
In Principio - 2010s

In Principio: In the beginning

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IN PRINCIPIO

IN THE BEGINNING

THE UNIVERSITY OF NOTRE DAME AUSTRALIA MAGAZINE
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**World Youth Day pilgrims celebrate
in the centre of Lake Galilee.**



Cover: After a five hour camel ride and steep climb up the mountain through the night, Lauren Langrell enjoys the magnificent view from the top of Mount Sinai.

Photos courtesy of Jessica Langrell.

FROM THE VICE CHANCELLOR

Earlier this year, we celebrated the fact that for the fifth year in a row, Notre Dame received 5 star ratings in 5 categories from the independent publication the Good Universities Guide. We have also celebrated some other significant milestones, the enrolment of over 10,000 students at the University, the 20th year of the proclamation of our Canonical Statute, and more recently, the fact that the Federal Government has announced that Notre Dame will be able to offer an additional 1,000 Commonwealth Supported Places to students over the next four year period. We have more staff, more courses, more capital projects on the go and more research activity being undertaken than ever before.

I take this opportunity to thank everyone who has ever given service to the University - through their time, their 'talents', the 'fruits of their talents' and their prayers.

However, I would also like to thank the Notre Dame graduate who wrote to me earlier this year, advising me that while she was happy for our success, she did not think that our celebration of these milestones really reflected what she believed our university was about. I was told, politely and clearly, that we were focussing on the 'numbers' and on the 'physical aspects of the University', and ignoring the fact that every single one of those numbers was a person... and that the capital works, as important as they are, are only important because of what we do with them or in them. She expressed concern that with these as our focus, we would cease being the special place that she had experienced.

Our graduate is, of course, correct.

In our world, it is very easy to be seduced by the apparent certainty of statistics, and to be lured into a fixation on KPIs, metrics, survey results, benchmarking, quantifiable measures, growth charts and accounting data such as EBITDA and debt to equity ratios. In running any organisation, business or indeed university in the 21st century in Australia, it is imperative to evaluate, to gather reliable data and

information, to measure and to benchmark. Notre Dame, as a legally constituted Australian university, must utilise all tools and all measures available to it to achieve the accountability, transparency and responsibility required of it.

But, just as our graduate reminded me, Notre Dame does not simply seek to be an Australian organisation, business or university. Notre Dame strives to be an educational community, in which university education is provided within a context of Catholic faith and values. As a Catholic university, "born from the heart of the Church", we believe that every human person is created in the image and likeness of God and is thus deserving of equal dignity. We also believe that every person, equal in dignity, nonetheless has unique and different gifts and talents. We believe that an essential part of our role is to help each and every student, through their educational journey with us, to recognise their unique gifts and talents, develop their unique gifts and talents - and in recognition of human solidarity and the pursuit of charity, to recognise their responsibility to share those gifts and talents with others.

And so, I also take this opportunity to assure the graduate who wrote to me, and all other members of the wider Notre Dame community, that while we celebrate these measurable and quantifiable achievements, we do so not because they are our ends, but rather, we celebrate and acknowledge them because they are part of the means by which we can pursue and share our mission as a Catholic university in Australia in the 21st century.



Professor Celia Hammond

Vice Chancellor Professor Celia Hammond is presented to His Holiness Pope Benedict XVI at the opening of Domus Australia in October.



UNIVERSITY NEWS



New centre for Australian pilgrims opens in Rome

"Domus Australia will provide Australians with a true pilgrimage experience and further strengthen the links between the Church in Australia and the Church in Rome. It will be a real home away from home for travelling Australians." Archbishop of Sydney, Cardinal George Pell.

On Wednesday 19 October 2011, His Holiness Pope Benedict XVI blessed and officially opened Domus Australia, describing the new centre for Australian pilgrims as "a little corner of Australia in the ancient city of Rome".

Less than 15 minutes from the Vatican and in one of the oldest areas of Rome, Domus Australia will provide a unique opportunity for Australians to learn about the history of the Church and to visit the many beautiful places significant in religious history.

Cardinal Pell has been the driving force behind the initiative. It is the Cardinal's hope that by providing this 'home' for Australians travelling to Rome, they will be encouraged to become pilgrims, sensitive to the religious dimensions of their travels.

The original building was the study centre and student house of the Marist Fathers in Rome. After two and a half years of restoration and renovation the 19th century building, which also includes a 115-year-old chapel, now offers 32 bedrooms with ensembles, a pilgrim information centre, restaurant and state-of-the-art conference and function rooms.

The celebrations of the first anniversary of the canonisation of Australia's first saint, St Mary MacKillop, took place on Sunday 16 October. Cardinal Pell concelebrated Mass with 36 Australian bishops. During Mass they consecrated the Chapel's new altar, placing inside it relics of St Mary, Pope Pius V and St Peter Chanel, a Marist priest and missionary.

Vice Chancellor Professor Celia Hammond travelled to Rome for the opening and celebrations. She said she felt very fortunate to have had the opportunity to witness the historic event.

"The opening of Domus is a truly significant development for the Church. It was a great privilege to have had the opportunity to stay at Domus Australia and witness the opening ceremonies. It is a truly beautiful 'centre' and if my experience of my time at Domus is any indication, it will achieve everything which the Church seeks," said Professor Hammond.



Cardinal Pell and Mr Danny Casey, UNDA Trustee, viewing Domus Australia.



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Clontarf teacher and Notre Dame tutor, Kiel Williams-Weigel, introduces Her Majesty to Clontarf students and Kate Durkin.
Photo courtesy: Auspic

Notre Dame and Clontarf partnership gains Royal recognition

Stories of family life in outback Western Australia were shared with Her Majesty Queen Elizabeth II when she met with students at Clontarf Aboriginal College as part of her recent visit to Perth for the 2011 Commonwealth Heads of Government Meeting (CHOGM).

The visit also gave Education students from Notre Dame's Fremantle Campus the chance to meet the Queen.

Clontarf was one of the few locations Her Majesty visited in Western Australia.

While at the College, the Queen officially open the new boarding facility, viewed the College's Literacy and Home Economics centres and watched games of Australian Rules Football and Netball.

Lauren Downing, Kate Durkin and Patricia Owen are tutoring Clontarf students as part of the literacy program initiated in 2010.

The program, a collaboration between Notre Dame and Clontarf, enables Notre Dame students to combine service learning, literacy teaching and learning related to Indigenous culture and education in the one setting.

Miss Downing said Her Majesty took a particular interest in the Clontarf students' story books which tell the story of their family life in remote WA.

"Meeting Queen Elizabeth II exceeded my expectations," Miss Downing said.

"She was actively engaging with the students and wanted to know what

they were learning through the literacy program."

Describing the occasion as "something out of the ordinary", Miss Durkin said she felt privileged to have met the Queen.

"This is a really important program not only for the Clontarf students but also for us.

"It gives us the chance to gain strong communication skills therefore improving our ability to work in a school environment. Additionally, it has given us a once-in-a-lifetime opportunity to meet the Queen!" Miss Durkin said.



Vale Dr Tony McCartney 1941 - 2011

The University was deeply saddened by the loss of Dr Tony McCartney, the Fremantle School of Medicine's foundation Professor of Obstetrics and Gynaecology.

Dr McCartney's contribution to his profession and the School was profound. He was a highly respected and valued colleague, dedicated teacher and great supporter of Notre Dame. He will be truly missed by his colleagues and students.

Distinguished Service Medals awarded

"Their contribution to Notre Dame, over many years, has been outstanding and their retirement will be a significant loss for the University community."
Vice Chancellor Professor Celia Hammond.

In recognition of an outstanding and significant commitment to the University, the Vice Chancellor awards Distinguished Service Medals to staff whose service to the University has been exemplary. Four staff members are being awarded this honour in December 2011. They have given the cumulation of over 40 years to the University and each has held a number of key roles during their time at Notre Dame.

Distinguished Service Medal recipients:

Mr Peter Glasson 1999 – 2011



- Director of Student Services, Registrar 1999-2004
- Executive Director, Deputy Vice Chancellor, Sydney Campus 2005-2008
- Pro Vice Chancellor (Strategy and Planning) 2008-2011

Professor Mark McKenna 2001 – 2011



- Head, School of Medicine, Fremantle Campus 2001-2004
- Dean, College of Health 2004-2005
- Executive Dean, College of Medicine 2005-2007
- Deputy Vice Chancellor, Fremantle Campus 2007-2008
- Provost, Fremantle Campus 2008-2011

Associate Professor Maureen Mears 2000 - 2011



- Fremantle Campus**
- Coordinator, Bachelor of Education (Primary)/ Master of Teaching Programs, Senior Lecturer 2000-2004
 - Head, School of Religious Education 2004-2006
 - Associate Dean, School of Education (Religious Education) and Coordinator Postgraduate Religious Education Courses 2006-2011

Professor Helen Parker 2001 – 2011



- Fremantle Campus**
- Head, School of Health & Physical Education/ Assistant Dean, College of Health 2001-2005
 - Dean, School of Health Sciences/ Executive Dean, College of Health Sciences 2006-2011

Accolades for academics and students

Academics and students on all three campuses have received national recognition during 2011.

Professor Haydn Walters, Head of the Melbourne Clinical Medical School and Associate Dean of the School of Medicine Sydney, was awarded \$4.8 million in early November by the National Health & Medical Research Council (NHMRC). This includes a NHMRC National Centre of Research Excellence to increase research capacity in chronic respiratory disease and lung ageing, a personal senior Practitioner Fellowship and \$1.8 million in project grant funding.

Dr Anne Marie Hill, Senior Lecturer, School of Physiotherapy has won a significant grant as the recipient of the National Health & Medical Research Council Early Career Fellowship which was announced in October.

As part of the Fellowship, Dr Hill received a grant of \$294,892 to continue her investigation into falls prevention and to build primary research at Notre Dame. Dr Hill will commence a four year research project in 2012: *Preventing falls in older patients after hospital discharge by providing patient education*.

See page 24 for Dr Hill's research findings: *New research shows patient education can reduce hospital falls by up to 50%.*

A vision to provide excellence in teaching, research and valuing community-based Indigenous knowledge are the key attributes that won the title of *Person of the Year* for the Deputy Vice Chancellor of the Broome Campus, **Professor Lyn Henderson-Yates**.

The first Indigenous Deputy Vice Chancellor to be appointed at any university in Australia, Professor Henderson-Yates received the award at the 2011 Kullari NAIDOC Awards held in Broome as part of NAIDOC Week celebrations. Broome Education student, **Sharon Davis**, won the *Student of the Year* award and Nursing student, **Mary Lane**, was recognised as the *Young Leader of the Year* at the same awards ceremony.

Social justice and critical psychology are the research interests of **Dr Dawn Darlaston-Jones**, the recipient of the 2011 Australian Learning and Teaching Council's (ALTC) Undergraduate Learning, Teaching and Assessment Resource Prize. Dr Darlaston-Jones is the Course Coordinator of Behavioural Science on the Fremantle Campus. The prize was developed by the ALTC in conjunction with the Australian Psychological Society and the Australian Psychology Educators Network.



2011 Kullari NAIDOC awards winners: Professor Lyn Henderson-Yates, Mary Lane and Sharon Davis.

Centre for Faith, Ethics and Society

The University's Centre for Faith, Ethics and Society (CFES) is reviewing the way in which staff teach ethics to Nursing and Medicine students thanks to a research grant from the Mary Philippa Brazill Foundation.

Research has found that while professionals across a range of industries were capable of reliably identifying incidents of malpractice in the workplace, they felt that their organisations did not provide a supportive ethical framework in which they could address or report the incidents. The Centre hopes to affect change in this area by equipping Notre Dame staff with innovative and creative methodological approaches to the teaching of ethics. Associate Professor Sandra Lynch, Director of the CFES, said providing future health care professionals with the tools to act upon their values was imperative for the future of the industry.

"The project will recommend teaching practices which provide students with scenarios in which they are faced with an ethical dilemma and must explore strategies to enable them to act upon their values," Associate Professor Lynch said.

"We would like to move beyond theorising about 'what ethical behaviour is' to equipping students with the knowledge of how to go about dealing with multifaceted ethical issues and acting in a way that affects positive change in their workplaces."

Dr Bernadette Tobin, Director of the Plunkett Centre for Ethics and one of the founders of the Mary Philippa Brazill Foundation, presented the grant to Associate Professor Lynch. Dr Tobin said the Centre's outstanding proposal was in line with the Foundation's aim to promote ethics in health care in Catholic institutions.

"The trustees were very taken by the idea of Associate Professor Lynch undertaking work to improve the values that are so often missing in health care education," Dr Tobin said.

Associate Professor Lynch said the CFES was very grateful for the opportunity to develop the health care ethics project.

"It is a small project, but if it succeeds, it's the beginning of a model that can be implemented throughout Notre Dame and other universities," Associate Professor Lynch said.

The project is scheduled to begin in early 2012, when the Centre will be hosting Dr Mary Gentile, Senior Research Scholar at Babson College, Massachusetts. Dr Gentile will conduct workshops on these methods at the University's Fremantle and Sydney campuses.



Dr Bernadette Tobin presents Associate Professor Sandra Lynch with the research grant on behalf of the Mary Philippa Brazill Foundation.

Nulungu Centre for Indigenous Studies

A research project focussed on *The transition of Aboriginal and Torres Strait Islander students into higher education* has won a significant grant for staff on the Broome Campus. Recently announced by the Australian Learning and Teaching Council (ALTC), the grant will fund the Nulungu project which will contribute to the 'body of work around the transition of underrepresented Aboriginal and Torres Strait Islander students into higher education'.

One of the Chief Investigators, Professor Marguerite Maher, Dean School of Education, Sydney, explained the collaboration by staff from across

the University for the project was a first for Notre Dame.

"For staff from Broome, Sydney and Fremantle campuses to be working on a major nationally funded project is wonderful. The scope of this project is such that it will lead to ongoing research and parallel projects of national significance in the future."

Professor Maher said the staff who had gathered in Broome to discuss the project had enjoyed the hospitality provided through living onsite and working closely with each other and Broome-based colleagues. "The group must now deal with the tyranny of distance and time zones as we progress with the research, a significant challenge which will require innovative approaches," said Professor Maher.

Deputy Vice Chancellor, Broome Campus and Chief Investigator for the project, Professor Lyn Henderson-Yates said the announcement was wonderful news for the Campus and the University.

"Indigenous participation in higher education is low compared to non-Indigenous counterparts. The project will examine the issues that impact on the capacity of Indigenous students to engage in Higher Education.

"A national and international review of current University (and other education providers) 'best practice' models, policies and procedures will determine what seems to work and what does not. The team will also work with Indigenous community leaders and Indigenous students to ensure that they have a voice in determining future models for their increased participation," explains Professor Henderson-Yates.

"The project will deliver a series of 'State of the Education Nation' reports providing recommendations to government, industry and community on the future of Indigenous participation in Higher Education.

"Nulungu is very excited at successfully winning its first prestigious and substantial ALTC grant. This research focusses on Indigenous students and education, both of which are very important to the University," said Professor Henderson-Yates.

BROOME CAMPUS - A VALUABLE RESOURCE FOR ALL



Since its foundation in 1994, the Broome Campus has offered students from throughout the Kimberley and Australia the unique opportunity to gain vocational and tertiary education in a location that is steeped in Aboriginal culture and tradition and features some of the world's most striking landscapes.

Fremantle and Sydney students can also spend a semester on Broome Campus as part of their degree. The Campus also regularly welcomes students participating in the University's successful Study Abroad Program (SAP).

In July, the Campus hosted the biennial visit of students from the University of Portland (USA) and Notre Dame's Fremantle Campus for the winter term. The SAP coordinator, Pro Vice Chancellor, International, Professor Peta Sanderson, said the Broome Campus was an outstanding destination for students.

"The program we run explores Australian ecology and Australian vertebrate biology in detail. The students from Portland and Fremantle lived on Campus for five weeks and participated in an intensive academic and field program. It is a fantastic opportunity for them to totally immerse themselves in their work," Professor Sanderson said.

In addition to offering excellent facilities, creating a beautiful and serene environment for staff and students has been a priority for the University. The University has been aware that the unique Campus is also a valuable asset for the wider community.

Deputy Vice Chancellor, Broome, Professor Lyn Henderson-Yates explains: "The opportunity to be able to contribute actively to the Kimberley community through the use of our venues has been very important to us. It is part of the Campus' mission to engage and support people throughout this special region.

"We have such a diverse range of groups who book for one-offs, or more regular bookings.

"Earlier this year we had the cast and production team of the play, *Jandamarra Returns*, using our spaces for rehearsal and some of the Campus' accommodation for their actors and crew. This was a major production which began its season in Broome in mid-July moving then to the very beautiful and remote Windjana Gorge and onto Halls Creek, finishing in Kununurra in August," Professor Henderson-Yates said.

There are a range of facilities available for use including the library which, along with the rest of the Campus, is situated on a site once occupied by Nulungu College (Nulungu is the Yawuru name for a sacred jila, or water soak on Roebuck Plains). The College was established by the Christian Brothers as a residential secondary school for Aboriginal boys in 1971. In 1974 a similar school was opened for Aboriginal girls by the Sisters of Our Lady of the Missions and the Sisters of St John of God.

The latest addition, the Multi-Purpose Hall which opened in August 2010, offers a range of equipment and can seat up to 250 guests. Comfortable accommodation is also available in the Student Village which comprises a number of self contained houses.

Organisations that have used the Campus in 2011

- Bunuba Films
- Broome Senior High School
- Catholic Diocese of Broome
- Catholic Education Office, Broome
- Clontarf Football Academy
- Girls Academy
- Disability Services Commission
- Kimberley Aboriginal Medical Services Council
- Kimberley Aged Care & Services
- Kimberley Disability Services Commission
- Kimberley Interpreting Services
- Kimberley Land Council
- Kimberley TAFE
- LandCorp
- Magic Broome Film Productions
- Roebuck Primary School
- St Mary's College
- STEPS (Occupational Rehabilitation, Training & Employment Placement Services)
- Tertiary Institutions Service Centre
- The Rural Clinical School of WA
- Ultrasound Village Pty Ltd
- Western Australian Museum
- Woodside



Steve Hawke, Executive Producer, *Jandamarra Returns*

The Broome Campus of Notre Dame has been a fantastic resource and a tremendous assistance to us in the development of the *Jandamarra* play over the last two years. We have been able to use its lecture rooms for a number of workshops and conducted auditions in the new Multi-Purpose Hall. This is a fantastic facility for Broome.

Miriam Kolker, Home and Community Care/Access Project Officer

The Kimberley Aged and Community Services' mission is to provide aged and community services to clients, predominantly Aboriginal and living in remote communities throughout the Kimberley region. Having the opportunity to use Notre Dame's excellent meeting facilities is really appreciated.

Russell Smith, Kimberley Area Manager – Disability Services Commission

For the first time in Broome, several agencies coordinated a workshop for those involved in the lives of people who have a disability. The event was targeted at several audiences including families, services providers, teachers, employment services and general public.

Notre Dame's Broome Campus provided the perfect venue, accommodating both large and small audiences and giving us the opportunity to break into several small rooms for concurrent sessions. The workshop has been hailed a success with the planning for next year's already underway.

WORLD YOUTH DAY PILGRIMS ON THE ROAD TO MADRID...

What do you get when you combine one Cardinal and 23 students travelling approximately 20,000 kilometres on buses, planes and trains through five countries? A World Youth Day pilgrimage to remember!

Led by Archbishop of Sydney, Cardinal George Pell as part of the Sydney Archdiocesan 'Exodus Encounter', Notre Dame students made the pilgrimage through the Holy Land to Madrid in August to join pilgrims from around the world for the 2011 World Youth Day (WYD).

The pilgrims share some of their experiences on the road to Madrid...

Sydney to Dubai - Amy Vierboom

We hopped on a pretty flash Emirates A380 flight at 9pm on Wednesday 2 August with great excitement – most of us were meeting our fellow pilgrims for the first time.

Cairo - Amy Vierboom

As we drove past the *City of the Dead*, our guide told us about the mausoleum guards who decided to take up residence in the old tombs – and now there is a whole suburb where people live in the old mausoleums!

Mt Sinai – Jessica Nohra

Compared to walking up Mt Sinai, walking down was a breeze! I was chatting as I walked along when I suddenly slipped and fell, twisting my ankle. The pain was just unbearable and they had to get a camel to take me the rest of the way down the mountain – a 45 minute trip! At the hospital in Sinai, they told me my foot was fractured. They plastered my foot and I came home in a wheelchair. It took a while to sink in that this was the fourth day of my pilgrimage and I had two weeks left on the road in a wheelchair. It wasn't how I imagined travelling, but obviously, God had a different plan for me.

Crossing the border: Egypt to Israel

After being pulled aside by Israeli officials, I began to regret my decision not to shave since I'd left Australia. The security guard asked me a range of strange questions but the most awkward question of all was her request to know the difference between Christianity and Catholicism. The simple and most obvious answer would have been to say that Catholics are led by the Pope but due to my nerves, I went into full detail about the Eucharist and its real presence. The guard looked at me blankly, spoke into her walkie-talkie and told me to sit down.

After some interrogation, minor communication barriers, confusion about my grandfather's surname, and a two hour wait to receive approval, I was happy to be released and begin my journey into Israel. Word went around that I had been arrested. I would like to confirm that this was *not* the case. I was the only pilgrim to be stopped at all the checkpoints on the Israeli border crossing.

Swimming in the Dead Sea - Alison Collet & Chantal Khoury

Someone in the group mentioned that the black clay-like mud found on the shore of the Dead Sea was a great smoothing mask for the skin. Some pilgrims thought that this was the perfect time to prepare for their next Clearasil commercial and completely covered their faces, necks, arms, legs and chests with the black mud.

It wasn't until everyone rubbed off the mud and got onto the bus that we realised that this 'exfoliating' substance had left a familiar scent with us – the scent of camels!

Jordan River – Alison Collet & Chantal Khoury

We journeyed to the Jordan River where we joined together as brothers and sisters in Christ, to renounce Satan and reaffirm our baptismal promises. Some of us were a little bit sneaky and quickly emptied any little bottles of hand sanitisers or water so that we could collect our own water from the same river that Jesus Christ was baptised in.

Sea of Galilee – Natalie Ambrose

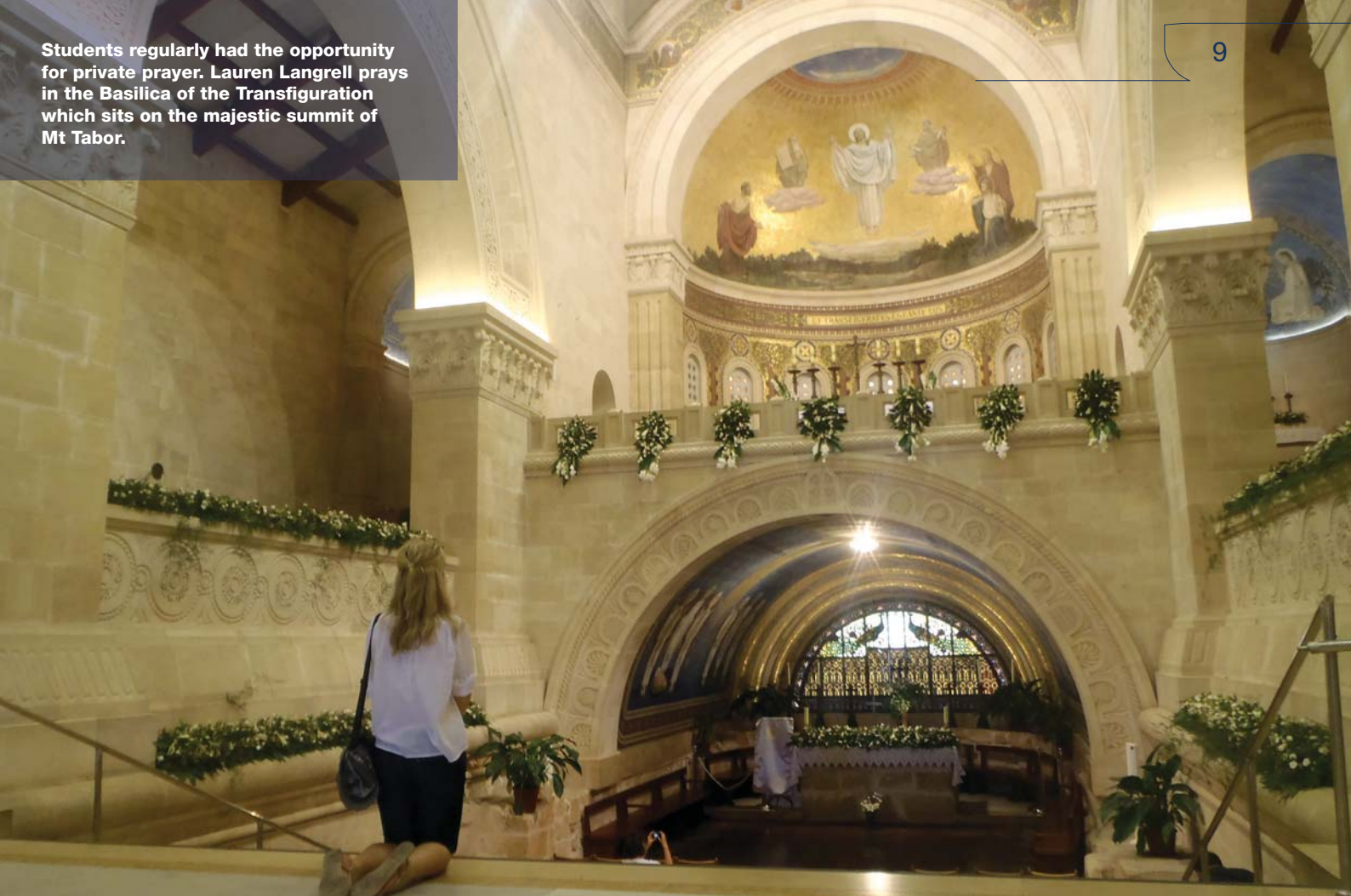
The Exodus pilgrims met with another group of pilgrims from Sydney on the shores of the Sea of Galilee. Together with the chaplains from both pilgrimages, Bishop Julian Porteous and His Eminence George Cardinal Pell, we boarded boats that were replicas of those Jesus would have used and sailed out to the middle of the Sea to celebrate Mass. What a beautiful Mass it was! There really isn't quite anything like it, having partaken in a Mass on the Sea of Galilee, being where Jesus had been. It is a moment I will carry on in my heart for the rest of my life.

After the Mass, what followed was somewhere between a high seas boat party and a celebration of Christ, with young adults from across Sydney all mixed together with really good Jewish music. There was dancing, laughing, and just a lot of fun between people who had just encountered Christ. Even the Cardinal was dancing! The joy that filled our boats was incredible and no one wanted it to end.

Mt Cabor – Lauren Langrell

Our first stop was at the Basilica of the Transfiguration on Mount Tabor. It was on this mountain that Our Lord Jesus Christ revealed himself in all His glory and divinity to His apostles St John, St Peter and James, the brother of John. Before entering this Church, we had meditated on the words of Archbishop Dolan, on the Transfiguration in his 'Lessons from the Apostle Peter'. Through this, I gained a deeper understanding that

Students regularly had the opportunity for private prayer. Lauren Langrell prays in the Basilica of the Transfiguration which sits on the majestic summit of Mt Tabor.



when in the presence of the divine Christ we should have silence and listen to Him. And so, when praying in this Church, I learned to listen more.

Previously, I often became discouraged in prayer when I found I ran out of things to tell Christ. But Christ is not there to be a 'garbage dump' where we offload all our problems, rather, He is a source of healing, advice, peace, steadfast direction and unwavering strength. He is the one who should do the talking.

Jerusalem, The City of God – Madeleine Vella

Our first stop in Jerusalem was the 'Western Wall'. Jewish people come to this wall to pray, particularly on the Sabbath. The men and women had to go to different areas to pray. This was a very moving experience, to touch the remains of the Temple and pray alongside our Jewish brothers and sisters. It was incredible to see this wall that we had heard so much about and see that every crack was filled with years and years worth of petitions.

Madrid: Reflections on WYD Week

"After an overwhelming two weeks, following the footsteps of our ancestors in Egypt and those of Jesus Himself in the Holy Land, I reached Madrid and began to understand the reason for Salvation a lot more." **Alison Collet**

"Having come straight from the place where Christ lived and died, in the tiny land of Israel, and seeing the countless numbers from all around the world at WYD in Madrid, I was reminded that the Catholic faith, although small in its origins, has reached to the ends of the earth, as Christ had intended." **Nicholas Smith**

"It wasn't long after we got set up in the aerodrome where we were camping out to wait for the Pope that the rains came! There were six of us huddled under a tarp with a few more people poking their heads in. The wind howled, lightning struck, thunder boomed, people said they wished their mothers were there, and it rained.

"We were a part of the biggest crowd ever to be drawn in Europe, and it was all to see one man; to celebrate one faith; to show and spread one love. I am

still trying to comprehend how the night that I had predicted would be one of the worst of my life, turned out to be the best. Sleeping on rocks, in the rain and the dirt, in scorching heat, was the best night of my life." **Claire Devonport**

"Sunday Mass was celebrated by the Pope with over two million people in attendance. For me, this was a clear image of the universal church; people from all different walks of life coming together to celebrate the same thing - the suffering, death, Resurrection and Ascension of Christ - the Mass!" **Jessica Nohra**

"Plane trips and long car rides may keep us apart but what holds us together, what binds us with millions of other young Catholics around the world is the faith entrusted to us by our ancestors. The love and knowledge of Christ is the most valuable gift we could come away with.

"We all began this journey with expectations and pre-dispositions about who God was but what we have found is God exists in the people we have met and the relationships we have formed. This remains the greatest and most invaluable gift." **Alison Collet**

REDUCING THE RISK FACTORS FOR CARDIOVASCULAR DISEASE

The Fremantle Primary Prevention Study

By Professor Tom Brett, Associate Professor Diane Arnold-Reed and Professor Max Bulsara

Background

The University's General Practice and Primary Health Care Research Unit was established in 2006 and works within the School of Medicine, Fremantle. Research staff have recently completed a large multi-centre study which sought to reduce risk factors for cardiovascular disease through a combination of modification of lifestyle factors (such as exercise and diet) as well as appropriate medications delivered through primary care (GP) visits. Outcomes from the study have been accepted for publication in the British Journal of General Practice.

Participants

The study commenced in November 2006 and lasted approximately 18 months. A total of 1200 patients aged between 40 to 80 years, with no prior history of a cardiovascular event (heart attack, stroke, angina, stent insertion or by-pass surgery) were recruited to take part in the study. Half the patients at each of the three locations were randomly allocated to either an intensive follow-up regime (initial visit followed by three, six, nine and 12 month checks) or usual care (seen at initial visit and again after 12 months).

During study visits all patients were assessed for their past medical history, current medications, smoking, weight, height, waist circumference, blood pressure readings as well as fasting blood levels for lipids and glucose. Patients who suffered from diabetes were also tested for renal function, glycosylated haemoglobin (HbA1c) and urinary albumin-creatinine ratio. Interest in the study remained high throughout at all three practices and over 93% of patients recruited were able to complete the final visit after 12 months.

Key Findings

The centrepiece of the study was the use of the **New Zealand Cardiovascular Risk Calculator** to assess an overall absolute risk score for each participant at each visit. Absolute risk takes into account the cumulative risk of individual risk factors for heart disease such as raised cholesterol, high blood pressure and obesity. Even small changes outside normal levels can have a much greater cumulative effect than that produced by a single high reading in one area such as cholesterol.

The major finding of the study was that the **average absolute cardiovascular risk reduced significantly** between the initial visit and the 12 month visit in the intensive group but not among the usual care group. The findings are likely to have relevance for the future use of absolute cardiovascular calculators in the primary prevention of cardiovascular disease. There has been a paucity of scientific evidence through randomised controlled trials to prove that more intensive management can effect a reduction in absolute cardiovascular risk at the primary care level. It is hoped that these results will help with increasing the uptake of use of absolute risk calculators in the primary care management of cardiovascular risk factors in the future.

Participants developed a greater awareness of own health

Once the study and analysis of clinical data were completed, the Notre Dame team held a series of three community forums in the WA suburbs of Mandurah, Greenwood and Mosman Park to inform those who had participated in the research about the results and invite questions and comments about the research findings. Some attendees attended facilitated focus groups following the forum's conclusion. With the assistance of qualitative researcher, Dr Caroline Bulsara, patient

perspectives on why they had chosen to participate in the study and what the perceived benefits and barriers were for them were ascertained.

Participants noted that there were a number of benefits associated with participating in the study. Primarily, the main benefit across all three sites was having a greater awareness of one's own health status as cited by participants. One participant said that it had "got me thinking about things I had never thought of before" and another felt that it made him more conscious of what he was doing in regard to his health. This was motivating for those who highlighted awareness as a benefit and sparked a greater interest in their health including specific areas such as regular heart health checks and assisted participants in positively changing their lifestyle.

In addition, some felt that given their pre-existing risk factor for chronic illness, they had 'nothing to lose' in participating and that being able to set and achieve targets through the study was both beneficial and achievable. Although participants were given the option to decline, many felt that it would be beneficial to them to be involved. One participant termed it as an investment in her own health that was worthwhile given that the check-ups were only every three months.

Regular check-ups helpful

Some participants commented that the requirement of regular health checks as part of the study was beneficial. One said the check-ups were very helpful and that they supported a "more intensive look at your health issues" (eg awareness of body mass and girth measurements, etc).

Setting targets following health checks meant that the participants felt that they



had something to work towards. The health checks were regarded by some as an incentive to keep going. A major benefit of this healthy lifestyle program model of community involvement was the provision of regular feedback regarding individual progress.

Being involved

The 'personal approach' in asking persons to be involved in the study was commended by many participants. One said that she was made to 'feel important and that someone was taking an interest' in her health.

Another mentioned that being invited to attend the clinic and to the forum for feedback was also a benefit in that:

"Without results and feedback, you're just a number on a database and there is no personal contact."

Many mentioned that their relationship with the GP was a factor in becoming involved. Many participants had long term relationships with the GP and practice staff and felt comfortable with agreeing to participate.

Change can be slow

Although most of those participating had seen benefits from being involved in the study a number with less obvious results were less enthused about participating in the program. One participant noted that he had the same measurements before and had expected more significant changes.

"I had the same measurements before and after and I was in the intensive [group] - I was positive that it would change because I was doing it right."

Couples participating in the study also found it a drawback if they were in different groups in the study.

Overall, within this age group, the benefits of being involved in a community-based long term health study outweighed any disadvantages. Participants felt they were contributing the society and the future by being involved and that others could learn from the results of the study.

Additional benefits of undertaking research

Practice and medical student support

A major feature of the study was the support received from the three practices involved. All three practices are actively involved in the undergraduate teaching of Notre Dame medical students. During the study, some Notre Dame medical students were employed on short term research bursaries and researcher development fellowships (RDPs) as part of federal funding through the Primary Health Care Research, Evaluation and Development (PHCRED) strategy. All the students involved spoke highly of their experience of being involved in a real clinical trial and their greater appreciation of how evidence-based medicine was generated and translated into regular clinical practice.

Practice nurse involvement

Practice nurses from the three practices also received funding support through the PHCRED strategy for their contribution to the study. Their efforts were also rewarded with peer-reviewed first publications for a paper on their role in the study which was published in the Australian Family Physician. The contributions of the practice nurses were central to the successful outcome of the project.

NH&MRC NICS Evidence into Action award

During the course of the study, the researchers produced a conference poster incorporating an outline of the study design and including some initial baseline findings. The Notre Dame study group was awarded the NH&MRC National Institute of Clinical Sciences (NICS) Evidence into Action award for 'the study that best demonstrates improving health care by closing an

important gap between the available evidence and current clinical practice' at the national PHCRED conference held in Hobart in June 2008.

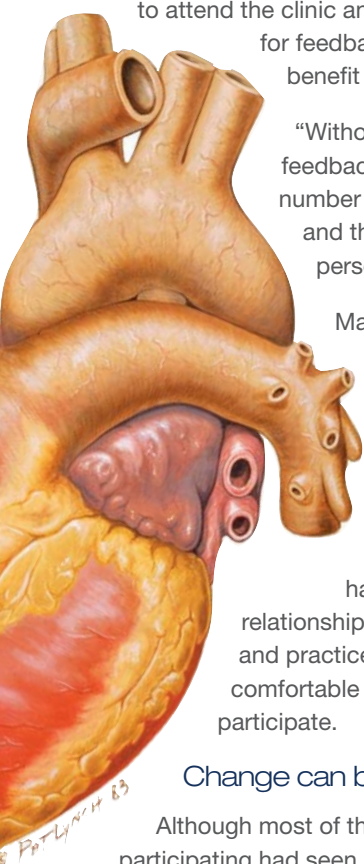
Conclusion

The Fremantle Primary Prevention Study was the largest single project undertaken by the General Practice and Primary Health Care Unit over the past seven years. There is evidence that absolute cardiovascular risk calculators are being sub-optimally used in the routine clinical management of risk factors for heart disease and stroke with doctors and patients alike placing more emphasis on relative risk from individual factors.

It is hoped that the findings from the study will help convince both doctors and patients that well targeted primary care interventions can bring about significant improvements in absolute cardiovascular risk and thereby help minimise the increasing burden from the condition into the future.

An electronic copy of the study is available via researchonline.nd.edu.au

The study was led by Professor Tom Brett and Associate Professor Diane Arnold-Reed and was supported by: General Practitioners – Adjunct Associate Professors Willie Walker and Frances Cadden; Practice Nurses – Julie Young, Noelene Mora and Wendy Manea-Wally; Bio-statistician Professor Max Bulsara. Other researchers included Ms Michele Canepple, Dr Agung Riono, Dr Dana Hince, Dr Frank Sotzik, Dr Cam Phan and Professor Gerry O'Driscoll. The three Western Australian research practices involved in the study were the Murray Medical Centre in Mandurah, the Coolibah Medical Centre in Greenwood and the Mosman Park Medical Group.



UNIVERSITY OF FIJI PROVIDES UNIQUE TEACHING OPPORTUNITY

By School of Arts & Sciences, Fremantle
Senior Lecturer, Politics/International Relations, Dr Daniel Baldino



Racial and political tensions in Fiji have been a steady source of instability and international isolation. These tensions culminated in a bloodless military takeover in December 2006 - Fiji's fourth coup in 20 years. Fiji's military chief Commodore Frank Bainimarama seized power in the December 2006 coup and became interim Prime Minister in January 2007.

Although Bainimarama has promised to restore democracy through future elections, these coups have caused great harm to the economy - the tourism industry in particular - as well as to Fiji's international reputation. In September 2009, Fiji was suspended from the Commonwealth over its lack of progress towards democracy. It was only the second full suspension in the organisation's history. Nonetheless, the Australian Government still continues to encourage some basic links via educational and cultural exchange.

It was in this backdrop, in January 2011, that I was invited by Mr Robin Nair to work within the post-graduate teaching program at the University of Fiji. Robin is the Director of the Centre for International and Regional Affairs and specialises in diplomacy and development. He has been both a Fijian and an Australian Diplomat and was sent to the first Fiji Mission at the United Nations in New York.

Robin and I had met at an International Conference in mid 2010, where I had presented a peer-reviewed paper on Kevin Rudd's approach to counter-terrorism.

At the time, Robin had expressed an interest in the training capacity of Fiji's future diplomats and his commitment to working to promote a non-partisan national dialogue on foreign and trade policy development in Fiji. He asked if I would be willing to share some ideas on Fiji's relationship with the region that would include detailed discussion about foreign intelligence, its usefulness and how it is conducted and used. Such a topic had sparked widespread controversy (and curiosity) in part due to leaked revelations via the Wikileaks cables that New Zealand had been spying on Fiji's military and then passing the intelligence to the US Government. NZ officials had always denied they were spying.

In Fiji, intelligence has always been gathered on their own nationals or other criminal elements in the society. Nonetheless, using Australia as the main case-study, my broad aim was to discuss current themes such as the capabilities and limitations of intelligence collection and analysis; some of the factors responsible for intelligence success and failure and to examine the relationship between intelligence and policy making. The teaching program would also touch on other possible terrorists using the South Pacific countries to launch terrorist attacks as well as the role of terrorist networks and the potential for locals from religious or other disaffected groups within Fiji to be recruited and enticed into terrorist networks.

The post-graduate workshop was advertised as being of interest to post-graduate students, police and military officers, civil servants, and others who work in international relations who wanted to refresh or expand their knowledge of intelligence and associated threats to national security in a post 9/11 context.

We had initially hoped for around 10-12 participants. The final number of participants exceeded 30. Interestingly, the workshop attracted a large number of military and police and officials from Fiji's Departments of Foreign Affairs, Defence and Immigration. They proved to be an interesting, well-informed group with a wide diversity of opinion. While some topics were highly sensitive, and obviously direct (or perceived) criticism of the current military regime was avoided, the workshops were dynamic, reflective, honest and robust.

Other attendees at the workshop series include the Indonesian Ambassador to Fiji, Ambassador-Designate H E Seremaia T Cavuati, an Australian Federal Police officer and a representative from the Australian High Commission (Australia still has a low-profile diplomatic 'skeleton crew' in Fiji).

Overall, the workshop experience provided a unique academic and practical learning experience. It also highlighted Notre Dame's commitment to maintain productive cross-institutional and cultural contacts. Despite the heat, cramped learning space, a lack of air-conditioning and my silly idea to initially wear a heavy suit, the workshop reinforced that valuable insights can be gained through the sharing of ideas, a willingness to listen to others and the encouragement of intellectual and cross-cultural interaction. At another level, the experience reinforced the notion that in understanding another person and culture you must simultaneously understand yourself. At the very least, as we strive to share knowledge and open up new possibilities for engagement and understanding with others abroad, it is worth reflecting that such educational experiences are not only for the mind but also nourishing for the heart and soul.

STUDENTS EXPERIENCE WASHINGTON DC

Taking a tour of Congress, reliving the history of the American Civil War and being addressed by Australia's Ambassador to the United States of America, His Excellency Hon Kim Beazley AC, were highlights for 30 Notre Dame students during their field immersion to Washington DC.

The tour to the heart of the world's greatest political and economic power was part of the University's *Experience the World* program.

Students from the School of Arts and Sciences in Fremantle and Sydney spent four weeks in the US capital studying the history, politics, culture and literature of the city in partnership with The Catholic University of America.

In addition to watching democracy unfold first-hand in the US House of Representatives, students followed in the footsteps of Robert E. Lee, General of the Confederate Army, during the Battle of Gettysburg in 1863. This battle produced the largest number of casualties in the American Civil War.

Senior Lecturer in Politics and International Relations at the Fremantle Campus, Dr Daniel Baldino, described Washington

DC as a natural living and breathing museum with a captivating energy.

"What we were able to do was deliver the classroom knowledge and then bring students to the physical locations to interact with the very themes and issues we had been discussing," Dr Baldino said.

"The program also required students to write a reflective journal about their experiences and attend daily study sessions.

"America is still very much a nation divided along class lines. This provided a good opportunity for Notre Dame students to do some forward thinking and document how these issues could be addressed."

Acting Associate Dean of the School of Arts and Sciences in Fremantle, Dr Martin Drum, said an international experience was extraordinarily beneficial for students of all disciplines.

"We see this as a flagship for our history and politics programs as it really is a remarkable opportunity we offer our students," Dr Drum said.

"The experience of visiting a great city like Washington DC allows students to walk in the shoes of people in the United States and gain an understanding of their public life and culture.

"Students have returned and are applying what they learnt in their classes and will keep doing that over the course of their degree."

The 2011 program was partially funded by the Department of Education, Employment and Workplace Relations. One of the aims of its *Study Overseas Short-term Mobility Program* is to increase collaboration between higher education institutions in Australia and participating institutions or organisations overseas.

The 2012 program will be taking students studying English Literature and Theatre Studies to the United Kingdom and Ireland.

The *Experience the World* program also offers students opportunities to visit developing nations such as Uganda and Cambodia with Caritas Australia, or spend up to a month in a remote community in Western Australia's Kimberley region.

Notre Dame students and staff outside the White House in Washington DC.



AN INSPIRING EXAMPLE OF LIFELONG LEARNING

Eighty-six year-old Olga Ramasamy has experienced many things in her long and eventful life, including meeting the next in line to the British throne and currently being Western Australia's oldest university student.

At the age when many individuals have often long since retired, Olga is not only enrolled in Notre Dame's Graduate Certificate of Not-for-Profit Leadership and Management course but is juggling her study commitments with full-time employment in Perth's CBD.



Olga is currently employed as the Chief Executive Officer for the Australian Asian Association of Western Australia (AAAWA). AAAWA is a not-for-profit organisation which was established in 1956 to 'promote understanding between the people of Australia and the other countries of the world'.

It offers a range of services to migrants and refugees including emergency relief, legal and immigration support.

In Principio asked Olga about her commitment to lifelong learning and her experience as a student at Notre Dame.

What inspired you to return to university?

I have always enjoyed studying. I completed my first degree whilst working full-time. Through participation and networking with other people, I have acquired a wealth of knowledge which I love to share with others.

Why do you want to keep learning?

I find studying rewarding and fulfilling. For example, as a registered Migration Agent providing pro bono services to migrants and refugees, I need to keep up with changes to migration laws to ensure that I am delivering the most up-to-date advice.

Why did you choose to study at Notre Dame?

Although I have worked in the sector for a very long time, I felt that the subject matter in the units the course covered could provide me with a strong background in matters such as social policy, governance, finance and legislation.

How have your studies helped you in your role at the AAAWA?

As the CEO of AAAWA, the knowledge acquired so far has helped me to discuss and act with authority and professionalism in my relationship with colleagues and people seeking my advice.

What do you believe is the core ingredient to become a successful student?

All students need to have a commitment to their studies and, above all, enjoy what they do. They should not approach learning as a chore.

What inspired your passion for assisting migrants with business and social networking opportunities?

Being a migrant myself, my personal experiences helped me to understand the needs of newly arrived migrants and refugees. Through my position at AAAWA, I am able to fulfil my own passions as well as one of the major objectives of the organisation which is to offer improved services, business opportunities and increase benefits to our members. It gives me great satisfaction when I achieve a successful outcome for a client that I assist pro bono.

Do you find it difficult to juggle work, study and family commitments?

Whilst my children are all grown up and have their own families now, I do find that the demands of my job can impinge on my time for study I try to live by my lifelong motto... "If there is a will there is always a way!"

Olga anticipates completing her Graduate Certificate in 2012.

The Graduate Certificate in Not-for-profit Leadership and Management is aimed at existing managers and leaders either currently working in, or intending to work within, the human services not-for-profit sector. This area includes but is not limited to, services delivered to children, youth, families, seniors, people living with disabilities, culturally and linguistically diverse communities and emerging communities.

For more information on this course please contact the Prospective Students and Marketing Office, Fremantle on (08) 9433 0533 or email future@nd.edu.au



SUSTAINABILITY AND VIABILITY FOCUS FOR BUSINESS STUDENTS

Business students at the University's Sydney Campus immersed themselves in Sub-Saharan African business life by developing three social enterprise business plans to promote sustainable and viable industry in poverty-affected communities.

As part of an assessable project for *Innovation and Entrepreneurship*, the students' business plans made recommendations to improve sustainability methods in the honey production, fish farming and handcrafted shoulder bag industries in Zambia. The commodities, intended for export, are largely produced by farmers and villagers in Zambia and can be used to generate an external source of income and encourage employment opportunities in their communities.

On behalf of the 2010 cohort, the students presented the final business plans to Australian social entrepreneur Ashley Tuttle, co-founder of the Pakamisa Fund (which means 'to lift up' in Zulu), when he and his wife Tessa visited the Sydney Campus.

The Fund links investors with entrepreneurs in the small to medium enterprise (SME) sector to aid disadvantaged communities, enhance their standard of living and to release people from poverty through employment and business development.

One business plan that was presented, called on subsistent honey farmers to be provided with proper equipment and training by Pakamisa to develop produce suitable for the South African import market – thus generating more income for their villages.

Mr Tuttle said that micro-enterprise and micro-credit were usually limited to sole trader/subsistence level businesses. He explained that allowing investors to take an equity position in SME businesses could increase employment and generate new income to a poor area.

School of Business Lecturer, Mark Hornshaw, said the students found it challenging but very fulfilling to work on a 'real life' business for their assignment.

"To have the opportunity to work on a project that had so much potential to help people in need was incredibly rewarding," Mr Hornshaw said.

VALUING THE VOCATION OF TEACHING



Retreat participants, Ormonde Waters, Monica Batista Hunter and Ush Kullar enjoying a break.

As teacher attrition rates nudge 50 per cent (Riley, 2008)* within the first five years after graduating, a training program offered by the School of Education, Fremantle, aims to ensure final-year education students understand the value their vocation has to the community.

The Retreat Leaders Training Program (RLTP) encourages pre-service teachers to explore core areas of faith, leadership, service and community within a retreat environment.

The RLTP is a branch of the School of Education's ASPIRE program which has been running for four years. With support from School of Education alumni and Campus Minister, Tom Gannon, the program is overseen by Associate Professor Chris Hackett and Postgraduate Education Coordinator, Associate Professor Shane Lavery.

Thirty pre-service teachers stayed at the Serpentine Retreat Centre in September to learn about the importance of leadership. The retreat environment was used as an opportunity for reflecting on teaching as a vocation.

The program is designed to also help students further develop skills and techniques so they can manage retreats and other activities conducted outside the classroom environment.

Master of Education (Leadership and Management) graduate and current Assistant Principal at Infant Jesus Primary School, Frank Colangelo, was one past student who shared his experience of the teaching vocation and the benefits he reaped from studying Education at Notre Dame. Recent graduate teachers also presented sessions and shared their experiences of being new teachers, coping with pressures of working with teenage students and preparing activities for school retreats.

Associate Professor Hackett says the RLTP calls on final-year students to reflect on their own lives and leadership qualities so they can incorporate those aspects into their teaching behaviour.

"Because of the challenges of teaching today, students entering into the teaching profession can sometimes question the purpose of what they are doing," Associate Professor Hackett said.

"Research says that people, who have a good reason for why they are in the profession and how they can meet those challenges, tend to commit themselves to teaching for a longer period.

"The program gives students an opportunity to consider those questions before they finish their degree and promotes a sense of integrity about the profession."

Mr Gannon says the knowledge pre-service teachers receive as a result of the RLTP has the potential to improve the way retreat programs are organised and conducted in Australian schools.

"The real gem with this program is that it also involves Notre Dame alumni who are already teaching in schools," Mr Gannon said.

"Not only does it provide an opportunity for alumni to share their experiences at Notre Dame, it also allows them to give our future teaching graduates some helpful advice in conducting successful outdoor activities for their students."

For more information on the Retreat Leaders Training Program please contact the School of Education, Fremantle on (08) 9433 0150 or email education@nd.edu.au.

*Riley, P. (January 28, 2008). *Keeping our teachers*. The Age Online. Retrieved from <http://www.theage.com.au/articles/2008/01/27/1201368941242.html>

eCOURT NAMED AFTER FORMER CHANCELLOR

The last edition of *In Principio* Notre Dame announced the new addition of an eCourt on the Fremantle Campus funded through the generosity of donors.

At a special gathering held in early November, the Honourable Justice Neville Owen and his family, members of the Western Australian law community (which included 16 members of Western Australia's judiciary), staff, students and supporters of the Fremantle School of Law joined with the Vice Chancellor as she formally named the eCourt - the Justice Owen Moot Court.

In her address the Vice Chancellor shared with guests Justice Owen's significant role at Notre Dame.

"In 1997, he was a founding member of the School of Law Advisory Board. He was appointed a Governor in 1997 and Trustee and Director of the University in 2005 and was Chancellor from 2005 to 2008," explained Professor Hammond.

"Throughout this time, he has been an active contributor to the University. He has taught students, taught and

counselled staff, given sage words of advice and counsel over the years to senior staff – including both the Vice Chancellor Emeritus and me. He has given freely of his time and his wisdom.

"I suspect that the Judge will be uncomfortable when I say that Notre Dame would like to use him as a model for future lawyers. We want them not only to see what he has done but also see how he has done it. We want him to be a guide for a good and proper way of living a life in the law.

"What we are launching tonight is our conversion of this old, authentic 19th century courthouse into a thoroughly up-to-date, modern and state-of-the-art electronic Moot Court. This upgraded facility will help us to continue striving towards our goal of providing an excellent legal education: one which blends theory, ethics and a high standard of professional skills training."

Justice Owen thanked the Vice Chancellor and guests. He said he was humbled by the decision of the University to name this facility as they have done.

"I know that there are many more worthy of the honour than I. However, it is particularly satisfying because it relates to a subject that is close to my heart: the advancement of advocacy skills and techniques as part of legal education and thus at an early stage of a lawyer's career," Justice Owen said.

"It represents a neat fit with the commitment to ethics that is central to the ethos of our University."

The new eCourt offers professional training to students by combining traditional advocacy training with up-to-date training in current computerised court processes.

Guests at the opening of the Justice Owen Moot Court
Mr Christopher Boyle (Registrar of the Supreme Court), his Honour Judge Jeremy Curthoys, Ms Sandra Boyle (Registrar of the Supreme Court), their Honours Justice Michael Corboy, Judge Dennis Reynolds, Judge Christopher Stevenson, Justice Carmel McClure, Justice Eric Heenan, Judge Gillian Braddock, Judge Alan Fenbury, Judge Philip McCann, Justice Ken Martin, Justice Andrew Beech, Judge Felicity Davis, Justice Robert Mazza, Judge John Staude with the Honourable Justice Neville Owen.



HEALTH SCIENCES 10TH ANNIVERSARY CELEBRATIONS

There was lots of reminiscing by alumni, staff and the many supporters of the School of Health Sciences when they came together to celebrate its 10th anniversary on the Fremantle Campus in October.

Professor Helen Parker, inaugural Head of the School of Health & Physical Education, said she was proud of all the School had achieved.

"It has been a privilege to be here from the beginning," said Professor Parker.

"We are a young School, grown from within the University's former College of Health. Our first intake was just 28 students. Today we have almost 700 students with our ninth cohort about to graduate this year across five undergraduate and two post graduate degrees.

"The passing of time is an interesting thing. When I joined Notre Dame to head

the fledgling School of Health & Physical Education, I could never have imagined how quickly a decade would pass, nor at that time could I have pictured the developments of our fine School which included moving into the new purpose-built Health Sciences building."

In her speech, Professor Parker acknowledged the significant contribution made by Professor John Bloomfield who had the vision to develop Health and Physical Education and Exercise and Sports Sciences at Notre Dame.

She also acknowledged Professor Alan Morton and Mr John Graham who "created a skeleton for what was to come".

"I want to thank our alumni who gave us their trust and faith in our courses and have gone on so brilliantly to make a mark in their respective professions," Professor Parker said.

Foundation graduate, William Hegerty, spoke on behalf of the alumni. He said that the practical and professional experience students gained whilst studying at Notre Dame helped their employment prospects after graduating.

"The staff are always striving to get the best out of their students and I believe this underpins the University's Objects of offering training for the professions," said Mr Hegerty.

Special guests included: Dr Michael Quinlan, the first Dean of College of Health; Professor John Bloomfield, consultant to former Vice Chancellor Peter Tannock on Health and Physical Education developments and the Advisory Board Chairperson; Professor Alan Morton and John Graham from the course development committee and members of the School's Advisory Board.

Reflections...

Dr Michael Quinlan

As the Foundation Dean of the College of Health, I believed that we should introduce Health Sciences and Physical Education at Notre Dame. I am proud that our graduates have done so well and are so well accepted by the community.

Prof John Bloomfield, Advisory Board Chairperson

It was in the early 2000s when Notre Dame's Vice Chancellor Dr Peter Tannock approached me and asked if I could help to develop Physical Education at Notre Dame. The ultimate difference for me was the pastoral care at Notre Dame. I saw the University's Objects and thought "I'd like to be part of this".

Prof Helen Parker, Dean, School of Health Sciences

Seeing the growth in the range of opportunities provided to our students has been incredibly rewarding. Going from one degree to five specialist degrees over the past 10 years is an amazing achievement.

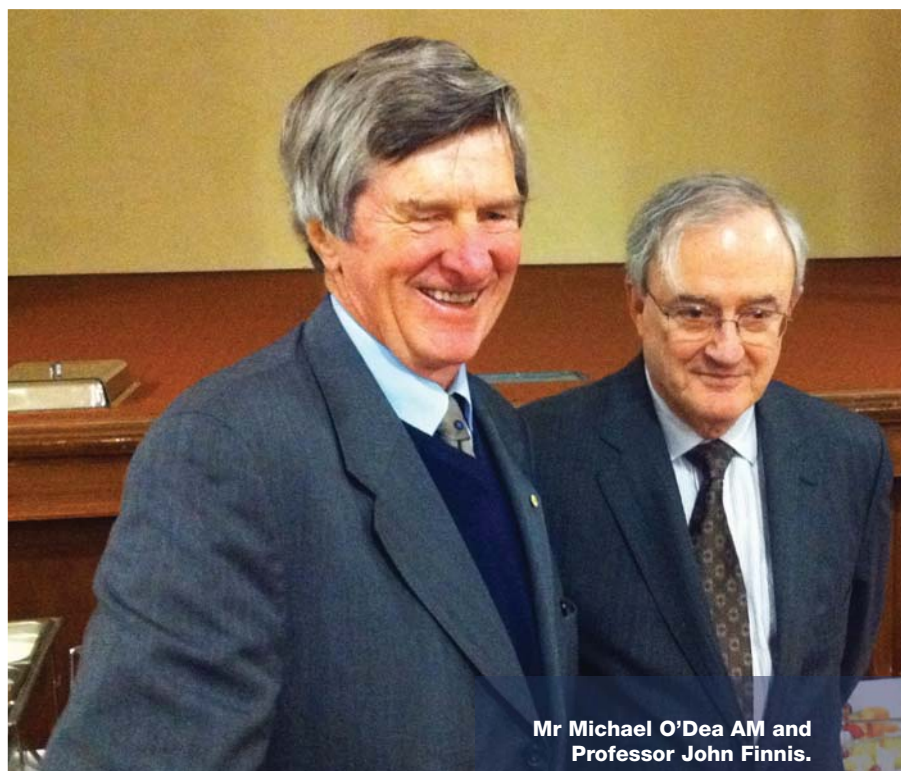
Prof Mark McKenna, Former Dean, College of Health

A significant achievement for me is Professor Beth Hands' (Director of the Institute of Health and Rehabilitation) engagement with the Raine Foundation which financially supports medical research in Western Australia. This collaboration has led to important research on the health of children and ways to encourage a healthy population.

I would like to acknowledge Professor John Bloomfield - the 'Patron Saint' of the School; Dr Michael Quinlan, Professor Helen Parker and Professor Beth Hands who have been the driving force behind the School's success.



INAUGURAL MICHAEL O'DEA ORATION



**Mr Michael O'Dea AM and
Professor John Finnis.**

Solicitor of the Supreme Court of NSW and High Court of Australia and a Notary Public, Mr Michael O'Dea was acknowledged earlier this year when the Sydney Campus named an oration in his honour.

Eminent philosopher of Law, Professor John Finnis FBA, a recipient of a degree of Doctor of Laws Honours Causa from the University, delivered the inaugural Michael O'Dea Oration which was hosted by the School of Philosophy and Theology.

Professor Finnis is known for his moral, political and legal theory, as well as constitutional law. He has served as a Governor of the Linacre Centre for Health Care Ethics: on the International Theological Commission and the Pontifical Council for the Justice and Peace. He is presently serving on the Pontifical Academy Pro Vita.

In introducing Professor Finnis, Notre Dame's Chancellor, Mr Terence Tobin QC, said the lecture demonstrated

the University's commitment to the promotion of values which are those of a profession and not a bare occupation.

"Michael O'Dea was made a member of the Order of Australia in 1992 and awarded a Papal Knighthood in 2008. He has been an exemplar of those values both within the Law and the community," Mr Tobin said.

"During his career he has served on a significant number of community organisations including St Vincent de Paul Society, Christian Brothers Provincial Advisory Council and St Margaret's Hospital Board.

"The Hebrew words for justice and mercy share a common linguistic root. They reciprocate, they temper and shape each other, they find

expression in the Hebrew Bible and the Gospels, they remind us of our duty of common humanity: to act justly, to help the sick, to proclaim liberty to the captive and to set the down-trodden free.

"These are ideals which Michael has lived out and which in their varied ways all professionals must, if they are true to their callings," stressed Mr Tobin.

Professor Finnis delivered his oration on the concepts of justice and equality, presenting an argument centred on Herbert Hart's discussion of a precept which is central to civilised thought about justice.

"That precept states that with respect to their treatment of one another, individuals are entitled to a certain relative position of equality or inequality," explains Associate Professor Sandra Lynch, Director of the University's Centre for Faith, Ethics and Society.

"In layman's terms, Hart's precept indicates that the principle that we ought to treat like cases alike should be central to the practice of the law and Professor Finnis adds that we should also treat different cases differently."

Exploring this principle, Professor Finnis discussed the factual basis and ground of equality in terms of the way in which our identity provides the foundation of our human rights. He then considered what the principle of equal concern requires of legislators and finally he discussed laws and policies that attempt to ensure equality by selective prohibition of direct and indirect discrimination, harassment, vilification or offence.

...with respect to their treatment of one another, individuals are entitled to a certain relative position of equality or inequality.

PATIENTS' NEEDS INTEGRAL TO STUDENT LEARNING

Patients' needs can be multi-faceted so it is essential that tomorrow's doctors are well-equipped to meet those needs.

At The University of Notre Dame Australia, the discipline of Medicine strives to produce doctors who will practise in a range of geographic, socioeconomic and professional areas, especially those who will be the future medical leaders for the Catholic health care sector in Australia.

To succeed in this goal it is important that University graduates are well-rounded and competent doctors. Consequently, the Schools of Medicine in Sydney and Fremantle have chosen to implement a Problem-Based Learning (PBL) technique in the first two years of the Bachelor of Medicine/ Bachelor of Surgery courses (MBBS). PBL is widely supported as an effective technique in preparing future doctors, not only for the diverse challenges they will encounter in the medical workplace but also for a lifetime of self-managed learning.

Professor Rufus Clarke, Associate Dean, Learning and Teaching, School of Medicine Sydney, played a central role in introducing PBL in medicine to Australia in 1978 when he worked at the University of Newcastle's Medical School. The power of this educational strategy has been shown by its almost subsequent universal adoption by medical schools across Australia.

Originally a physiologist and then an anatomist, Professor Clarke has worked as a health service planner in western Sydney and has held professorial positions in medical education at the University of Sydney, the University of Western Sydney and Macquarie University.

"The courses at Notre Dame provide students with a well-structured set of authentic educational experiences," Professor Clarke said.

In PBL, each small group of (usually eight) students considers a series of 'patients' who present realistic medical

issues. The group works to identify what they know about the problem, what they need to know, and how and where to access new information that may lead to their recommendations to solve the problem.

"The problem-based learning model helps students to develop the skills and expertise they will require when they enter the medical workforce," Professor Clarke said.

"They are learning medicine in an integrated way, and are developing strong communication and team work skills in their PBL groups as they go about solving patients' problems through history taking, clinical examination, literature searching and logical enquiry."

Notre Dame's Medicine course is at a graduate-entry level and therefore brings together students from diverse professional and educational backgrounds. In any one PBL group there may be a physiotherapist, a psychologist, a musician, a school teacher, as well as biomedical science graduate. This mixture of backgrounds creates a dynamic group of thinkers who each bring their own expertise, values and life experiences to the exercise. Students quickly learn to capitalise upon this diversity of knowledge and experience in order to solve the problem.

Each problem is constructed so that it reflects a real-life clinical scenario. In attempting to understand these problems better, students must give consideration to not only the clinical sciences that are inherent within them but also the cultural, social, environmental and economic issues which impact on patients, their illness and their care. Whilst there will always be certain core knowledge and skills that medical students must know, it is equally important to equip them with the tools of learning so that they can cope with an ever changing medical field. Furthermore, in response to societal expectation, Notre Dame's Schools of Medicine recognise the need for graduates to be able to

communicate with respect, empathy and compassion, as well as understand the ethical complexities that often surround medicine. This aim is further supported with the inclusion of the University's Core Curriculum subjects of Philosophy, Ethics and Theology within the MBBS courses. Throughout their course, students have regular opportunities to develop and practise skills in reflective practice, which is an essential pre-requisite for self-managed lifelong learning. Social justice through community work is also an integral part of the program.

Sydney student, Charlotte Yin, described how the course has changed the way she thinks.

"I have learned to see problems from a wider range of religious, ethical and cultural perspectives, particularly in our Ethics and Philosophy units," Ms Yin said.

"For example, before I started the PBL course, if a patient presented with a disease such as osteoporosis I would only really think about the pathology behind the disease. Over the course of the semester, my thinking evolved so I began to not only pay attention to pathological processes, I also considered the effects of the disease on the person from a social perspective.

"Repercussions of a disease can vary depending on a variety of factors, such as a patient's Aboriginal or Torres Strait Islander heritage or if they're elderly or from a non-English-speaking background. The PBL group encouraged me to consider everything from how a person might manage their disease if they didn't speak English to the ethics of prolonging the life of an elderly person without maintaining quality of life."

The commitment to personalised teaching sees students receive eight hours per week of small group tutorial teaching with an experienced clinician. The small size of the groups means that students are treated as individuals, with individual learning styles and needs.

Asked what he had gained most from the small group tutorial work, Sydney Medicine student, Isidoro Ruisi, said the exercise had broadened his approach to diagnosing patients.

"I have a much better appreciation of the holistic approach to medicine," Mr Ruisi said.

In the third and fourth years of the Sydney program, students disperse to a number of clinical sites in New South Wales and Victoria, where they gain experience in a range of clinical environments. Fremantle students are based in both public and private hospitals in the metropolitan and outer urban areas of WA. Approximately 25% of students in the third year of the course are able to complete the entire year in a rural setting.

Professor Christine Bennett, Dean of the School of Medicine Sydney, said leaders in the medical profession have remarked on the consistently professional, compassionate and clinically competent performance of the Medicine students with whom they have come into contact on professional placement and volunteer projects.

"We are very proud of our students," Professor Bennett said.

"They have embraced the philosophy of our School and have consistently demonstrated a dedication and commitment to learning which promises to stand them in good stead as they embark on a career and life of ongoing learning and service.

"As we look forward to the graduation of our first cohort of students from the Sydney School this year, we're confident that the skills and knowledge they have acquired have been greatly strengthened through the Problem-Based Learning approach. We feel it prepares our students to be effective clinicians – presenting them with real world problems right from the start of their training," said Professor Bennett.

Notre Dame's Schools of Medicine are committed to training doctors who are likely to practise in areas of unmet need, such as in Aboriginal and Torres Strait Islander health and rural healthcare, and both the PBL problems and the students' clinical experiences enable them to become familiar with the challenges and rewards of these areas of practice.

A selection of the cases presented to Med1000 students as part of the PBL course.

Case A: Blood on the Road

Consider the victim of motor vehicle accident. What is the effect of major blood loss on the body's normal physiological processes? What mechanisms are available to limit and compensate for these effects? Students discuss these, and the other issues that arise when treating patients at the site of an accident.

Sydney Medicine students in a PBL group discuss their case study with Professor Rufus Clarke and Sydney's Dean of Medicine, Professor Christine Bennett.

Case B: Blue Genes

Consider the consequences of the birth of a child with Down Syndrome. However, this particular child's chromosomal abnormality is uncommon, and is unrelated to the age of its mother. Students discuss the social impact of Down Syndrome on family members and the probability of the mother producing another child who is not affected by a chromosomal abnormality.

Case C: Magic Bullets

A patient presents with the common 'flu' and requests antibiotics. Students discuss how we can, or can't, treat patients suffering infections, by considering antibiotic resistance, the effect of prescribing habits on the epidemiology of infection, and the rise of self-medication by patients.

Case D: Out, Out, Damn'd Spot

Does a patient with acne have an infection or some other non-microbially induced condition? Where do bacteria that cause skin infections come from? Students explore the structure and functions of the skin and the processes of inflammation and the response to infection.



MENTAL HEALTH FOCUS FOR NURSING

The last National Survey of Mental Health and Wellbeing reports indicate that 20% of Australian adults experience mental illness in any one year. One in four of these people experience more than one psychiatric disorder and almost half of the Australian population (45.5%) experience mental illness at some point in their lifetime (Australian Bureau of Statistics, 2007). In light of these statistics, mental health has been declared one of the national health priority areas in Australia.

A shift away from institutionalisation towards mainstreaming of care has resulted in mental health services, which were once provided by psychiatric institutions, now being provided in general health care settings, including community based settings and general hospitals. Generic mental health skills are therefore essential for all nurses, so that high quality care can be provided to people experiencing mental health difficulties.

In order to meet this need, there have been a number of initiatives introduced into the University's undergraduate nursing curriculum which aim to prepare students for their future in delivering mental health care.

New program fosters mental health first aid training for students

First aid training programs are offered throughout the world to give members of the public skills to help an injured person before medical help arrives. These programs, however, do not always include information about how to assist people with a mental illness who are requiring first aid.

On the Fremantle Campus, a nationally accredited Mental Health First Aid Training Program was launched which aimed to assist students discern the appropriate response when faced with the challenge of delivering first aid to a person experiencing psychological distress prior to seeking professional help. Mental Health content is integrated within the Nursing degree from Semester One and students undertake specific Mental Health content in the latter stages of the degree.

Senior Lecturer and Coordinator of Undergraduate Mental Health at the Fremantle School of Nursing and Midwifery, Wendy Scapin, introduced the Mental Health First Aid program which was developed in 2001 by Ms Betty Kitchener and Professor Tony Jorm. This program is auspiced by the ORYGEN Youth Health Research Centre at the University of Melbourne.

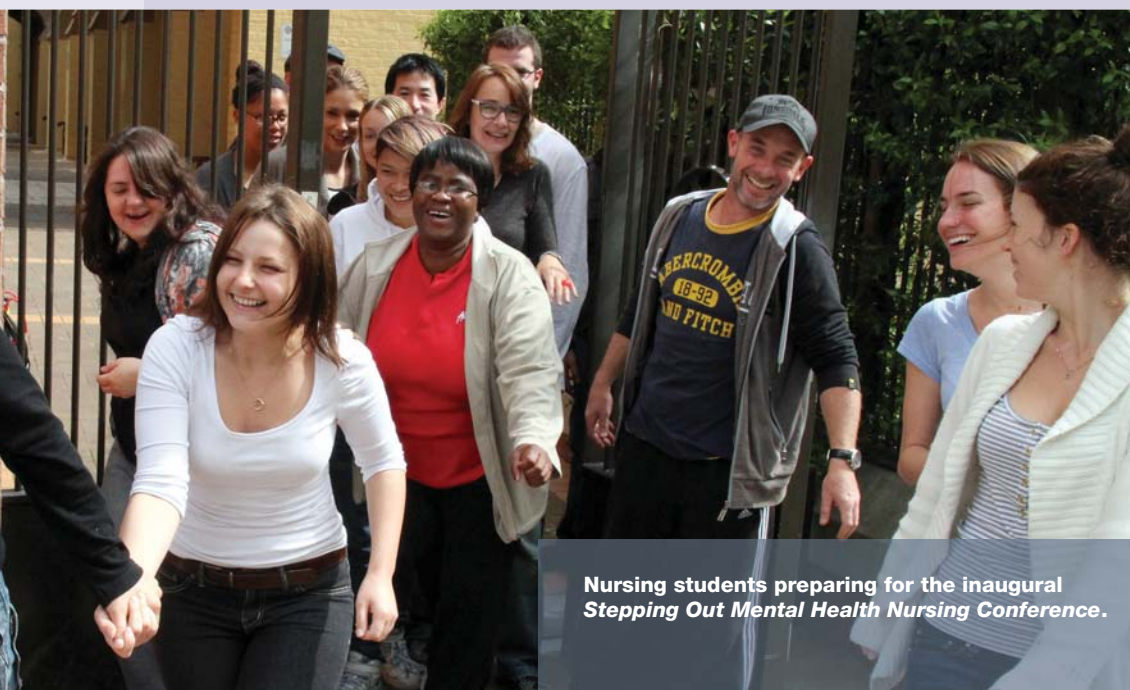
"Students are currently seeing a lot of clients in general settings with a mental illness. The program is about raising awareness of the mental health issues in the community and giving students the basic skills to initially respond to those in crisis," said Ms Scapin.

"The program gives students an insight into the symptoms, causes and evidence-based first aid treatments for people experiencing Depression, Anxiety Disorders, Psychosis and Substance Use Disorders. Through the use of interactive group activities, students are also provided with an overview about how to apply the steps of mental health first aid in different scenarios."

First year Nursing student, Jasmine O'Brien, welcomed the opportunity to learn about mental health first aid.

"I believe that education in this growing area of need is invaluable," Miss O'Brien said.

"We were taught that 90 per cent of emotions are expressed through our faces, hence, if you appear friendly and comforting to people with mental health problems they will be more willing to engage with you and more responsive to your advice."



Nursing students preparing for the inaugural Stepping Out Mental Health Nursing Conference.

Unique collaboration between WA health care and tertiary education providers

A program created for student health professionals to prepare them in mental health care has seen a unique collaboration between health care and tertiary education providers in Western Australia.

The *Increased Clinical Training Capacity (ICTC) Program* was offered by the Department of Health and Ageing to provide one-off immediate relief to clinical training capacity constraints for entry level health professionals. The Marian Centre, a stand-alone private psychiatric service in Western Australia (WA), successfully tendered and won a Federal Government grant under this initiative.

The program they developed is designed to prepare students to enter their mental health clinical practice

with more confidence and encourage a positive experience. This innovation has resulted in a first for WA where all five universities have collaborated on providing a mental health education program in conjunction with the Marian Centre.

Dean of the School of Nursing & Midwifery, Fremantle, Professor Selma Allix represented the University at the launch earlier in the year. Professor Allix said that it was a significant occasion as the Fremantle School of Nursing & Midwifery had been working closely with the Marian Centre since their successful submission in 2010 for the *Health Workforce Australia's Innovative Clinical Teaching and Training Grant*.

"The project's aim was to develop and implement a mental health training package that would be interdisciplinary. Notre Dame was the first university to offer its nursing students for the trial with the other four universities then invited to participate," Professor Allix said.

"We believe if students are better prepared for their rotation they will be more likely to have a positive experience and therefore consider working in mental health as a career."

The program has the full support from the Commissioner of Mental Health, who identified these types of programs as a positive move in delivering care in the mental health sector.

Mental health conference first of its kind

On the Sydney Campus, final year Nursing students who intend to pursue a career in mental health nursing participated in a student-led conference – *Stepping Out*.

Academics from the School of Nursing, Sydney, Associate Professor Bill Goodin and Associate Professor Bethne Hart, decided to incorporate the conference into the assessment schedule for nursing students undertaking a Mental Health major.

The full-day program saw students conduct a presentation on a topic of their choice that centred around the conference theme: *The transition from scholarship to mental health nursing practice*.

Dr Tracey Thornley, Dean of the School of Nursing, Sydney, awarded prizes to the most outstanding presenters, with first place going to Jessica Hayes for her presentation, *Connecting the Dots: Depression in Palliative Care*. Second place was awarded to Justin Coote for *Stepping out with Awareness: Discovering the Challenges of Being a Nurse with a History of Mental Illness*,

while Nyssa Malouf took third prize for, *Exploring a Consumer's Experience of Involuntary Admission. Can this experience impact negatively on a consumer's recovery?*

Dr Thornley said all of the presentations were of an incredibly high standard. The prize winners stood out for their well-researched content and the particular way in which the human aspect of care was conveyed by their work.

Associate Professor Hart said the *Stepping Out* conference was consistent with the School of Nursing's approach to education in its promotion of student-led learning and experiential-based learning.

"It is also important to stress to students that academics in mental health nursing must highlight their work and inform their colleagues regarding the emerging areas of specialised practice, theory, therapy and research," Associate Professor Hart said.

Student presenter and winner of the Dean's top award, Jessica Hayes, said

the event gave her and her peers an increased sense of competence and it strengthened their identity as mental health nurses.

"The *Stepping Out* conference was an amazing experience personally and professionally," Ms Hayes said.

"It allowed me to present to an academic board and my fellow peers on a topic that I had thoroughly researched and is close to my heart. As I would like to undertake further studies, it was a great experience to understand what presenting a conference paper is really like."

Following overwhelmingly positive feedback from staff and students, the conference will become a regular feature in the Mental Health Nursing course.

"Given this was a very successful 'pilot' program, we will continue to plan and integrate the conference more strongly across curriculum, and promote the event more widely in the future," said Associate Professor Hart.

RESEARCH SHOWS PATIENT EDUCATION KEY TO REDUCING FALLS

By Dr Anne Marie Hill, Senior Lecturer, School of Physiotherapy

Background

Preventing falls is a high priority for older people and their health care team as unintentional falls are the leading cause of injury-related hospitalisations in Australia.¹ In Australia, 91% of hip fractures are associated with a fall² and one year following hip fracture approximately half these patients are unable to walk independently.

Clinicians and researchers are now aware that falls are the most common adverse events reported in hospitals with Australian and UK research showing that one third of reported patient safety incidents are due to slips, trips and falls, with older patients significantly more likely to fall.³ When older people fall over in hospital, up to 30% sustain a physical injury, compared to falls-related injuries sustained in the community where approximately 10% of falls cause injury.

Falls in hospital are also associated with other negative consequences including increased length of stay, increased costs and poor outcomes such as decreased function and increased risk of institutionalisation,^{4,5} which may then in turn lead to litigation.

A recent meta-analysis that was conducted by the Cochrane Collaboration examined trials that tested falls prevention interventions for hospitals and nursing homes.⁶ This review of trials to date concluded that multifactorial interventions reduce falls and risk of falling in hospitals in patients who stay longer than three weeks. However, the reviewers were unable to isolate the individual components of the interventions to provide clinical recommendations for any individual component of these programs.

The world's largest RCT into falls prevention

I was fortunate to recently be part of an international project team that conducted the largest randomised controlled trial (RCT) worldwide to investigate a single falls prevention intervention—namely patient education. The results of this successful multi-site RCT (which enrolled 1206 patients) have recently been published in Archives of Internal Medicine.⁷ The project team was led by Associate Professor Terry Haines of Monash University, Victoria, and was funded by a grant from the National Health and Medical Research Council (Australia).

My role involved managing the Western Australian (WA) project site where my doctoral research, which was conducted through The University of Queensland, also focussed on investigating the effect of providing multimedia patient education on preventing falls in hospital in older patients,⁸ the problem of falls after discharge from hospital and evaluating the efficacy of falls reporting systems in hospitals.

I was awarded a Menzies scholarship in Allied Health Sciences from The Menzies Foundation for 2009-2010 to conduct my research program.

The RCT demonstrated that providing multimedia patient education with trained health professional follow-up reduces falls by almost 50% in cognitively intact older patients.⁷ The intervention is not effective in reducing falls in the sub-group of patients with cognitive impairment. Importantly, the results also demonstrated that providing patient education materials alone, including a written booklet and a DVD program is not effective in reducing falls and that individual trained health professional follow-up is required.

Sessions were conducted by myself in WA and Dr Steven McPhail from Queensland University of Technology at the Queensland site. Patients were assisted during these follow-up sessions to develop individualised strategies for reducing their falls risk. This has important implications for clinicians as it suggests that older people in hospital require high quality falls prevention education materials and that these materials must also be delivered in an individualised manner by a trained health professional.

Results of the falls reporting investigation identified that hospital reporting systems captured only 75% of falls events and that events captured do not provide a complete



Dr Hill discussing her research.

representation of falls—for example falls that occur during the morning are less likely to be reported in hospital reporting systems.⁹ This is the first published Australian research demonstrating that measuring falls events using hospital systems alone will not provide complete results and that multimodal methods of measurement are required. These data have international implications for hospital practice and falls researchers and are published in *Journal of the American Geriatrics Society*.⁹

The period after discharge from hospital is recognised as a hazardous time for older people with an increased risk of adverse events such as unplanned readmissions to hospital, functional decline, reduced health-related quality of life, and hip fracture.^{10, 11, 12}

My research identified that older people have low levels of knowledge about falls prevention strategies when they are at the point of discharge from hospital.¹³ In additional results, falls have also been identified as a substantial problem in the post discharge period and barriers identified that prevent older patients from engaging in falls prevention strategies, including exercise programs, when they return home from hospital.^{14, 15}

A valued aspect of this part of the research program is that it highlights the problems of the post discharge period from the perspective of the older person them self and therefore can lead to an active and positive partnership between the older person and their health care team.

Message for older people and health care teams

In summary, this large RCT found that falls in hospitals can be reduced in cognitively intact patients by providing a high quality multimedia education resource that includes a trained health professional follow up. Therefore this single intervention has strong implications for cost savings for health care systems.

However, more work is required to investigate how to reduce falls for older patients with impaired cognition. Older people with intact cognition who are admitted to hospital should be alerted to the risk of falls and provided with strategies to reduce their falls risk. Older people can take action to reduce falls when admitted to hospital by discussing suitable strategies with their health care team.

This research also highlights that health care teams that work with older people may need training to deliver suitable patient education for falls prevention, as current programs may not deliver the type of tailored education provided during this trial.

In addition, results of the falls reporting study strongly suggest that hospital reporting systems will not capture all falls events and that hospitals should prioritise staff training in the area of falls reporting and examine the quality and consistency of collected hospital falls data.

At this stage, multimodal methods of collecting falls data are recommended for researchers and quality improvement programs to ensure that collected data accurately reflect the clinical situation of a particular setting and further, that these data can be compared across different clinical areas and hospitals.

About the Author

Dr Hill has now completed her doctoral studies and is currently working on developing the healthy ageing research program at Notre Dame's Institute of Health and Rehabilitation Research.

Dr Hill has won a number of significant awards and grants so far in her career. In 2011, she received the research award from Injury Control Council of WA for her work in the area of falls prevention. She has also just been awarded a Menzies Foundation start up grant and in October it was announced

that she had won a significant grant (\$294,892) as the recipient of the National Health and Medical Research Council Early Career Fellowship.

She is especially interested investigating patient safety from the perspective of older patients themselves and thereby empowering older people to take an active role in their own health care. She has more than 20 years experience as a clinical physiotherapist working in aged care and hopes to inspire other researchers and students to work in this area.

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IMPRESSIVE YEAR FOR NEW SYDNEY STUDENT CHAPLAINCY TEAM

By Jessica Langrell, Student Chaplaincy Convenor, Sydney Campus



I like to think of the Chaplaincy as the beating heart of Notre Dame. It brings students together to discuss, action and celebrate the Catholic foundations upon which the University is established. In 2011, the Sydney Chaplaincy team has seen record numbers of students involved in our projects.

Among the many projects the Sydney Chaplaincy coordinated this year were two stand-out initiatives that were successful in their aim to engage students in intellectual thought, faith formation and the opportunity to live out the values of a moral Christian life. The first was the Bourke Service Trip, where staff and students from the School of Medicine, Sydney, travelled to rural New South Wales to support the Missionaries of Charity in their community health care work.

The Bourke Service Trip saw 15 Medicine students and three Chaplaincy staff members travel to the remote town of Bourke, a 780km journey, nine hours drive from Sydney. The trip was organised in conjunction with Bourke Shire Council and the Missionaries of Charity. During their seven-day stay, students were able to learn first-hand about rural health care from local professionals. They assisted the Sisters from the Missionaries of Charity with their work in the community, including conducting home visits to families, providing support at the day care school and assisting with the restoration of their convent. Students also worked with the local branch of the St Vincent de Paul Society to set up a new kitchen for the Meals on Wheels program and to host a community festival for 200 Aboriginal children. Another afternoon was spent conducting a workshop for the PCYC, teaching children about basic medical skills.



Second year Medicine student, Yvette Low applies a plaster bandage to the arm of a child at the Bourke PCYC.

Closer to home was the hugely successful weekly discussion group, *Love and Responsibility*. Introduced to the Broadway Campus by the Chaplaincy team it featured a series of discussions for students and young professionals. Held on Tuesday evenings over six consecutive weeks, the event aimed at understanding love and relationships within a context of Catholic teaching. Each week, a new topic was dissected, with the discussion based on the chapters of *Love and Responsibility*, a philosophical text written by Blessed Pope John Paul II.

Inspired by the *Love and Responsibility New York* event run in the Big Apple by former Notre Dame student, Patrick Langrell, *Love and Responsibility in Sydney* provides a casual setting, which allows for challenging, thought-provoking discussion on genuine friendships and authentic relationships. The inspiring content attracts over 150 young people each week, which has left the Chaplaincy Team excitedly making preparations for its return in 2012.



The Missionaries of Charity with Jessica Langrell (bottom left), Father Vincent Magat (top left) and Notre Dame students.



Students and staff participating in the Love and Responsibility event held on the Broadway Campus.

Photo courtesy of Patrick J Lee.

ALUMNI PROFILES

Jay Walter

Bachelor of Business 2006
Fremantle Campus

The years have certainly flown by fast since I graduated from Notre Dame. After graduating in 2006, I went to work for Boral Midland Brick in a Sales and Marketing capacity. I'd done my internship there initially so it was great to get a job offer at the end and know I had a job in the workforce waiting for me. I was there for the next year learning a lot and saving money to go travelling.

I backpacked for just under 5 months with my girlfriend (now fiancée) travelling around the world, giving me plenty of time to think about my options when we returned home. I wanted to stay in the construction industry as it's been a part of my entire life, and chose to go into the family business. Working for Plunkett Homes in a Sales, Marketing and Business Development role, I enjoyed working with a variety of people targeting a number of markets. Still in the boom, it was amazing to learn so much with such fierce competition. The WA building industry is known as the most competitive in Australia and is definitely one of the most innovative.

In 2008 I took an opportunity within the family business (JWH Group) to work as General Manager for The Rural Building Company. I've been here since and it's been amazing applying what I learnt in Management at Notre Dame, working in such a competitive industry during such a tough time for our economy. I'm engaged and will marry in December this year. I still stay in close contact with a lot of my mates from Notre Dame – watching footy at the pub and doing 'business lunches' as we share work war stories.

My Notre Dame mates and I still reminisce about the uni parties, our awesome lecturers and the social hub that is Notre Dame and Fremantle.

Samantha Cran

Bachelor of Commerce/
Bachelor of Arts 2009
Sydney Campus

In 2006, I began the unique experience as a foundation student on Notre Dame's Sydney Campus. Being part of a new university campus was an exciting experience.

Whilst studying my Double Degree in Commerce and Arts, I had the chance to gain valuable skills and develop an interest in social justice issues. During this time, I also worked at L'Oreal in their Marketing division which gave me a taste for the corporate world.

After graduating in 2009, I made a leap into 'Transport and Logistics', leaving L'Oreal to join the family business in a time of need. It was during this period that I was mentored by one of Australia's leading young entrepreneurs and philanthropists, Dr Sam Prince. Not your typical entrepreneur, Dr Prince has used the skills he learnt establishing a Mexican food franchise to set up *One Disease at a Time*, a foundation with the bold aspiration to address neglected and preventable diseases in Australia one by one.

Meeting someone like Dr Prince was incredibly inspiring. I believe that whilst we don't have a choice about where we're born, the colour of our skin and who our family is, the opportunity to access health care and education are basic rights to which we're all entitled.

I now have the privilege of working as the foundation's Chief Executive Officer which gives me the opportunity to put my passion for the provision of such rights into practice, hopefully inspiring others. I lead a dedicated team who believe that those who can affect the lives of millions through health and education programs have a social obligation to transform that vision into a reality.

Reflecting on my choice of university, my career and everything else in between, I have come to realise that I am drawn to the new, the different and the brave.

My favourite quote... "Dream no small dreams for they have no power to move the hearts of men."
Johann Wolfgang von Goethe.



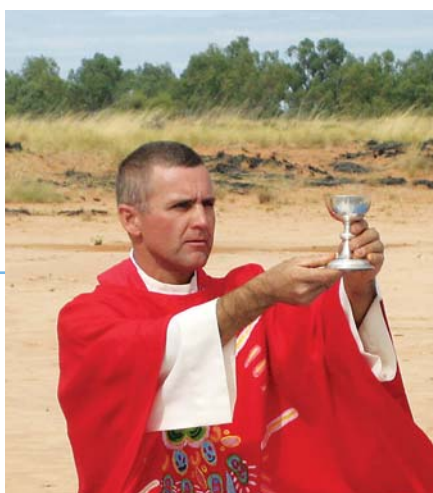
Fr Matthew Digges

Master of Arts in Theological Studies 2008
Fremantle Campus

A casual conversation seeking advice in 1999 led me on an adventure of postgraduate study at Notre Dame.

I had asked advice of Rev Dr Russell Hardiman who worked in the University's School of Philosophy and Theology concerning the inculturation of Christian faith into Australian Aboriginal cultures. Almost a decade of ministry in the Kimberley had raised many questions and challenges, and I needed some direction. He suggested studying liturgy through a postgraduate degree at Notre Dame.

I had reservations about being 3000km from the University's Fremantle Campus in a remote Aboriginal community, but the distance posed no problems, especially with access to internet and email. As it turned out, my first visit to the Fremantle Campus came three years into my degree! I set about balancing study with the demands of being the priest in a parish the size of the UK. My success was varied, with some semesters perfectly balanced, but others far less.



My study enabled me to reflect on the pastoral and missionary practice of the Church among the people of the Kimberley, where I have been a priest since 1991. I was fortunate to have the support of Church leaders and the people of Balgo, the Aboriginal community in which I lived, who wanted to be part of my research project. The project theologically examined the unique aspects of current Aboriginal Christian ritual, and complemented my pastoral ministry among the Kukatja people of the Western Desert.

The final writing and honing of my thesis in 2007 required a magnificent few months in Fremantle, where I worked closely with Dr Clare Johnson and Dr Hardiman. I was awarded Master of Arts in Theological Studies in July 2008.

My research assisted me immediately in my new role as Indigenous Liaison Officer for World Youth Day Sydney 2008. It has continued to be of great value to my present ministry as Administrator of Our Lady Queen of Peace Cathedral in Broome.



June Oscar

Bachelor of Commerce 2004
Broome Campus

I am June Oscar from the Bunuba language group of the central Kimberley region of Northern Western Australia. It is really interesting where the journey of life can take you after your university days. My commitment and interests lie in a wide range of activities including; preservation of Aboriginal languages, social justice and human rights. The recognition of bringing positive programs and support services especially for remote and regional communities has been a priority.

It has been through my work as CEO at Marninwarntikura Women's Resource Centre in Fitzroy Crossing and in responding to the call for support from women experiencing daily, the devastating impact of chronic over supply of alcohol on their families and their communities which led me to co-lead a campaign in lobbying for alcohol restrictions in 2007. We achieved these restrictions but it was not without its challenges.

In 2009, I travelled to the United Nations in New York with the Australian Human Rights Commission to share our journey of the alcohol restrictions with the world. This action has led to my involvement as one of the Chief Investigators in the Marulu Strategy and the Lililwan Project focussing on research into Foetal Alcohol Spectrum Disorder in the Fitzroy Valley.

This work has opened the door on an issue that impacts on many families in this country. It was through my life experiences and attendance at Notre Dame's Broome Campus that has given me the tools and the ability to clarify my thoughts and enabled me to confidently articulate my thinking that has led me to not just talk about issues but to take action.



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