo, Kobie Boshoff and Debra Kay from iCAHE have been funded by the Department for Education and Child Development (DECD) to run journal clubs as professional development activity for their Children Centre staff. Facilitator training commenced on Friday, 27 March and initial uptake by staff members has been positive.

Congratulations to Arjun Burlakoti and his wife, Rakchha on the arrival of their beautiful baby daughter Bindee! Bindee arrived on Monday, 11 May weighing 3.33kg.

We are so very happy for your Arjun - you will be a great Dad!
Nepal Earthquake – Bake Club Fundraiser

The School’s Bake Club held on Tuesday, 28 April successfully raised $491 to help the Nepalese people affected by the devastating earthquake in Nepal, which has left thousands without shelter, water, food and medical supplies.

Our colleague Arjun Burlakoti has family and friends affected by the earthquake. Fortunately his family are all alive but his family home, uncle and grandfathers home have been lost. Sadly Arjun’s village has also been destroyed.

Thank you to everyone for their generosity and kindness.

Physiotherapy Student Society 1st year Aussie BBQ Mingle!

Kristina Kotsomitis - PSS 2015 President

The eager 2015 Physiotherapy Student Society (PSS) Committee set-out on Thursday, 30 April to host a delicious Aussie themed BBQ for all 1st year Physiotherapy (including Graduate Entry students)! With many hands on deck, and a motivated Jane Coffee, the committee were sizzling sausages, frantically pouring fizzy drink, blasting beats and launching lamingtons into mouths of all that attended! Overall the PSS Committee were extremely pleased with the turn-out of the day, having many stay until the end eager to take home the luxury raffle prizes!

In an addition to the event, and in True Blue Aussie spirit, the PSS Committee opened the BBQ to all disciplines/years offering a snag for a gold coin donation – with plans for all funds raised to go towards the Nepal relief. On behalf of the PSS Committee we are extremely proud to say that these efforts raised $136.15!!
TEACHING AND LEARNING

MOLECULAR IMAGING AND THERAPY RESEARCH UNIT (SAHMRI)
Cristina Blefari

Third year Nuclear Medicine students currently completing a Bachelor of Medical Radiation Science (Nuclear Medicine) were recently given the opportunity to view the brand new facilities at the Molecular Imaging and Therapy Research Unit (MITRU) located within SAHMRI. The tour was timed to coincide with the completion of theoretical lectures on Positron Emission Tomography (PET), a nuclear medicine imaging modality that uses short lived isotopes to examine many disease processes within the body but in particular, cancer. Students were guided through the sophisticated laboratories of the MITRU by the Director, Prab Takhar who demonstrated where compounds for both medical research and clinical studies are synthesised and tested. The highlight of the tour, without a doubt, was the opportunity to see Adelaide’s first medical cyclotron, affectionately named ‘Mathilda’ (meaning ‘strength in battle’), housed within a concrete bunker in the basement of the SAHMRI building. During the visit, the cyclotron was opened allowing the students to view the internal mechanics and fully appreciate how it operates and produces the short lived isotopes.

The cyclotron has recently begun producing $^{18}$F-FDG, the most common isotope used for clinical PET imaging. This is a huge advancement for the field of Nuclear Medicine in South Australia as for almost 15 years since PET was first introduced to the state, the $^{18}$F-FDG has been flown to Adelaide daily from interstate suppliers. Students were in awe and buzzing with excitement after the tour as they realised the full potential of this amazing piece of technology and how it will generate many opportunities for both clinical and research studies within the state. What an exciting time to be studying Nuclear Medicine!
WHY I FLIPPED OUT MY HUMAN MOVEMENT LECTURES: UTILISING DIGITAL LEARNING STRATEGIES FOR CONTENT DELIVERY

Dr Maarten Immink

I teach a course in the Human Movement and Clinical Exercise Physiology programs that covers the role of brain and cognition in human movement learning and performance. For over 10 years, I used traditional lecture delivery approaches to delivering content to 2nd year students. The approach involved me talking over a slide presentation and then expecting that students would follow this up with their own learning and assessment preparation activities. In other words, content delivery took place in class and studying was meant to take place outside of class. This is how I experienced tertiary education as an undergraduate student and so naturally, this became my teaching and learning approach.

However, three key issues had me recently begin to question if my traditional approach to content delivery was the best for learning outcomes. Firstly, there are arguments that face-to-face lecture based learning activities are not necessarily aligned with students’ need for flexible learning styles (Dolnicar, 2005). Second, lecture duration coupled with didactic modes of information transmission may not represent optimal learning conditions in terms of varied student attention durations (Wilson & Korn, 2007). Finally, Chen and Lin (2008) estimated that lecture attendance only accounts for about a 5% improvement in exam performance. This latter estimation really got me thinking if I should be dedicating my class time with students to engage in learning activities that have great impact on academic assessment outcomes. This is when I really became interested in the flipped classroom approach which involves using out of class time for content delivery (based on online lessons or video lectures, for example) and in class time for study activities.

One reservation I had to the flipped classroom approach was whether an online activity provided equivalent effectiveness in improving a student’s knowledge base in comparison to lecture-based delivery. I was awarded a Division of Health Sciences Teaching & Learning Grant, to conduct a trial that compared learning outcomes and student perceptions from lecture-based, online digital and blended (lecture-based and online digital) modes of content delivery. For the trial, I randomly assigned 32 student volunteers enrolled in the Motor Control & Learning to one of the three content delivery modes in one week of the course that focused on neurophysiological basis of human movement. I have published some of the results in a conference abstract (Immink, 2012) and will submit a related manuscript for peer-review in the near future.

In general, the results indicated that all three modes of content delivery provided a significant improvement in academic performance and that all three modes were equivalent with respect to the level of knowledge retained after content delivery. In other words, digital-only content delivery was equivalent to lecture-based delivery and the blended mode of delivery in terms of performance improvement in a content assessment. By the way, students were requested to not undertake any textbook reading or studying outside of their content delivery mode during the week of this trial.

In terms of student perceptions of digital learning, only student groups who were exposed to digital content delivery (digital only and blended modes) reported significant increases in agreement scores for the following statements:

- Online learning is just as good as attending a lecture.
- If I was provided with more online learning activities, I would be better able to retain important information.
- I feel more engaged in my learning when I use online learning resources as opposed to lectures.
Findings from this trial provided me with some confidence that adopting a flipped classroom approach would continue to support students’ learning at least to the extent that lecture-based content delivery would. I have since been engaged in a process of evolving my traditional lecture-based content delivery style to a flipped classroom style. Where I have felt that my teaching and learning has benefitted from the flipped classroom style is that without reliance on slide presentations, I am able to be much more engaging in my teaching and learning. Now that content delivery takes place primarily via digital resources beforehand, my live lectures now incorporate activities such as, demonstrations to spark interest, working through sample problems to prepare for assessments and Q&A (questions and answers), time to provide students with feedback or to render my teaching more responsive to students’ needs. Student evaluations have provided anecdotal support for the notion that students want flexible approaches to getting content and that they feel they benefit from using scheduled lecturers to further process the content in preparation for assessments.

References:

**AUSTRALIA AWARD FELLOWS FROM MYANMAR**

Following visits from a Myanmar delegation in 2012 and visits to Myanmar by Heads of Schools in the Division of Health Sciences in 2013 and 2014 with Professor Bob Bauze (University of Adelaide) the Department of Foreign Affairs and Trade (DFAT) has awarded over $750k to support the visits of 25 Australia Award Fellows from Myanmar in 2015. UniSA is the lead organisation contracting with DFAT in collaboration with the Universities of Adelaide and Sydney.

The Australia Awards are prestigious international Scholarships and Fellowships to develop skills and knowledge and build relationships between Australia, regional neighbours and the international community. The Fellowships provide short-term study, research and/or professional development programs in Australia for current and future leaders and mid-career professionals from eligible developing countries.

The School of Health Sciences welcomes Ms Khin Thandar Htun (Lecturer in Medical Imaging, pictured below) from the University of Medical Technology, Mandalay) who will be with us until the beginning of July. Two more Australia Award Fellows (Physiotherapy) will visit the School in June 2015.

![Australia Award Fellow Ms Khin Thandar Htun with Professor Roger Eston: Head, School of Health Sciences.](image1)

![The group of Australia Award Fellows from Myanmar visiting the Division of Health Sciences and University of Adelaide.](image2)
2015 VICE CHANCELLOR AND PRESIDENT’S SCHOLARSHIP RECIPIENTS

Congratulations to the following students who have been awarded the 2015 Vice Chancellor and President’s scholarships:

<table>
<thead>
<tr>
<th>Name</th>
<th>Div</th>
<th>School</th>
<th>Principal Supervisor</th>
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</thead>
<tbody>
<tr>
<td><strong>Felicity Braithwaite</strong></td>
<td>HSC</td>
<td>School of Health Sciences</td>
<td>Dr Maureen McEvoy</td>
</tr>
<tr>
<td><strong>Lisa Matricciani</strong></td>
<td>HSC</td>
<td>School of Health Sciences</td>
<td>Prof Timothy Olds</td>
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</table>

For recipients of the Vice Chancellor and President’s Scholarship, the task of doing a PhD has expanded possibilities. This top-up scholarship is awarded each year to the **top seven PhD domestic scholarship recipients** at UniSA.

Recipients are encouraged to seek opportunities to gain international experience as part of their research training. For example, a PhD candidate might use the funding to present at an international conference, collect data at an overseas institution and/or collaborate with international experts. They could also purchase specialised equipment for their research.

As UniSA's top PhD domestic candidates, recipients also have an ambassadorial role to play in advocating for the significance and innovation of their research findings.

**Selection**

Recipients of the Vice Chancellor and President’s Scholarship are selected from the list of domestic PhD scholarship recipients from the year’s main scholarship rounds. Selection is made by the Dean of Graduate Studies.

**Value**

The award provides **$10,000** towards supporting PhD candidates with their research. The scholarship is paid upon the acceptance of the candidate’s research proposal submitted **within the first 6 months** (full-time equivalent or FTE) of candidature.
PROFESSOR STEVE SELIG WORKSHOP IN CLINICAL EXERCISE PHYSIOLOGY

Dr Kade Davison

Each year students in the 4th year bachelor or graduate diplomas in CEP undertake a 2 day intensive workshop in cardiovascular disease assessment and prescription with Professor Steve Selig. Prof Selig is the Chair of Clinical Exercise Physiology at Deakin University and among other things has chaired the two most recent national reviews of professional accreditation standards for clinical exercise physiology. He has over 20 years continuous experience running specialty testing and rehabilitation services for cardiovascular disease, particularly heart failure, in Melbourne.

The students assisted Prof Selig to conduct a full assessment on two clients of the School of Health Sciences EP clinic who graciously volunteered their time. Both had unusual presentations and their management approach through our clinic has been greatly improved subsequent to these testing sessions. These sessions at UniSA have a history of providing interesting results that on a few occasions have made Prof Selig’s box set of case highlights that he tours around the country on occasion providing advanced CPD for clinicians. This year we saw 2 mins 30 seconds of sustained ventricular tachycardia (a potentially fatal rhythm) at a moderate to hard workload. Thankfully the client reverted to a normal rhythm during passive recovery and showed no signs or symptoms of distress at rest. The ECG excerpt below shows the onset of VT during exercise and the first 3 seconds of recovery following Prof Selig’s instruction to implement an immediate passive recovery and prepare to implement emergency procedure on his call.

The students were greatly appreciative of the opportunity to learn from Prof Selig’s wealth of experience and broad expertise and he was again very complimentary of the standard of our clinical exercise student group.
PRESENTATIONS (Teaching and Research)

- **Dr Tasha Stanton:** SPFF (Privatpraktiserende Fysioterapeuters Forbund) congress, March 13-14, 2015, Oslo, Norway: I was invited to be a keynote speaker at the PFF congress that is held annually in Norway. This congress brings together private practice physiotherapists and physiotherapy students with the aim to increase knowledge of physiotherapy relevant research. All costs were covered for this trip. During the congress I gave a total of 3 hours of presentations that aimed to (i) discuss the role of the brain in chronic pain; (ii) discuss how brain-targeted treatments could be utilised in a physiotherapy context; and (iii) present new exciting findings in pain neuroscience – specifically those from my 2012 international research visit to Canada studying audiotactile illusions in chronic back pain. The conference was well attended (~100 participants) and there were many good discussions. I also may have recruited a new PhD student (fingers crossed!). As a thank-you present, I was given a book: “Xenophobes’ guide to the Norwegians” that very nicely explained that Norwegians are very shy, until they have some wine. I can confirm that this rule about Norwegians was confirmed at the conference dinner!

- **Dr Tasha Stanton:** Australian Pain Society Annual Congress, March 15-18th, 2015, Brisbane: After a ridiculously long flight from Norway that had me arriving at 1:00am in Brisbane on the 16th, followed by a very awake older taxi driver that was intent on chatting to me for at least 20 minutes after arriving at the hotel, I arrived in Brisbane ready for my topical workshop scheduled for the afternoon of the 16th! Unfortunate conference timing and generally poor planning on my part I must say. However, our topical workshop entitled, Protective responses in pain, went really well. It included presentations from Daniel Harvie (on his PhD work evaluating the influence of bogus visual feedback on onset of neck pain), Ann Meulders (Avoidance behaviour and over-generalisation of pain-related fear in chronic pain), and myself (Stiffness as a protective response in chronic back pain). We were one of the most well attended symposia – ours was held in the Main Hall of the conference centre and we had excellent feedback and discussion from the audience. I can confirm that Dan Harvie did an absolutely fantastic presentation that was put together and performed all while he is finishing writing his PhD thesis, moving house, and looking for apartments in the Gold Coast so that he can take up his postdoctoral fellowship position there. Overall an excellent experience and a great networking event.


- **Ali Aguilar**, Leva Stupans, Sheila Scutter and **Associate Professor Sharron King** gave an oral presentation on ‘Defining professionalism in Australian occupational therapy and physiotherapy’ at the 2015 Practice Based Education Summit at Sydney Olympic Park 15-16 April 2015.

- **Professor Tim Olds** has been invited to be one of the Keynote speakers at the Australian Diabetes Society (ADS) and the Australian Diabetes Educators Association (ADEA), Annual Scientific Meeting, 26-28 August 2015, Adelaide Convention Centre. For further information: [http://www.ads-adea.org.au/](http://www.ads-adea.org.au/)
12th Biennial ANZALS Conference - 9 December - 11 December 2015 - Adelaide, South Australia
Call for Papers – deadline Friday, 29 May 2015
For further information please contact Richard McGrath (Richard.mcgrath@unisa.edu.au)

International Conference on Applied Strength and Conditioning (Gold Coast)
6-8 November 2015. For information, email: info@strengthandconditioning.org

RESEARCH NEWS AND GRANT SUCCESS

PainAdelaide 2015 was held at the Adelaide Convention Centre Monday, 30 March 2015. PainAdelaide is the cornerstone meeting of the PainAdelaide Stakeholders’ Consortium - a cross-institution network of researchers, clinicians and policy makers with a stake in reducing the massive problem of chronic pain. The meeting was booked out with 250 participants, 19 speakers, 20 posters, 9 professional groups, and participants from six states and five countries. The meeting is proudly supported by the University of South Australia, and is gaining an international reputation for its emphasis on top quality speakers, diverse topics, a spirit of collaboration and teamwork, intimate setting and the occasional left field speaker.

Prof Bob Coghill from Cincinnati Children's Hospital, Ohio, kicked off the day with an elegant and comprehensive account of spinal and brain processes involved in bodily protection, pain, and the analgesic effects of meditation and cognitive training. Prof Glenn King from Queensland University presented his exciting work investigating whether the venom from snakes and spiders can provide very specific drugs that target danger-detecting nerves in the body without the risk of affecting other nerves, for example in the cardiovascular and respiratory systems. Prof Peter O'Sullivan discussed his outstanding work on the coalface of clinical practice, demonstrating the power of functionally-informed reassurance in people with chronic incapacitating back pain. A Prof Kevin Vowles’ from the University of New Mexico got us all up to speed on the pearls and pitfalls of implementing chronic pain treatment based on Acceptance and Commitment Therapy (ACT).

We had an insightful commentary on pain, addiction and the human condition. We learnt about gender differences in pain, opioid-immune interactions, fibromyalgia, pelvic pain, reassurance, cognitive impairment, classical conditioning, irritable bowel syndrome and the dire state of pain education in medical and health training. There were 19 speakers in all, including the University of South Australia’s Dr David Butler, Dr Mark Catley, Carolyn Berryman, Dan Harvie and Tory Madden. Congratulations to Dr Valeria Bellan, who won Best Poster prize, alongside Saurab Sharma from Kathmandu University School of Medical Sciences and Hopin Lee from the University of New South Wales.

We have already booked some more heavy hitters for PainAdelaide 2016 and the feedback we have already received on this year suggests we will again by booked out well in advance. Don’t you miss out!
RESEARCH COLLABORATION – ASICS AND UNISA

The School of Health Sciences and ASICS are delighted to announce a jointly funded project which includes funding for a research fellow (Chris Bishop) for 3 days per week for four years. The $300k project was a result of great team work by Chris Bishop, Roger Eston, Jodie Quilliam (Clinical Operations Manager), Raewyn Todd (School Manager) and Bruce Chadwick (Senior Business Development Manager). The project has made possible the creation of an ASICS-UniSA gait laboratory featuring a state-of-the-art treadmill with in-built force measurement capability.

This partnership continues a long-running research collaboration between ASICS and UniSA, which commenced in 2009. The movement of the foot inside the shoe has eluded footwear researchers since the first investigations of footwear back in the early 1980’s. Through the pioneering work undertaken by Chris Bishop and team, we have been able to develop the capabilities to describe in-shoe foot motion through novel experimental approaches and state-of-the-art computational modelling. This has provided insights into foot function during walking and running whilst wearing shoes, the effect of technical footwear design, as well as the mechanisms of action of in-shoe foot orthotics.

The overall aim of this continued research collaboration is to develop and translate the results we collect in the lab into product design. Not only will we provide ASICS with an independent consultancy service that is relevant to the Australian population and typical consumer of athletic footwear, but we will continue to push the boundaries of what is possible in footwear design and athletic performance to develop the next-generation of footwear, which will lead to improved performance whilst reducing injury rates.

icaHE UPDATE

South Africa Guidelines Excellence project (Project SAGE)
Professor Karen Grimmer is currently on PEP leave in South Africa, directing the South African Guidelines Excellence project (Project SAGE). Primarily based at the Cochrane Medical Research centre in Cape Town, Karen is working with a small team of dedicated people, and receiving a great deal of interest in the project outcomes at academic and department of health levels. Guideline development and implementation is fragmented in South Africa, and the quality of this has suffered because of the lack of cohesive and agreed standards. However, because the need to get best value from every Rand spent, the focus is on getting the message ‘out there’, thus the end product of the guidelines is usually clearly and usefully presented (clear diagrams for decision-making, step by step actions, summaries of the evidence produced as recommendations and key messages). Karen will be spending the rest of her PEP leave on developing better systems for guideline writing and recommendation wording, training programs to underpin capacity building and evidence implementation. Five papers have been sent for review in the last six weeks on work to date, and the team is working on another 4 before Karen comes home in August. For more information on the South African Guidelines Excellence Project, go to the SAGE website.

New Professional Certificate in Consumer Engagement
icaHE has worked with the Health Consumers Alliance of South Australia (HCA), eight health professionals and eight health consumer representatives to co-design a unique Professional Certificate in Consumer Engagement. The Certificate comprises two courses: ‘Consumer Engagement – Best Evidence, Policy and Practice in Health’, and ‘Consumer Engagement – Application of Best Evidence in Health’. On successful completion of both courses and all assessments, participants receive a Professional Certificate in Consumer Engagement. Interested people can email Jan Kooymans (janice.kooymans@unisa.edu.au) to receive information about the next course, scheduled to commence in July 2015.

Health Consumers Alliance of South Australia (HCA)
In November 2013, iCAHE entered into a partnership with HCA to work together to position consumers at the heart of health care, through research, education, information dissemination, advocacy and partnerships. To date this partnership has produced not only the professional certificate, but also a Consumer Journal Club model (see iCAHE Autumn 2015 newsletter); a Master Class in Consumer Engagement (see iCAHE Summer 2014 newsletter); and a number of research initiatives. iCAHE is proud to support HCA’s mission to position consumers at the heart of health care by contributing new knowledge and evidence translation in consumer engagement.
EBP online update
Check out iCAHE’s new Evidence-Based Practice Online page which has just been revamped. If you are interested in learning about evidence-based practice, this free online course provides you with an innovative and flexible means for self-directed training at a pace appropriate to your own style of learning. It offers allied health students, clinicians and academics access to resources and tutorial modules.

Staff News

- Cardiopulmonary Research Area, led by Dr Kylie Johnston aims to improve the care of people with lung conditions and the training of health care professionals who will care for these groups in the future. This is a broad focus and team members are mostly physiotherapists who work in diverse settings, from acutely unwell patients in the ICU to people living with chronic lung disease in the community. This year Kylie is part of a national group coordinating the writing of Australian Pulmonary Rehabilitation Guidelines, and is the SA state representative of the Lung Foundation Australia Pulmonary Rehabilitation Forum.

- Dr Louise Wiles has successfully applied for the Early Career Researcher (ECR) Development Program in 2015. The ECR Development Program is aimed at academic staff seeking opportunities for strategic career planning and skill development in the area of academic research, and who are within the first five years of their research careers after graduating with a PhD. Louise will be attending a series of monthly sessions on a range of topics, engage in discussions with experienced researchers, and receive individual mentoring on establishing a successful academic career.

- A new book on qualitative research methodologies has been published by iCAHE researcher Dr Mandy Stanley. Published by Routledge, “Qualitative Research Methodologies for Occupational Science and Therapy” is co-edited with Dr Shoba Nayar from Auckland University of Technology and is the first time that a research methodology text has brought together occupational science and occupational therapy research. Chapters have been authored by contributors from Australia, New Zealand, Canada and Sweden including a chapter on meta-synthesis from another iCAHE member, Carolyn Murray. The book is aimed at the novice qualitative researcher level, particularly Honours or PhD students however experienced researchers will also take something away from this text. Link to Qualitative Research Methodologies for Occupational Science and Therapy on the publisher web page: http://www.routledge.com/books/details/9780415828673/
Since early 2014 Dr Richard McGrath has been conducting research with Cirkidz on a school based pilot program. The focus of Cirkidz in Schools project was to enable primary school children an opportunity to be involved in a circus based training program as an alternative to mainstream competitive sport. Research sought to develop an understanding of the influence the program had on school children (aged 7-12 years) in relation to their motivation and engagement to learning at two local Adelaide primary schools.

The research study adopted a mixed methods research approach using a self-completed student questionnaire and focus groups/interviews. An experimental pre/post-intervention method was incorporated into the study in relation to the motivation and engagement surveying of students. In addition, students involved in the Cirkidz troupe were involved in a focus group while interviews were conducted with teachers and trainers.

Improvements in motivation and engagement to learning were identified across a number areas for Cirkidz troupe students following the intervention. The mean scores of troupe students increased or remained higher than non-troupe students for three positive motivation and engagement to learning areas (Planning, Persistence and Learning Focus). Analysis also identified a beneficial decrease in three negative motivation and engagement to learning areas (Failure Avoidance, Uncertain Control and Self Sabotage) for students involved in the Cirkidz troupe.

Qualitative data analysis indicated the Cirkidz in Schools did have an impact on students involvement in the weekly circus based training sessions. The opportunity to be involved in the training sessions enabled some energetic students to develop self-control and sharing behaviours in the classroom, while for quieter students it provided an opportunity for them to exhibit extrovert behaviours. Trainers also identified the development of teamwork, trust, empathy and respect behaviours from those students involved in the weekly training sessions. Teamwork and meeting new people was identified by students as a positive aspect of the circus based training sessions, as was the opportunity to learn new skills and perform for others.

The Cirkidz in Schools project received some media attention late in 2014 with Channel 9 promoting the initiative as a news story. A copy of the item can be found here: https://www.youtube.com/watch?v=BaYO0MZRfa4&list=UUhAumjy26uts_hvywCSdgvQ

The Cirkidz in Schools program and research is currently continuing with another local Adelaide primary school through 2015.

Following on from this collaborative research project the School of Health Sciences and Cirkidz have signed a Memorandum of Understanding. The MOU is focused on developing collaborations in respect to teaching and learning opportunities (for example student placements) as well as other research projects.
PUBLICATIONS BY STAFF AND STUDENTS

   5 Year IF=2.188; 2 Year IF=1.659 (45/86 Health Care Sciences & Services)
   Abstract

   5 year IF=4.499; 2 Year IF=3.972 (34/124 Endocrinology & Metabolism. 12/79 Nutrition & Dietetics).
   Abstract Not Available

   5 Year IF = 2.619; 1 Year IF = 2.168 (Neurosciences 171/252).
   Abstract

   Abstract

   5 year IF = N/A; 2 year IF = N/A; Not listed in ISI Web of Science
   Abstract

   5 Year IF=3.733; 2 Year IF= 4.029 (13/65 Peripheral Vascular Disease).
   Abstract

   5 Year IF=3.793; 2 Year IF=3.079 (9/81 Sport Sciences).
   Abstract

   Impact Factor N/A.
   Abstract

   Impact Factor N/A
   Abstract

    5 Year IF=5.411, 2 Year IF= 5.035 (5/27 Critical Care Medicine).
    Abstract

5 Year IF = 2.586, 1 Year IF = 2.298 (Physiology 42/81, Sport Sciences 19/81).

**Abstract**


5 Year IF = 2.619, 1 Year IF = 2.168 (Neurosciences 171/252).

**Abstract**


5 Year IF=1.534, 2 Year IF=1.580 (50/86 Health Care Sciences & Services)

**Abstract**


5 Year IF = 6.341, 1 Year IF = 5.836 (Anesthesiology 2/29, Clinical Neurology 12/194, Neurosciences 31/252).

**Abstract**


5 year IF = N/A; 2 year IF = N/A; Not listed in ISI Web of Science]

**Abstract**


5 Year IF = 5.007; 1 Year IF = 4.216 (Clinical Neurology 30/194, Neurosciences 64/252).

**Abstract**


Impact Factor N/A

**Abstract**


5 year IF = 5.206; 2 year IF = 4.459 (4/81 Sport Sciences)

**Abstract.**


5 Year IF= 2.856, 2 Year IF= 2.298 (19/81 Sports Sciences)

**Abstract**


5 Year IF = 29.914, 1 Year IF= 30.387 (Medicine, General & Internal 3/156).

**Abstract**

Abstract


Abstract

- Grains and Legumes Nutrition Council (E-News); [Legumes and Diet Quality](#)
  By Dr Alison Hill and [Associate Professor Alison Coates](#) (31 March 2015)
School of Health Sciences Newsletter  March ~ April 2015

SCHOOL ADMINISTRATION

The UniSA Health Medical Clinic commenced trade on 16 March 2015. The Clinic provides affordable health care to all university students and staff. Services include acute and preventative health care, student health assessments, sexual and contraceptive health, immunisations (specialising in student placement requirements), travel medicine and mental health care.


UniSA Health – Medical Clinic Fee Schedule

** UniSA Domestic Students $0 Gap Fee unless noted below **

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Uni Fee $</th>
<th>Staff Gap $</th>
<th>Uni Staff Gap $</th>
<th>Rebate $</th>
<th>Public Fee $</th>
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<td>3</td>
<td>Surgery Consult Level A</td>
<td>36.60</td>
<td>20.00</td>
<td>16.60</td>
<td>36.60</td>
<td>20.00</td>
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<td>23</td>
<td>Surgery Consult Level B</td>
<td>56.30</td>
<td>20.00</td>
<td>36.30</td>
<td>71.30</td>
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<tr>
<td>36</td>
<td>Surgery Consult Level C</td>
<td>90.3</td>
<td>20.00</td>
<td>70.30</td>
<td>105.30</td>
<td>35.00</td>
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<td>44</td>
<td>Surgery Consult Level D</td>
<td>123.5</td>
<td>20.00</td>
<td>103.50</td>
<td>138.50</td>
<td>35.00</td>
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<td>5020</td>
<td>AH Consult Surgery Level B</td>
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<td>48.05</td>
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<td>5040</td>
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<td>35.00</td>
<td>82.30</td>
<td>117.30</td>
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<td>5060</td>
<td>AH Consult Surgery Level D</td>
<td>150.45</td>
<td>35.00</td>
<td>115.45</td>
<td>150.45</td>
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<td>Mirena/Implanon Consult $40 Gap for Students</td>
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<td>Review of Mental Health Treatment Plan</td>
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<td>2717</td>
<td>&gt; 40mins MH Treatment Plan</td>
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<td>723</td>
<td>Contribution to or review of multidisciplinary Care Plan</td>
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<td>GPMP Review</td>
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<td>70.00</td>
<td>variable</td>
<td>90.00</td>
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</tbody>
</table>

IPADS – CENTRAL STORE

40 iPads are now bookable through the Central Store. Please use the link below for further information:

WOULD YOU LIKE TO USE A SIT/STAND DESK THROUGHOUT YOUR DAY?

Ziggy Gniadek

The School has purchased and placed a sit/stand desk with computer in rooms C7-57 and BJ2-21. Staff will be able to access their computer remotely. If you do not have remote desktop enabled and power settings adjusted on your computer, please log an IT request to have this setup.

To avoid disappointment, staff will need to book times via the calendar below. It is recommended that staff book the number of hours that they wish to use.


Digi locks have been installed on doors for ease of access into rooms. Access codes for rooms are as follows:

- C7-57 is C157X; and
- BJ2-21 is C178X

There are many benefits of a standing desk. It improves your ergonomics, your health, your focus, your mood, and your productivity. There is an increasing demand from staff wanting to vary their posture throughout the day.

LIBRARY NEWS

Adriana Ciccone (Academic Librarian)

Name change – Primal Pictures

The publisher of Primal Pictures has recently changed the name of this resource to *Anatomy TV*. To simplify the changeover, we will retain existing links to the database and searching for “primal pictures” will also still work. You can also now locate the resource by searching for “Anatomy TV” or selecting A from the A-Z Database list.


Digital Learning Resources guide

Enhance your student’s learning by using digital resources in the Library’s collection. Explore this guide and discover: references on pedagogical and design aspects of blended learning; what your peers are doing; eMaterial to support student learning, and ways to find material for purchase. Please contact the Library if you would like us to purchase content for the collection.


Journal of visualized experiments (JoVE)

JoVE is a video journal which produces high quality, peer reviewed videos. It is indexed in PubMed. The Library has a subscription to JoVE: Biology; Immunology & Infection; Neuroscience; Medicine, and Science Education (General Laboratory Techniques & Basic Methods in Cellular and Molecular Biology). [Access here](http://search.library.unisa.edu.au/azdb/Primal_Pictures).
PODIATRY CLINIC


We provide a comprehensive range of podiatry services including:

- Foot and lower limb assessment;
- Biomechanical assessment;
- Insole and orthosis manufacture;
- Treatment of lesions of the skin and nails, including corns, callus, and nail problems;
- Treatment of infections (e.g. plantar warts);
- Nail surgery, Foot care and footwear education;
- Free children’s general checks and cost recovery orthosis manufacture.

Appointments cost as little as $10 for adult general treatment. Please phone Sharyn Martin at Podiatry clinic reception on extension **22269** to arrange a consult.

STAFF ACTIVITY REPORTS

Academic staff are now in a position to access their own Activity reports. To ensure additional activities are captured such as learning and teaching grants, external prizes and awards, there is a form available to provide these added details. The link to the online form is [here](http://www.unisa.edu.au). If you have any questions regarding your activity report please do not hesitate to contact the Business Intelligence and Planning Unit [bi@unisa.edu.au](mailto:bi@unisa.edu.au)

NATIONAL HEART FOUNDATION OF AUSTRALIA

When you have spare moment please take the time to review and read the National Heart Foundation: "Blueprint for an active Australia 2014-2017 2nd Edition". This important document calls for government and community action to increase population levels of physical activity and reduce sedentary behaviour in Australia [www.heartfoundation.org.au/active-living](http://www.heartfoundation.org.au/active-living)
STUDENT NEWS

- Congratulations to Simone Angel, a recent graduate with the Bachelor of Applied Science (Human Movement and Health Studies) on successfully winning a role with the Australian Institute of Sport, Laboratory Manager. Simone leaves Adelaide for Canberra on 27 April 2015 to commence in her new role. Great news Simone!

- Congratulations to Ashleigh Watson, 4th year Occupational Therapy with Honours student has won a Norman Weir Honours scholarship worth $3000 from Parkinson’s SA for her project: The experience of occupational engagement for people with early onset Parkinson’s disease. The scholarship includes a free registration at the Parkinson’s Australia National conference in May. Ashleigh’s project is supervised by Dr Mandy Stanley and Mrs Alison Ballantyne and is within the iCAHE research concentration.

- Congratulations to the following students for receiving a UniSA Medal for the Division of Health Sciences (2014). Students receive a program GPA in the top 0.5% of graduands within each Division and a program GPA of 6.25 or greater!
  
  - Megan Freckleton (Bachelor of Occupational Therapy)
  - Megan Deakin and Mark Snowball (Bachelor of Applied Science: Human Movement and Health Studies)

REFLECTIVE REPORT

Elizabeth Lynch (PhD Candidate)

I was very grateful to receive financial support from the School of Health Sciences conference scholarship to support my attendance at The European Stroke Organisation conference in Glasgow on 17th-19th of April. Researchers from all around the world attended and presented their work.

One of the best things about the conference for me was being present at the first official release of results from the AVERT (A Very Early Rehabilitation Trial) Phase III study. This international study, led by an Australian team, investigated the effect of mobilising people with stroke within 24 hours of stroke to usual care which is between 24 and 48 hours of stroke. As a physiotherapist and a researcher in stroke rehabilitation this topic is of great interest to me, and was the topic of a systematic review and meta-analysis I conducted early in my PhD with my supervisors. The Phase III results (involving more than 2000 patients) provided evidence that earlier and more intensive rehabilitation in the first 14 days after stroke was significantly associated with a worse clinical outcome for patients with stroke, and corresponded to the results from our meta-analysis. These results conflicted with the pilot (Phase II) trial results which involved 71 patients, and was a great reminder to many of us in the audience that suitably powered trials are needed before changes in practice should be recommended – many international stroke clinical guidelines, including Australia’s, have included recommendations regarding early, intensive mobilisation based on the Phase II results. Discussions regarding the logistics of conducting a large multi-centre study in inpatient stroke rehabilitation settings were also really interesting – this was the first study of its kind conducted on such a large scale in the stroke rehabilitation field.

The networking opportunities at the conference were great – I was able to meet some people whose names I knew (like Peter Langhorne) but had not met previously, having only corresponded via email previously when conducting the systematic review. I also met some presenters from a session titled “Implementation of stroke research”, and was able to discuss this area further which was really useful for me as this topic aligns with my PhD research and also with the work I would like to continue in the future. I was also pleasantly surprised with the networking opportunity that was facilitated by standing next to my two posters: “Improving rehabilitation assessment and referral practices for patients with stroke in Australia. A mixed methods cluster-randomised implementation trial” and: “Why aren’t all patients on Australian acute stroke units considered for rehabilitation?” where I was able to discuss my work with a number of clinicians as well as researchers who were interested in this area.
NATIONAL UNDER 18 WOMEN'S HOCKEY CHAMPIONSHIPS

The National Under 18 Women’s Hockey Championships were held in Adelaide 6-18 April 2015. Emily Grist (Human Movement) was assistant coach of the South Australian team. The girls finished in 9th position, however the young group showed enormous improvement over the 7 matches and had really good performances against the top teams.
## List of Student Prizes in the School of Health Sciences for 2014

<table>
<thead>
<tr>
<th>Prize Title</th>
<th>Criteria for Award</th>
<th>Name</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Gilmore Reid Prize</td>
<td>Awarded to the student with highest academic achievement (in the final two years) in the Bachelor of Physiotherapy and whose clinical work has been carried out with the greatest intelligence, skill and care.</td>
<td><strong>Felicity</strong></td>
<td>Braithwaite</td>
</tr>
<tr>
<td>Elma Casely Prize</td>
<td>Awarded to student of Bachelor of Physiotherapy whose assessments throughout the program have shown the greatest clinical and interpersonal skills.</td>
<td><strong>Natasha</strong></td>
<td>McCallum</td>
</tr>
<tr>
<td>Audrey Simpson Prize</td>
<td>Awarded to the student with the overall highest academic achievement in Acute Care in the Bachelor of Physiotherapy.</td>
<td><strong>Laura</strong></td>
<td>Hundertmark</td>
</tr>
<tr>
<td>Geoffrey Maitland Prize</td>
<td>highest aggregate mark in Primary and Ambulatory Care in Physiotherapy and Advanced Rehabilitation in the Bachelor of Physiotherapy.</td>
<td><strong>Felicity</strong></td>
<td>Braithwaite</td>
</tr>
<tr>
<td>Andrea Warden-Flood Prize</td>
<td>awarded on completion of the Bachelor of Physiotherapy to the student with the highest mark in the Rehabilitation course.</td>
<td><strong>Hanna</strong></td>
<td>Waldron</td>
</tr>
<tr>
<td>Helen S Blair Prize</td>
<td>awarded to the student with the highest academic achievement in the paediatric components of the Bachelor of Physiotherapy.</td>
<td><strong>Felicity</strong></td>
<td>Braithwaite</td>
</tr>
<tr>
<td>Physiotherapy Research Foundation Prize</td>
<td>awarded to the student in the Bachelor of Physiotherapy with Honours who receives the highest mark for the Honours thesis.</td>
<td><strong>Ty</strong></td>
<td>Ferguson</td>
</tr>
<tr>
<td>Elma Casely Prize (GE)</td>
<td>awarded to the student in the Master of Physiotherapy (Graduate Entry) whose assessments throughout the program have shown the greatest clinical and human relationship skills.</td>
<td><strong>Matthew</strong></td>
<td>Hocking</td>
</tr>
<tr>
<td>Ruth Grant Prize (GE)</td>
<td>awarded to the student with the highest academic achievement in the Master of Physiotherapy (Graduate Entry).</td>
<td><strong>Matthew</strong></td>
<td>Hocking</td>
</tr>
<tr>
<td>Brooks Running Prize</td>
<td>awarded to the student in the Master of Musculoskeletal and Sports Physiotherapy with the highest academic achievement in the sports component of the program.</td>
<td><strong>Veronica</strong></td>
<td>Tziavrangos</td>
</tr>
<tr>
<td>Patricia Trott Prize</td>
<td>awarded to the student in the Master of Musculoskeletal and Sports Physiotherapy for the highest academic achievement in the clinical courses of the musculoskeletal component of the program (REHB 5057 Musculoskeletal Physiotherapy Theory and Practice and REHB 5056 Musculoskeletal Physiotherapy Theory and Management)</td>
<td><strong>Veronica</strong></td>
<td>Tziavrangos</td>
</tr>
<tr>
<td>Marie Hammond Award</td>
<td>awarded to the student with the highest academic achievement in the Master of Musculoskeletal and Sports Physiotherapy.</td>
<td><strong>Veronica</strong></td>
<td>Tziavrangos</td>
</tr>
<tr>
<td>Ruth Grant Prize (Post Grd)</td>
<td>awarded annually to the student in the research program of Master of Applied Science (Physiotherapy) or Doctor of Philosophy who must be a physiotherapist and who distinguishes themselves in their dedication and application to research in physiotherapy.</td>
<td><strong>Rebekah</strong></td>
<td>Das</td>
</tr>
<tr>
<td>Australian Institute of Radiography (SA Branch) Award in Medical Imaging</td>
<td>awarded to the best student in the Bachelor of Medical Radiation Science (Medical imaging) program, based on best overall performance.</td>
<td><strong>Hannah</strong></td>
<td>Clark</td>
</tr>
<tr>
<td>Australian &amp; New Zealand Society of Nuclear Medicine (ANZSNM) Prize</td>
<td>awarded to the most outstanding student in the Bachelor of Medical Radiation Science (Nuclear Medicine) program, based on best overall performance.</td>
<td><strong>Dai</strong></td>
<td>Nguyen</td>
</tr>
<tr>
<td>Australian Institute of Radiography (SA Branch) Award in Radiation Therapy</td>
<td>awarded to the best student in the Bachelor of Medical Radiation Science (Radiation Therapy) program, based on best overall performance.</td>
<td><strong>Brianna</strong></td>
<td>Robertson</td>
</tr>
<tr>
<td>Australian Sonographers Association (ASA) Student Award</td>
<td>Awarded annually to the postgraduate medical sonography student submitting the best written paper(s) pertaining to the practice of medical sonography that is suitable for either oral presentation at the next ASA Annual National Conference or for publication in Sound Effects. The awardee will be a student who becomes eligible to graduate in the year that the prize is awarded.</td>
<td><strong>Isla</strong></td>
<td>Lucas</td>
</tr>
<tr>
<td>JR Pickering Prize</td>
<td>awarded to the student in the Bachelor of Podiatry who achieves the highest aggregate mark in the courses Clinical Biomechanics 400 and Clinical Biomechanics 401</td>
<td><strong>Jessica</strong></td>
<td>Lehmann</td>
</tr>
<tr>
<td>Award</td>
<td>Details</td>
<td>Winner</td>
<td></td>
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<tr>
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<tr>
<td>TG Mitchell Prize</td>
<td>awarded to the student in the Bachelor of Podiatry with the highest academic achievement in Podiatry Clinical Studies 100, 101, 200, 201, 300, 301 and 400, Podiatry Practice 201, 400 and 401, and Applied Podiatry Practice 300 and 301</td>
<td>Jessica</td>
<td></td>
</tr>
<tr>
<td>Staff Award for Podiatric Clinical Practice</td>
<td>awarded to the student in the Bachelor of Podiatry whose assessments throughout the program have shown the greatest clinical and human relationship skills</td>
<td>Judith</td>
<td></td>
</tr>
<tr>
<td>Nancy Whittingham Award</td>
<td>awarded to the most outstanding first year student in the Bachelor of Applied Science (Human Movement) who continues in the program.</td>
<td>Matthew</td>
<td></td>
</tr>
<tr>
<td>Outdoor Educators' Association Tertiary Outdoor Education Prize</td>
<td>awarded to the graduand based on the highest academic performance in a sub-major or major in Outdoor Education.</td>
<td>Ryan</td>
<td></td>
</tr>
<tr>
<td>Port Adelaide Football Club Award</td>
<td>awarded annually to the most outstanding graduand in the Bachelor of Applied Science (Human Movement) who has demonstrated the highest academic performance in courses related to Sports Science.</td>
<td>Nathan</td>
<td></td>
</tr>
<tr>
<td>OCC SCIENCE</td>
<td>awarded annually to the final year student in the Bachelor of Applied Science (Occupational Therapy) who has demonstrated the highest academic performance in courses related to occupational science.</td>
<td>Megan</td>
<td></td>
</tr>
<tr>
<td>Ann Wilcock Prize</td>
<td>Awarded annually to a final year student in the Masters of Occupational Therapy (Graduate Entry) who has the highest GPA on completion of the first 3 semesters of the program.</td>
<td>Kathryn</td>
<td></td>
</tr>
<tr>
<td>Marjorie Black Prize</td>
<td>awarded to the most successful student in the psycho-social sections of the Bachelor of Applied Science (Occupational Therapy).</td>
<td>Kathleen</td>
<td></td>
</tr>
<tr>
<td>KONEKT Prize</td>
<td>awarded annually to the final year student in the Bachelor of Applied Science (Occupational Therapy) who has demonstrated the highest academic performance in courses related to injury management and worker rehabilitation.</td>
<td>Amelia</td>
<td></td>
</tr>
<tr>
<td>OT Australia SA</td>
<td>awarded annually to a final year undergraduate occupational therapy student who has demonstrated the highest academic performance in courses relating to research and evidence base practice, with the exclusion of honours’ related courses.</td>
<td>Megan</td>
<td></td>
</tr>
<tr>
<td>Cecile Bearup Prize in Occupational Therapy</td>
<td>awarded annually to the student who, on completion of the program for the Bachelor of Applied Science (Occupational Therapy), is perceived by School staff members, clinicians and student peers to embody the highest professional qualifications.</td>
<td>Skye</td>
<td></td>
</tr>
<tr>
<td>Australian Physiotherapy Association (SA Branch) Student Group Perpetual Trophy</td>
<td>awarded to the student selected by their peers as making an outstanding contribution to the Student Committee of the Australian Physiotherapy Association (SA Branch).</td>
<td>Tessa</td>
<td></td>
</tr>
<tr>
<td>Sheila Bailey Physiotherapy Prize</td>
<td>The Sheila Bailey Physiotherapy Prize is open to eligible South Australian students whose home is in a rural, remote or isolated area and who are enrolled as a full-time internal student in the second year of the Bachelor of Physiotherapy (IBPZ) program. They must have completed SACE Year 12 in a rural, remote or isolated area before commencing the Bachelor of Physiotherapy. The prize will be awarded on the basis of program grade point average on completion of the first year of the program.</td>
<td>Naomi</td>
<td></td>
</tr>
</tbody>
</table>
RESEARCH GRANTS AND FUNDING OPPORTUNITIES

Applications for the 2015 Grant Round close on **Friday June 26, 2015**.

Eligible persons and groups (as defined in the application guidelines) are invited to submit a single detailed written application.

The ACRF’s Medical Research Advisory Committee (MRAC) will select from these applications a short-list, on the basis of eligibility and scientific merit, that will proceed to interview and, if deemed appropriate, a site visit.

The Foundation’s approach to supporting cancer research is based on the following principles:

a) We seek to support all aspects of cancer control (i.e. prevention, early detection, treatment and/or management) through research. Our focus is on providing single capital grants for major items of scientific equipment, and for new research infrastructure. In this way ACRF can best complement existing sources of funding for staff and consumables for cancer research projects available through other cancer research agencies and the NH&MRC.

b) We support research by groups and institutes with outstanding credentials and/or potential in cancer research, to facilitate new and sustainable programs and to provide platforms that will add to Australia’s cancer research capacity.

c) Besides demonstrating the excellence of the project and research capability, applications should demonstrate clarity of research vision and planning, strong committed leadership, and experienced management.

d) Pooling the efforts of teams of researchers within or across institutes can often answer research questions more effectively or more efficiently. We therefore welcome and encourage joint applications.

e) ACRF is a ‘seed’ funding body, and may not necessarily be able to fund the full amount sought in an application. Our support should therefore be demonstrated to provide opportunities for leveraging of additional funding. We expect that applications for projects and/or programmes will demonstrate the ability to leverage support over and above the amount which the ACRF may be able to provide.

- **2015 Grant Guidelines**
- **2015 Grant Application Format**

*Please contact Senior Business Development Manager Dr Bruce Chadwick for further information on any of the above.*

Bruce.Chadwick@unisa.edu.au, ext: 22333