
In Principio - 2010s

In Principio: In the beginning

2014

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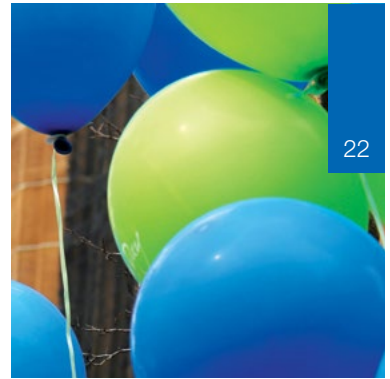
InPrincipio

in the beginning



Celebrating 25 years – 1989-2014

The University of Notre Dame Australia magazine



Cover

Tribute to Our Lady
 Notre Dame's 25th anniversary logo design honours the 'Notre Dame (Our Lady)' and is inspired by the sculpture on the Fremantle Campus by one of Australia's leading sculptors, Peter Schipperheyn.

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- The Objects of The University of Notre Dame Australia are:**
- a) the provision of university education within a context of Catholic faith and values; and
 - b) the provision of an excellent standard of –
 - i) teaching, scholarship and research;
 - ii) training for the professions; and
 - iii) pastoral care for its students.



From the Vice Chancellor

As we celebrate the 25th anniversary since the passing of The University of Notre Dame Australia's enabling Act of the Western Australian parliament, it is very easy to forget that Notre Dame was a first; there was no history of Catholic universities in Australia and no history of private universities.

It was a wild and daring vision and there were many obstacles and early crises. The fact that the 'idea' eventually became a reality and that the University continues to flourish is due to the extraordinary and inspirational vision and efforts of a significant number of people.

As a Catholic university, we are, at heart, a community of people animated by and living a shared vision and mission. We believe that every person is created in the image and likeness of God. We believe that everyone is equally deserving of dignity and respect; that everyone has unique gifts and talents; that everyone is responsible for and entitled to develop and use their gifts and talents for their own good, but far more importantly, to serve the common good and for the betterment of society.

What this means is that students are not our clients. They are not our customers and they are not goods we are producing on a production line. They are individual people who we care about. They are part of our community. We want to give them excellent disciplinary expertise and technical knowledge, but also foster in them skills, values and characteristics that enable them to connect with and serve the community through active participation, engagement and reflection. We want our graduates to go out into the world with hope and charity in their hearts and use the knowledge and skills they have learnt with us to 'do good' in the world.

To achieve our goals, we seek to provide an educational experience which is integrative and transformative, which encourages students to develop solidarity with people worldwide and the Christian spirit of service. One way in which we do this is to provide avenues for students to learn through experience. The University currently provides a wide range of experiential learning opportunities

for students. While many students participate in these opportunities, we want to do more and offer more.

Thus, in our 25th year, we are launching a flagship program "In the World and For the World".

From 2016 onwards, our goal is to provide an opportunity for every undergraduate student at the University to participate in an educational experience which challenges them to deal with the unfamiliar, the unknown. We want to foster critical reflective thought, empathy, problem solving skills and deeper awareness of the unity of mind and soul and to authentically engage with the world around them. In short, we want to open their eyes, minds and hearts.

To help us realise this program and to ensure that no student is prevented from participating because of financial circumstances, we are establishing an In The World and For the World Foundation Fund. This Fund will be used to provide direct support to students to enable them to participate in this unique program and by the University to provide additional opportunities. To do this, we will be seeking your help.

The University will be offering all community members the chance to support this important initiative; more details will be published about the program and its Foundation Fund in the next edition of *In Principio*. We look forward to your support and to realising our mission in In the World and For the World.

The Notre Dame community can be rightly proud of how much we have achieved over the last 25 years. As we reflect on this and celebrate this, we should also look with hope to the future. We should remain committed to our vision and mission, to provide an education which allows our students to develop their God-given gifts and talents and to recognise the importance of using these for the common good, and we should also allow our aspirations to soar and continue to seek to do better.

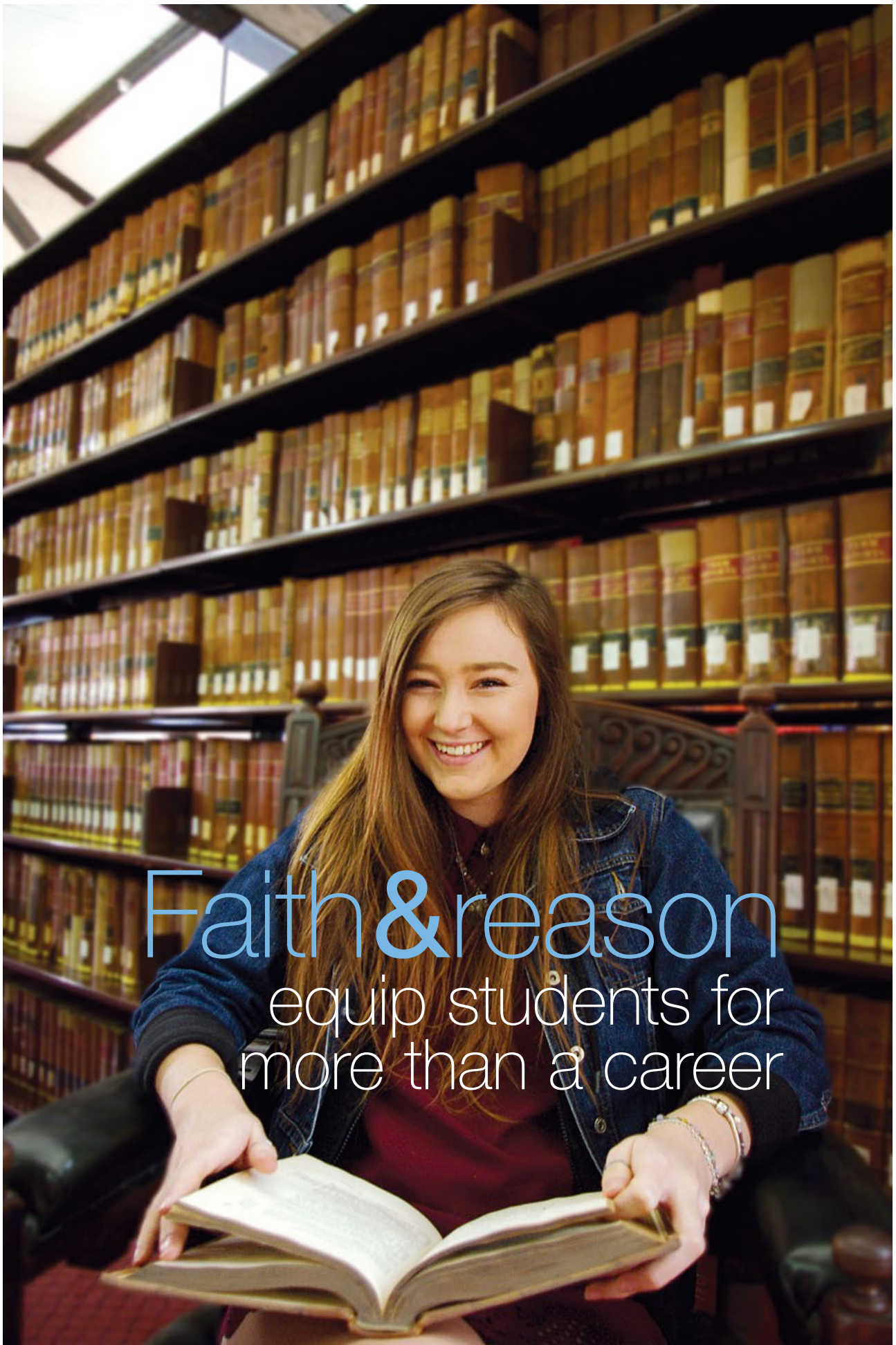
Professor Celia Hammond



Vale — Emeritus Bishop of Broome, John Jobst — 4 February 1920-5 July 2014

One of the visionaries behind the establishment of Notre Dame's Broome Campus, Emeritus Bishop of Broome, John Jobst, died peacefully at his home in Innsbruck, Austria, on Saturday 5 July 2014. He was 94-years-old.

The Notre Dame community remembers Bishop Jobst with great affection and gratitude, and pays homage to his contribution to the University and wider Kimberley community.



Faith & reason
equip students for
more than a career

Wisdom is the ideal that underpins all university education. While knowledge often implies a compartmentalised and disparate approach to university curricula, The University of Notre Dame Australia strives to bring that knowledge together in a context of Catholic faith and values, to impart wisdom to its graduates.

This is the central aim of Notre Dame's Core Curriculum, known as the LOGOS program on the Sydney Campus. By studying core units in Philosophy, Theology and Ethics, students learn to integrate the knowledge they acquire so they leave Notre Dame with not just a degree, but also the ability to think critically, act ethically and grow spiritually.

“...‘why do bad things happen to good people?’ and ‘why am I here?’. These are the types of questions that are the lifeblood of philosophy, so young people seem to really embrace this.” Professor Hayden Ramsay

For the past 25 years, Notre Dame has sought to be a leader in the provision of Catholic higher education in Australia, educating the whole person and allowing students to make a real contribution to the world, within and beyond their chosen career.

This ideal is born out of the Catholic Intellectual Tradition reflected in the world's first universities and endorsed by Saint John Paul II in his apostolic constitution on Catholic universities and colleges, ‘Ex Corde Ecclesiae’.

“While each discipline is taught systematically and according to its own methods, interdisciplinary studies, assisted by a careful and thorough study of Philosophy and Theology, enable students to acquire an organic vision of reality and to develop a continuing desire for intellectual progress,” the document reads.

“Simply by the word ‘uni’-versity, we know that university is about a unity of knowledge,” Dean of Notre Dame's School of Philosophy and Theology Sydney, Professor Hayden Ramsay said.

“Our aim is to unify all aspects of education and educate the person as a whole, not just the thinking mind but the unity of sentiment, thought and action that is a person.”

Professor Ramsay conceded that the role units of Philosophy, Theology and Ethics have on the formation of students is often misunderstood.

“For more than 60 years now people have mistakenly understood ethics to be emotionally motivated, that it's about doing what ‘feels’ right, but ethics requires

considered thought. Ethics is a matter of being intelligent about deeds, not just feelings,” Professor Ramsay said.

“And with philosophy, young people are constantly asking existential questions such as ‘why do bad things happen to good people?’ and ‘why am I here?’. These are the types of questions that are the lifeblood of philosophy, so young people seem to really embrace this.

“And as for theology, it is directly relevant to everything because it's where we consider our relationship to God, and in a Catholic context that is the key to wisdom in every domain.”

Former Dean of Notre Dame's School of Philosophy and Theology Fremantle, Professor Matthew Ogilvie, said the Core Curriculum and LOGOS program are distinctive examples of the University's commitment to delivering a well-rounded education.

“Against the tide of some contemporary education models, which can lack and eschew values, the University has sought to reassert values in education and integrate academic knowledge under the mantles of faith and reason,” Professor Ogilvie said.

Emma Bagg (pictured) is studying a Bachelor of Laws/ Bachelor of Arts degree majoring in Politics and Journalism on Notre Dame's Fremantle Campus. She said the skills gained from studying the Core Curriculum have been invaluable to her studies and have enriched her university experience.

“I've always been a bit tangential in the way I make arguments, but philosophy teaches you that you have to be very concise. It obviously teaches you those skills of logic that allow you to prioritise your arguments and make sure you have the most important bits of information in your essays,” Emma said.

The lessons Emma has taken away from the Ethics unit are being applied more broadly to her life and have made her question her own choices in a much more thoughtful way.

“I've been really interested in ethical systems; being able to develop your own ethical systems and being able to see where you stand on a particular scale,” Emma said.

“Being able to see practically a system you can follow that allows you to develop the best outcomes when you're making decisions has been really valuable.”

According to Professor Ogilvie, while the University prides itself on the ability to provide an excellent standard of training for the professions, the Core Curriculum and LOGOS program are the extra elements that make a Notre Dame degree more than a pre-cursor to a career.

“It's been said that an average education will qualify you for a job, a good education will prepare you for a career, while a great education will form you for life,” Professor Ogilvie said.



After landing a dream job and having a rare opportunity to witness a corruption inquiry, second year Bachelor of Laws student, Rebecca Lennard (pictured), now understands the value of networks in preparing to enter the legal profession.

Rebecca elected to participate in the School of Law Sydney's Mentoring Program in 2013 hoping to find a professional connection who could guide her on the unfamiliar journey through law school and life after graduation.

"The main reason I joined was because no one in my family works in law and I didn't have anyone to talk to candidly about studying and working in law," Rebecca said.

"I wanted to meet someone who has gone through law school themselves and is now working in the profession, to find out about how to make the most of my studies and what I should expect when I get to the end of my degree."

Rebecca's mentor was Geoffrey Watson, Senior Counsel at Seven Wentworth and a member of the Faculty Board at Notre Dame's School of Law Sydney.

"Working with Geoffrey has opened up a lot of opportunities for me for which I am very grateful. He has constantly encouraged me to make the most of any opportunities that come my way because an important part of the learning process occurs outside of the classroom," Rebecca said.

"The experience was 100 per cent positive with Geoffrey being an amazing mentor. Whilst the main highlight has been just having the opportunity to build up the relationship with Geoffrey, other experiences include observing the inner-workings of a global commercial law firm and witnessing the opening day of an ICAC inquiry from the front row."

During the Mentoring Program, Rebecca was enlisted by Mr Watson to assist with research for a case, during which time she met lawyers from DLA Piper, a global law firm, and was offered a paralegal position.

"I started in the litigation and regulatory team at DLA Piper in February, and although it was a bit overwhelming to start with, now that I've found my feet it's been such a great experience and I'm incredibly grateful to be able to hold the position while I continue my studies," Rebecca said.

Mr Watson believes the Mentoring Program is an opportunity for mentees to gain guidance and advice, and for mentors to encourage and influence the next generation of practitioners.

"I believe all senior practitioners have an obligation to encourage younger practitioners and give them assistance in terms of what might be a good direction in law for them," Mr Watson said.

"Mentors can give the benefits of experience and with law being a long term learning process, having a personal relationship with someone who can give guidance throughout this journey is an excellent thing for young practitioners."

Geoffrey Watson SC




Rebecca at a corruption inquiry with Geoffrey Watson.

"Mentors can give the benefits of experience and with law being a long term learning process, having a personal relationship with someone who can give guidance throughout the journey is an excellent thing for young practitioners."

The second instalment of the Mentoring Program, which aims to bridge the gap between students and the profession, was officially launched in May 2014 with new and returning mentors and mentees gathering at the T.E.F Hughes QC Moot Court on the Sydney Campus.

Students have the opportunity to work with up to eight mentors during their time at Notre Dame from their second year of study, with two sessions a year. The Program is flexible with mentors and mentees deciding between them what will work best and how they can both get the most out of the program.

For more information about Notre Dame's mentoring and practicum programs visit www.nd.edu.au or contact sydney.law@nd.edu.au 

Business internships an invaluable foot in the door

With business proving to be an increasingly competitive profession for graduates to enter, Notre Dame's Business Internship Unit has proven to be the 'foot in the door' many graduates search for, including Fremantle Campus alumnus Ben Fountain (pictured), (Bachelor of Commerce – Management) and Sydney alumna Kate-Michelle Von Riegen (Bachelor of Marketing and Public Relations).

For more than eight years, Notre Dame's Schools of Business have included a Business Internship Unit as a component of all undergraduate programs. Its main purpose is to prepare students for the workplace through providing them with workplace insights, and linking them with industry partners for internship placements.

"The Business Internship Unit is foundationally about students both learning about and then experiencing the business world outside lecture halls and textbooks," Mr Fountain, now Director of Risk Services at Deloitte, said.

"Having completed my internship in the second year of my university studies, I understood what was expected, and needed, in business. Notre Dame's approach to learning undoubtedly gave me a head start in entering the business world and gave me the initial practical experience needed to accelerate my subsequent career."

Richard Thomas, Partner (Risk) at Deloitte, said Ben and the quality of Notre Dame's Business students first came to his attention in 2007 during the Deloitte Dream Team competition.



"He struck me then as an intelligent and highly motivated individual, focussed on developing a career in professional services," Mr Thomas said.

"Since joining my team in Forensic, and now Risk, Ben has worked incredibly hard, taken feedback on board and has, to his credit, practised strong self-development. I can put him in front of a client with the trust that he will represent himself, the company and the client in a highly professional manner."

Kate-Michelle Von Riegen completed her third-year internship at entertainment marketing and advertising agency, ACMN where she now works full-time as a Digital Marketing Assistant.

"The Business Internship Unit was definitely the highlight of my time at Notre Dame," Ms Von Riegen said.

"Working in the industry while completing my third year gave me an invaluable doorway into the 'real' business world, and played a crucial part in my transition from student to professional." **P**

For more information about the Business Internship Unit:

Fremantle: fremantle.business@nd.edu.au

Sydney: sydney.business@nd.edu.au

"Since joining my team in Forensic, and now Risk, Ben has worked incredibly hard, taken feedback on board and has, to his credit, practised strong self-development.

I can put him in front of a client with the trust that he will represent himself, the company and the client in a highly professional manner." Richard Thomas



Knowledge, skills and relationships: a multi-faceted approach to educating for the professions

Notre Dame's School of Education, Sydney, has introduced an early childhood education tutorial room where students are able to simulate activities and evaluate layouts and positioning of materials. This provides them with the knowledge and experience to critically appraise childcare centres when they complete their practical placements and maximise the learning opportunity.

"Students are able to physically lay out a classroom in different ways and get a feel for how their prepared learning experience would work in the real environment," Professor Margie Maher, Dean of Notre Dame's School of Education Sydney, said.

"This helps to familiarise students with the early childhood education environment and assists in the preparation for their professional experiences."

Students at Notre Dame's School of Education complete 30 weeks of professional experience in three different settings across their second, third and fourth years, with Bachelor of Education (Birth to Twelve Years) students completing 10 of those weeks in an early childhood long day care centre.

Additionally, students are supported in their training by a Tertiary Supervisor and Head of Professional Practice. These are contacts at the University and school in which the student is completing their professional experience. Second and third year students also meet in small groups with teaching skills specialists for troubleshooting sessions on 12 occasions throughout their professional experiences.

"Connecting with experienced teachers helps to give students an additional support person to seek advice and guidance from, but also someone who can help to build up their knowledge bank of classroom techniques," Professor Maher said.

"These sessions provide the students with the opportunity to develop their reflective practice; a key skill ensuring their likelihood of being effective classroom practitioners on graduation."

Manager of the Internship Program and Internship Placement Officer, Darren Fitzpatrick, sees internships as opportunities for students to become well versed in the expectations of the industry they intend to enter.

"Internships complement students' studies by introducing them to the work environment and allowing them the opportunity to apply their knowledge to real situations," Mr Fitzpatrick said.

"By learning in-situ, students develop an understanding of the expectations of graduate employees and also learn the value of industry connections." **P**

For more information, please contact the School of Education:

Broome: broome@nd.edu.au

Fremantle: education@nd.edu.au

Sydney: sydney.education@nd.edu.au

Significant University milestones



1989 Passing of The University of Notre Dame Australia Act by the Parliament of Western Australia on 21 December 1989.



1991 Issuing of the Canonical Statute on 2 July 1991 at The Basilica of St Patrick, Fremantle.



1992 The first cohort of approximately 50 postgraduate Education students started at the Fremantle Campus. The University also welcomed 25 Study Abroad students from the University of Notre Dame, Indiana.



1994 The Broome Campus was established to meet the needs of the people of the Kimberley region for tertiary education, and to be an instrument of reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian community.

Australia's first Catholic university celebrates silver anniversary



First year Education student, Sophie Monisse, with foundational graduate, Professor Chris Hackett.

The University has changed a lot since Professor Chris Hackett stepped through its doors as part of the inaugural cohort of Education postgraduate students in the early 90s.

In 2014, The University of Notre Dame Australia, celebrates 25 years of excellence in tertiary education with the silver anniversary of the passing of the University's Act of Parliament on 21 December 1989.

From humble beginnings in Fremantle's historic West End, Notre Dame has grown to become a national university with 12,000 students enrolled across the University's three campuses in Fremantle, Broome and Sydney, and clinical schools in New South Wales and Victoria.

Reflecting the dreams and ambitions of a committed group of Western Australians, The University of Notre Dame Australia has striven to provide an excellent standard of training for the professions since its foundation in 1989.

Notre Dame's inaugural College of Education opened its doors in 1992 to 50 postgraduate students who sought additional skills and qualifications in order to teach effectively in the Catholic school system.

"I felt that Notre Dame would be the place that reflected my experiences of teaching in a Catholic school – a place that would take a keen interest in its students, people who supported and promoted a Catholic ethos and provided a high quality of tertiary education," foundational graduate and current Associate Dean (Religious Education) in the School of Education Professor Chris Hackett, said.

The University's Objects (see page 2) are central to what makes Notre Dame unique; uniting an educational community with a sense of common purpose.

"I chose to study teaching at Notre Dame for its strong emphasis on practicum and the community feel of learning in Fremantle. Being able to go to a school and experience life as an educator is really rewarding and will benefit me greatly in my future career," first year Bachelor of Education (Secondary)/Bachelor of Arts student, Sophie Monisse said.



Dr Peter Tannock

Vice Chancellor Emeritus, Founder

This new lay-led era would require new approaches to the identification, recruitment, education and training of specially prepared staff for Catholic schools. It was the founding spark for what became The University of Notre Dame Australia.



Toby Hicks

Graduate, Bachelor of Business 1997/Bachelor of Laws 2001, University Governor (2002-present)

The experience we had as students in the early years was essentially that we were a part of something both unique and special.



Mena Goubran

2014 President, SAUNDA (Student Association Sydney)

What I appreciate about Notre Dame is the personal experience to be had by students studying here and the unique emphasis on moulding people in ways in addition to the academic realm.

To read their full stories, please visit www.nd.edu.au/25years

Share your memories with us!

In celebration of Notre Dame's silver anniversary of the passing of the University Act of Parliament, the University is looking to hear from members of the Notre Dame community – students past and present; graduates; donors; staff and serving community members – all of those who are part of the Notre Dame story.

Please send your memories and photos to notredame25@nd.edu.au along with your name and connection to the University. A selection of these will feature in the next edition of *In Principio*. **17**

Notre Dame students participating in the 1994 Fremantle Festival.



Introduction of undergraduate studies and the establishment of foundation Colleges: Arts & Sciences, Business, Law, Nursing and Philosophy & Theology. **1994 – 2000**

Establishment of the School of Health Sciences on the Fremantle Campus with courses in physiotherapy and allied health. **2004**



The Sydney Campus was officially opened on the site of the historic St Benedict's Church and School in Broadway on 3 March 2006. **2006**

Establishment of the School of Medicine on the Fremantle Campus.



Visit by His Holiness Pope Benedict XVI to the Sydney Campus. **2008**

The Schools of Medicine and Nursing were opened on Sydney's Sacred Heart Darlinghurst site.


The Nulungu Research Institute was opened on the Broome Campus.

The Institute for Health Research was established on the Fremantle Campus.

The Centre for Faith, Ethics and Society was established on the Sydney Campus. **2009**



With more than 12,000 students across its three campuses, Notre Dame has a graduate employment rate of 85.6 per cent* – nearly 10 percentage points higher than the national average. *2012 Graduate Destination Survey **2014**



Pastoral care at
the **heart** of the
Notre Dame
experience

“Choosing to study at Notre Dame was choosing to be considered as a whole person. Throughout the entire process, everyone knew my name and we were all made to feel like we were on the cusp of something great.” Annie Rosario

Pastoral care at Notre Dame is based on a recognition of the dignity, uniqueness and potential of each person, regardless of cultural or faith backgrounds, allowing students, staff, alumni and friends to grow in spirit in the University community.

Section 5 of The University of Notre Dame Australia Act of Parliament identifies the Objects of the University – one of which is “the provision of an excellent standard of pastoral care for its students”.

Tangible outcomes of pastoral care are evident throughout a student’s life-cycle at the University. From the personalised approach to admissions; small class sizes; one-on-one contact with academic staff; and the presentation of a jarrah cross to each graduate – an important symbol of the University.

Graduate Diploma of Education (Secondary) student on the Fremantle Campus, Annie Rosario, says Notre Dame’s caring approach to learning ensured a seamless transition back to study after completing her Commerce degree in 2012.

She said learning in a vibrant academic and spiritually-enriching community with comprehensive support networks has called her to make a difference in the lives of others.

“Choosing to study at Notre Dame was choosing to be considered as a whole person. Throughout the entire process, everyone knew my name and we were all made to feel like we were on the cusp of something great,” Annie said.

Speaking as a Notre Dame graduate and current Director, Academic Enabling & Support Centre (AESC) in Sydney, Associate Professor, Alistair Symons, says the value of pastoral care lies in the commandments, beatitudes and parables of Jesus Christ.

The AESC offers valuable academic and personal support programs to ensure all students are treated and respected as unique and worthy individuals.



Annie Rosario

“The AESC has a range of programs that are not characterised by a one-size-fits-all approach to curriculum, rather an individualised model of catering for individual differences by meeting the personal needs of each student,” Associate Professor Symons said.

“This applies to the Learning Access Plans developed by the Disability Support Office for students with a disability and Individual Learning Plans developed by tutors for Aboriginal students as part of the Indigenous Tutorial Assistance Scheme.”

The Academic Support Office also delivers daily workshops which cater specifically for first year students. Through personalised consultations with academic advisors, the AESC also assists students referred by other Schools because they’re struggling to reach their full academic potential due to a wide range of personal circumstances.

“Counselling students in these courses is an important aspect of what we do because these students have suffered disadvantage in their lives or are in particular need of being nurtured. We like to think we treat them with compassion,” Associate Professor Symons said.

“We understand that each student and staff member has a deep need for care and respect and we aim to work in a way that enhances the dignity of those we serve.” Andrew Duirs

Embodying the University’s devotion to pastoral care — a hallmark of the Notre Dame educational experience — is a dedicated and personalised counselling service, which is available to students on the University’s three campuses.

“In the spirit of pastoral care, the counselling service works to provide flexible services in a sensitive and respectful manner for all students. Our aim is to help students be well informed about health and wellbeing, ensuring they have access to resources about helpful strategies to improve mental health,” Counselling Coordinator on the Fremantle Campus, Andrew Duirs, said.

“We take care to respond to students’ needs sensitively and in a timely manner, understanding that each student has unique needs and that counselling can contribute to personal development, improved relationships and more satisfactory learning experiences.

“We understand that each student and staff member has a deep need for care and respect and we aim to work in a way that enhances the dignity of those we serve.”

The University of Notre Dame Australia strives to let this message guide and permeate its relationships with prospective and current students; staff; graduates and community members without whom it would not exist. Pastoral care is what sets Notre Dame apart from other tertiary providers. **I**

Pastoral care priority boosts business leadership

Notre Dame Business graduate, Julie Williams, has not only acquired a tertiary qualification but also ethical leadership skills that have enriched her personally and professionally.

A mature-age student from the Fremantle Campus with years of industry experience, Ms Williams valued an educational environment that considered her working and family needs, combined with a rigorous academic program closely aligned with her professional interests.

Graduating in December 2013 with a Master of Business Leadership (with Distinction) from the University’s Fremantle Campus, Ms Williams said she found the University’s community atmosphere, small class sizes and integration of ethics into the Business curriculum as a core unit of study to be influential factors when it came to choosing an institution for postgraduate study.

“After examining the postgraduate courses being offered by various universities, I determined that Notre

Dame’s MBL course provided the range of units that would best complement my working environment and procure the professional training I needed to enhance my skills, knowledge and career opportunities,” Ms Williams said.

“Most significantly, I recognised that Notre Dame’s culture, ethos and values were closely aligned to my own. This ability to integrate my personal and professional values within a university that upheld a similar philosophy was a key factor in my decision to study at Notre Dame.

“Having been accepted to study the MBL course I was impressed by the support received from University lecturers and administration staff throughout my studies.”

Whilst undertaking the MBL program, Ms Williams received a promotion to Manager of Corporate Services for the Archdiocese of Perth. This has enabled her to deliver further corporate governance and additional business support to Perth’s Archdiocesan agencies and organisations. **I**

“Having been accepted to study the MBL course I was impressed by the support received from University lecturers and administration staff throughout my studies.”

Julie Williams



Julie Williams



Kelly Tipping with patient, Kevin.

Exercise physiology a matter of mind, body and heart

“The University doesn’t just assess students by their grades alone; it is interested in who you are as a person and what each student’s goals and passions are in their personal and professional lives.” Kelly Tipping

Exercise Physiologist Kelly Tipping says her all round education at The University of Notre Dame Australia, encompassing pastoral care, real world experience and ethics, has helped her become a better health professional.

In addition to receiving extensive hands-on learning experiences, Ms Tipping was attracted to Notre Dame’s personalised and ethical approach to academic life.

Graduating from the Fremantle Campus in 2012, Ms Tipping valued Notre Dame’s face-to-face learning environment, saying she felt supported and comfortable in seeking guidance from academics on course work and various materials needed for her course of study.

“Notre Dame’s faithfulness to deliver pastoral care to all students attracted me to study at the University,” Ms Tipping said.

“Completing the Core Curriculum throughout my Bachelor of Exercise & Sport Science degree, which I studied on Notre Dame’s Fremantle Campus, allowed me to gain a deeper understanding about morality, how to act ethically and the importance of lending a helping hand to others – all of which have helped me become a better Exercise Physiologist.

“The University doesn’t just assess students by their grades alone; it is interested in who you are as a person and what each student’s goals and passions are in their personal and professional lives.”

Postgraduate Exercise Science Coordinator on the Fremantle Campus, Tanya Blee, says Notre Dame students have a greater understanding of both the psychology and physiology of their clients due to a continued hands-on approach to learning.

“The Notre Dame Exercise Physiology course stands out from others in so many ways. Our small numbers provide for an intimate learning environment and great pastoral care. Notre Dame also offers international practicum and mental health placement programs together with opportunities, of which no other university organises, to observe cardiothoracic and joint replacement surgery,” Ms Blee said. **P**



'Seeing Country' by Yangkana Laurel

'Can't be what you can't see' –

The transition of Aboriginal and Torres Strait Islander Students to Higher Education

Aspirational and mentoring programs are helping reverse the trend of low university enrolment rates among Aboriginal and Torres Strait Islander students, a report led by The University of Notre Dame Australia's Nulungu Research Institute has found.

Titled 'Can't be what you can't see: the transition of Aboriginal and Torres Strait Islander students to higher education', the report finds that there is no one-size-fits-all solution to boosting Aboriginal and Torres Strait Islander higher education numbers.

However, the engagement of new technologies and Indigenous youth culture in the dissemination of information, development of mentoring programs, and sharing of skills

and knowledge between Aboriginal and Torres Strait Islander peoples has the potential to increase an Indigenous student's readiness to undertake university studies.

The report was officially launched at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Conference in Canberra on Thursday 27 March 2014. It was unveiled by the Director of the National Indigenous Congress of Australia's First Peoples, Rod Little.

Funded by the Australian Government's Office of Learning and Teaching (OLT), this research is a collaboration between Notre Dame's Nulungu Research Institute, Southern Cross University and the Batchelor Institute of Tertiary Education at Charles Darwin University.

The report builds on the foundations of the Indigenous Higher Education Review 2012 which highlighted the need to develop new and sustainable pathways to higher education for Aboriginal and Torres Strait Islander students.

Through an examination of qualitative and quantitative evidence, the report explores the nuances, challenges, opportunities and different perspectives of what constitutes 'successful' transition to higher education from a range of Indigenous community contexts and diverse university settings.

"The six specific groups of the Aboriginal and Torres Strait Islander population we've identified as being under-represented in relation to higher education are women as primary carers; young men; prisoners; students from remote areas; students not making the transition from VET studies; and people with disabilities," Senior Researcher in the Nulungu Research Institute, Stephen Kinnane, said.

"It is our hope that this research can provide a platform for government action into this significant area of need in Australia to ensure our future generations have the best possible opportunity to succeed in life, both personally and professionally."

One of the project's chief investigators, Notre Dame Adjunct Professor, Patrick Dodson, said that despite significant effort and public policy attention, Australia's tertiary education institutions attract Aboriginal and Torres Strait Islander students at alarmingly low rates.

"Much more must be done in the vital area of Indigenous participation and achievement in higher education if the shocking economic and social disparity between Indigenous and non-Indigenous people is to be overcome at the national level," Associate Professor Dodson said.

"The strength of this report is that it captures the findings of previous reviews and turns them into plans for action. It reveals a host of partnerships, strategies, and new pathways that have been developed within the past three years to enhance the transition of Indigenous students to higher education.

"The report also has relevance for policy makers within governments for the right public policy settings which are fundamentally important to support the much needed work within universities."

To download a copy of the report, please visit www.nd.edu.au/research/olt-aboriginal-and-torres-strait-islander-transition/home

Based on the success of this project, Nulungu has since received an additional grant of \$30,000 from the Australian Government's Office of Learning and Teaching (OLT) to undertake further research in this area. **P**



Associate Professor Joanne Connaughton

Notre Dame presents at international conference

Clinical Education Coordinator from The University of Notre Dame Australia's School of Physiotherapy, Associate Professor Joanne Connaughton, was one of only two Australians to present their research on mental health challenges at The 5th International Physical Therapy in Psychiatry and Mental Health Conference in Utrecht, the Netherlands, in February.

The Conference brought together physiotherapists from across the globe, working either in mental health or general health settings, who treat and manage the physical-health issues of people who have an associated mental dysfunction.

Associate Professor Connaughton delivered three presentations related to the University's latest mental health research examining:

- › the perceptions and attitudes of Western Australian physiotherapists towards psychiatry and clients with co-morbid mental dysfunction in general practice;
- › the prevalence, characteristics and management of headaches experienced by people with schizophrenia and schizo-affective disorder; and
- › the association between physical activity, fatigue, sleep quality and pain in people with mental illness.

She also chaired two round table workshops bringing together physiotherapists from around the world to share ideas and discuss the challenges they face when working with people with schizophrenia as well as highlight future strategies.

"It was apparent from discussions within these workshops that the problems encountered by physiotherapists working with this client group are not unique to Western Australia," Associate Professor Connaughton said.

"The School of Physiotherapy mental health curriculum compares favourably with undergraduate programs in other parts of the world. I have also returned with ideas about future developments of mental health in Australian physiotherapy programs in general." **P**



Preparing rural GPs for climate change and extreme weather



by Associate Professor Joe McGirr and Rachael Purcell

Climate change is likely to have a major impact on Australian rural communities and in these communities the General Practitioner (GP) is one of the most important health professionals. So what do rural GPs think of the impacts of climate change? Surprisingly there has been little research in this area, which is why we examined it.

There is evidence to suggest there has been a temperature increase of 0.75°C across the planet in the past century. As a result it is predicted that there will be changes to climate and weather patterns and this will lead to an increased frequency of drought and high-fire danger, an increase in the intensity of cyclones and greater exposure to vector-borne and infectious diseases.

It has been noted that rural Australians, who already suffer worse health outcomes when compared to their metropolitan counterparts, will be more vulnerable to any health effects from climate change.

GPs have a key role in rural communities particularly in relation to health and will be critical in preparing communities for the possible impacts of climate change.

To find out more on their perceptions towards climate change and their recommendations for health services adaptation strategies we undertook a survey of GPs in the Murrumbidgee Medicare Local in rural south west NSW.

The majority of responding GPs (76 per cent) recognised that climate change had substantial public health implications. Significantly more GPs believed these impacts would occur in the future rather than impacting now. At least 79 per cent indicated that farmers, the elderly, homeless people and Aboriginal and Torres Strait Islander populations were vulnerable to the impacts of climate change.

Almost a third of GPs in the more remote practice locations indicated that their health services would be to some degree unable to respond to extreme weather events. Nearly two-thirds of GPs responding indicated that strengthening acute disaster response capacity was a priority in responding to extreme events.

Although almost all GPs acknowledge their roles as advocates in their communities for general health issues, this view was not shared by GPs over the age of 55 in relation to health issues around climate change. It is important that agencies recognise the differing attitudes of these key health leaders, especially when developing community education and responses. Overall the preferred methods of professional development in relation to the health effects of climate change were seminars or locally based workshops.

General practitioners are key stakeholders in preparing rural communities for the health effects of climate change. It is important to take into account their attitudes and views and to be able to equip them for any future role we may wish them to undertake. It is also important that they are involved in the preparations and plans of local health services to deal with climate change and extreme weather events. **P**



Academic profile

Associate Professor Joe McGirr is the Associate Dean, Rural, in Notre Dame's School of Medicine, Sydney. Rachael Purcell is a graduate doctor from Monash University. The research was published in *The Australian Journal of Rural Health* in February 2014.

Photoshop Law keeps 'beauty' real

by Marilyn Krawitz – Lecturer,
School of Law, Fremantle

Eating disorders are a serious problem for many Australians and people worldwide. Have you ever thought about what causes eating disorders? Does a digitally-altered image of a male or female model published in a magazine or other media contribute significantly to these potentially debilitating personal challenges?

About a year and a half ago, I read a newspaper article about a new law in Israel, 'The Photoshop Law'. The Photoshop Law is the first law of its kind in the world and it impacts upon young people's body image. I contacted librarians in Israel to obtain a copy of the Photoshop Law and had it translated from Hebrew to English.

The Photoshop Law requires models to have a minimum BMI of 18.5. When models attend a photo shoot, they must produce a certificate from their doctor which states that they have the required BMI. The Photoshop Law also demands that any image that was altered to make a model appear thinner includes a warning that it was altered and why. The warning must cover at least 7 per cent of the image. The Israeli Government stated that it hopes that the Photoshop Law will decrease the number of Israelis who suffer from eating disorders.

After further research, I learned the following; several academics and researchers, such as Boyd and Moncrieff-Boyd, believe that when

young women see images of models that were altered to make the models look unhealthily thin, then the young women's body image worsens. The young women may even develop eating disorders. Hunter states that the young women may believe that the majority of women look like models. Boyd and Moncrieff-Boyd also found that when women see photographs of models with average-sized bodies, they tend to feel better about their own bodies.

The actions that the Australian Government took in the area of body image and the law also attracted my attention. The National Advisory Group on Body Image in Australia is comprised of people from the fashion and media industries who advise the Government on body image issues. The Group created the *Voluntary Industry Code of Conduct* in 2009 which offers suggestions to people in the fashion, media and modelling industries about how they can improve people's body image. For example, the Code recommends that models who are of a "healthy weight" are used. It also recommends that the media does not Photoshop images so that models' bodies look "unrealistic or unattainable through healthy practices".

Along with Boyd and Moncrieff-Boyd, I believe the Australian media do not follow the Code sufficiently. One of the reasons for this is because it's not legislation and consequently not mandatory to follow.

Should the Australian Government consider passing a law similar to the Photoshop Law in Israel? Absolutely! The body image of young Australians is an important issue that affects thousands of men and women across the country.

In turn, I hope my research can draw attention to one of the root causes of eating disorders in young people and draw further Government attention to body image issues in young Australians and their resulting personal, physical and mental problems. **P**



Academic profile

Marilyn has published articles in peer-reviewed journals on the topic of social media and the courts, advocating for journalists and jurors to have access to social media platforms in the courtroom. She has also presented her research at the Supreme Court of Canada, Harvard University and at the Federal Court of Australia in Sydney.

The article is the first in Australia to compare the Photoshop Law and the Code. Marilyn's research was published in the June edition of *The Journal of Law and Medicine*.

For more information, please visit the School of Law, Fremantle, webpage www.nd.edu.au/lawfreo

Helping students reach their potential through scholarships

The generosity of benefactors continues to make a difference to the lives of Notre Dame students in need through the University's scholarship program. A number of new scholarships were provided in 2014 which are supporting students like Gemma Thomson to realise their academic potential.



Gemma Thomson

"Being awarded the inaugural HELYRON Scholarship in 2014 has allowed me the possibility to pursue my passion for learning, people and faith as I undertake the Graduate Diploma of Education (Secondary) on Notre Dame's Fremantle Campus," Gemma said.

"I soon hope to replicate these passions to my own students in the disciplines of languages, religious education and society and environment."

Notre Dame's scholarships deliver rewarding student benefits – from unique practicum opportunities in Western Australia's Kimberley region, to research grants for further international study, and financial assistance to supplement living costs for students relocating from country areas or internationally.

Scholarships are available across the University's three campuses to students studying in all nine of Notre Dame's academic Schools. Academic merit scholarships are also available for commencing undergraduate students, recognising outstanding secondary school and extracurricular achievement, which are funded by the University, industry and not-for-profit organisations. **1**

New Scholarships for 2014

HELYRON Education Scholarship

To assist and encourage meritorious students, for whom educational opportunities are limited because of financial need, to commence an Education (teaching) degree in the School of Education, Fremantle.

Broome Practicum Program

To provide a unique professional development experience for students enrolled in a Bachelor of Education program on Notre Dame's Fremantle and/or Broome campuses who are undertaking rural or remote practicum placements.

Alexander Sergius Eustace Horan Scholarship

To assist and encourage a student enrolled in the School of Law, Fremantle, for whom educational opportunities are limited due to financial or economic hardship, to achieve academically in their area of study.

Thomas Davis Medical Research Scholarship

Available to students enrolled in the School of Medicine, Fremantle, who are undertaking medical research qualifications, such as the honours program, and have demonstrated excellence in academic achievement.

Michael Tandon Medical Research Scholarship

Provides support for research training and/or training leading to research in a specific area with particular relevance to Aboriginal health and/or respiratory disorders.

The Kununoppin Hospital Medical Scholarship

The scholarship is awarded to a second year Medicine student on the Fremantle Campus as part of a long-term strategy to increase the number of Australian-trained medical practitioners in the Wheatbelt area of WA.

The Beasley Family Scholarship

To assist and encourage Aboriginal and Torres Strait Islander students enrolled in the School of Medicine or School of Nursing & Midwifery on the Fremantle Campus to achieve academically in their area of study.

The Catenian Association (Province 20) Youth Scholarship (The Catenians – strengthening Catholic family life through friendship and faith)

To assist and encourage a meritorious student on the Fremantle Campus for the duration of their studies, for whom educational opportunities are limited due to financial hardship, geographic constraints and/or personal challenges.

Scholarship applications are now open for 2015.

Visit www.nd.edu.au/scholarships

Alumni

Stories from the Notre Dame community



Holly Imber-Ireland

Bachelor of Nursing 2013

School of Nursing & Midwifery, Broome

I came to the Broome Campus from the cold and snowy mountains of Tasmania in 2010.

Whilst at Notre Dame, I came to understand the philosophies and foundations of nursing practice while gaining a diverse experience working with the Aboriginal people of the Kimberley. The unique clinical experiences that I received as a student nurse allowed me to develop quality nursing skills that I continue to use every day.

Upon completion of my degree, I moved to Fremantle to commence my Graduate Registered Nurse Program at Fremantle Hospital. Over the next 12 months I consolidated and expanded my nursing knowledge and skills with an emphasis on best practice. My position as a Graduate Registered Nurse gave me insight and experience in a variety of clinical areas and the program provided me with the support and guidance during my first year as a Registered Nurse.

The University's dedication to providing their students with rural placement options fuelled my passion to work in the outback, and after completing my graduate program, I returned to the Kimberley to begin my Diploma of Midwifery via distance education.

I hope one day, in the not too distant future, to be providing nursing and midwifery skills either by air in the form of the Royal Flying Doctors Service or on the ground working within remote communities. Wherever I am placed, I will always hold a strong connection with Notre Dame's Broome Campus and remember what is like to leave a Pindan footprint.



Brenda Robbins

Juris Doctor (High Distinction) 2003

School of Law, Fremantle

Notre Dame gave me the wonderful opportunity to make a dramatic and rewarding career change. After spending 30 years in the State Public Service, holding a number of senior executive and CEO positions, I decided to take a full-time law degree, and chose Notre Dame, both because of its excellent reputation, and because it then offered the first and only Juris Doctor (JD) program in Western Australia.

I was in the first group of JD students, who were all mature age students with other qualifications and another career behind them. Consequently, we were probably rather demanding, but I hope, interesting. Importantly we shared a great respect for the high quality of the teaching and the JD program itself.

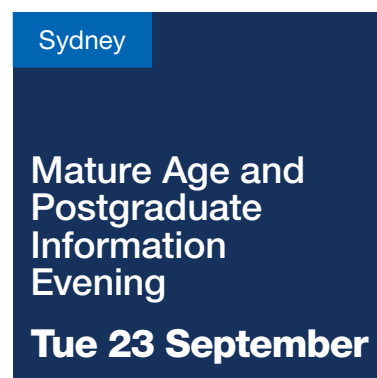
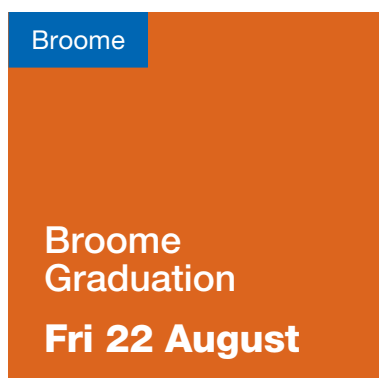
Following graduation, I took Articles and worked for a large commercial firm in Perth before joining the Western Australian Bar.

The flexibility of working at the Bar has allowed me to participate in community life, and I hold a number of company directorships. I also engage in voluntary work with women and children, both in Perth and in Tanzania, East Africa.

On International Women's Day 2014, I was honoured to be "inducted" into the Western Australian Women's Hall of Fame as acknowledgement of my career and community contributions.

I am very grateful to Notre Dame for encouraging and inspiring me. Without this I would not have gained the skills, knowledge and confidence to enjoy my amazing career in the Law and work in the community. **P**

Dates & events



Fremantle Campus

Tuesday 16 September

Mature Age and Alternative Entry Admissions Information Evening & Expo

Tuesday 21 October

Postgraduate Course and Research Information Evening & Expo

Monday 3 November

'There's Still Time' Twilight Information Evening

Broome Campus

Monday 25 August - 1 September

Stories of Us

Friday 5 September - 19 September

Spirit of the Wandjina Exhibition

Tuesday 9 September

Opening - Spirit of the Wandjina Exhibition/Mowanjum Traditional Dancers

Sydney Campus

Thursday 4 September

A Celebration of Success Lunch

Tuesday 30 September

Nursing Information Evening

Tuesday 6 January

Course Information Day

For more information or to register please visit www.nd.edu.au

Campus Ministry events

Fremantle Campus

Every Monday evening	Holy Spirit Choir rehearsal
Every Tuesday morning	Plunge In
Tuesday 5 August - Tuesday 23 September	DVD/Bible Study Series
Monday 18 August - Monday 22 September	Love and Responsibility
Tuesday 21 October	2nd Rite of Reconciliation
Wednesday 29 October	Mass of Remembrance
By appointment with Fr Andrew Chen OMI	The Rites of Christian Initiation for Adults

For full event details visit www.nd.edu.au/ministry/fremantle

MASS TIMES

Holy Spirit Chapel, Fremantle – Bateman's Courtyard, Fremantle Campus

Mass	Monday, Wednesday - Friday at 12.35pm; Tuesdays 8.30am; Sunday Evening Mass: Sunday at 6pm	Holy Hour of Eucharistic Adoration Thursday & Confession Thursday 11am - 12.30pm Angelus Daily at 6am, 12pm and 6pm
The Rosary	Monday and Friday at 12.10pm	

For more information on the events listed above, please contact the Campus Ministry office, Fremantle:

Chaplain Fr Andrew Chen OMI – chaplain@nd.edu.au
Manager, Campus Ministry Tom Gourlay – tom.gourlay@nd.edu.au
Campus Minister Tom Gannon – tom.gannon@nd.edu.au

Sydney Campus

Monday 4 August; 29 September; 6 October; 3 November	Theology on Tap
Wednesday 13, 20, 27 August; 3 September	ChoicEZ made EZ - (four-week series)
Friday 15 August	Mass for the Solemnity of the Assumption of the Blessed Virgin Mary (25th Anniversary Founders Week)
Thursday 4 December - Sunday 7 December	iWitness Conference
Monday 8 December	Mass of the Immaculate Conception
Wednesday 10 December	Women's Retreat with Fr Jacques Philippe

For full event details visit www.nd.edu.au/ministry/sydney

MASS TIMES

St Benedict's, Broadway

104 Broadway, Broadway NSW

Mass	Monday - Friday at 12.35pm
Confession	Monday - Friday: 11.45am - 12.30pm
Adoration of the Blessed Sacrament	Monday: 9am - 5pm; Wednesday: 11.30am - 12:30pm

Sacred Heart, Darlinghurst

180 Darlinghurst Road, Darlinghurst NSW

Mass	Thursday at 12.05pm; Friday at 9am (Parish Mass)
Confession	Thursday: 11.30am - 12pm

For more information on the events listed above, please contact the Campus Ministry office, Sydney:

Chaplaincy Convenor Patrick Langrell – patrick.langrell@nd.edu.au



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The Objects of The University of Notre Dame Australia are:

- a) the provision of university education within a context of Catholic faith and values; and
- b) the provision of an excellent standard of –
 - i) teaching, scholarship and research;
 - ii) training for the professions; and
 - iii) pastoral care for its students.

P

InPrincipio

in the beginning

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