Royal Melbourne Hospital Academic Centre
Faculty of Medicine, Dentistry & Health Sciences
University of Melbourne

Bachelor of Science (BSc)
Bachelor of Biomedicine (BBiomed)

HONOURS 2012 HANDBOOK

2012 Honours Student Information Website:
http://www.medrmhwh.unimelb.edu.au/Students/Studentinfo/

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Semester</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM40001</td>
<td>1</td>
<td>Introduction to Biomedical Research</td>
</tr>
<tr>
<td>MEDI40004</td>
<td>1</td>
<td>Advanced Coursework</td>
</tr>
<tr>
<td>MEDI40003</td>
<td>1</td>
<td>Research Project</td>
</tr>
<tr>
<td>MEDI40012</td>
<td>2</td>
<td>Research Project</td>
</tr>
</tbody>
</table>

CRICOS Code: 014791D
It is a pleasure to welcome you for your Honours year to the Royal Melbourne Hospital Academic Centre, University of Melbourne.

As you will see in your orientation, the Honours program includes lectures and tutorials with discussions by leading scientists in their areas, as well as opportunities for exciting projects that can lead to PhD programs in the future. Being a University Department situated in a large public hospital, we have a strong focus on clinically relevant research. We are particularly keen on research projects at the interface of basic science, clinical medicine and population health. We hope you will have the opportunity to hear about other research involving your own supervisor’s group as well as the diverse activities of others in the Department.

Our Departments, Medicine, Surgery, Psychiatry, Radiology and Obstetrics & Gynaecology RWH, have a philosophy of a “learning organisation” so that we all learn from each other in a supportive environment from which we all benefit. In order to create this environment, we encourage you to participate in seminars and discussion groups, as well as bringing to our attention any concerns that you have that may prevent you from gaining the maximum possible from your year within our Departments.

We hope you will find this an enjoyable year, in which you learn about the life of the scientist, achieve some excellent results, and also give consideration to continuing with us in a PhD or other higher degree program.

Please let the course coordinators or other senior members of your Department, know of any issues that arise so that we may do our best to correct them, to ensure you have a most fulfilling year.

Best of luck for the year ahead.

Professor Terence O’Brien
Head of Department of Medicine (RMH)
# ORIENTATION PROGRAM 2012

## ORIENTATION SESSION:

9.15am – 1.00pm  
Ewing Lecture Theatre, 5th Floor, Clinical Sciences Building, Royal Melbourne Hospital

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter/Coordinator</th>
</tr>
</thead>
</table>
| 9.15– 9.20am | Welcome                            | **Professor Terence O’Brien**  
Head of Department of Medicine (RMH) and  
**Professor Patricia Desmond**  
Chair, RMH Academic Centre Executive |
| 9.20– 9.30am | Dept Student Association (StoRM)   | Ms Lisa Cardamone  
StoRM President 2011/12 |
| 9.30 – 10.00am | Overview of Honours Program       | Dr Chris French/A/Professor Caroline Marshall  
RMH Academic Centre Honours Coordinators |
| 10.00 – 10.30am | Office/Laboratory Procedures      | Ms Jenny Davis  
BRF/Laboratory Manager |
| 10.30 – 11.00am | MORNING TEA                        | Students, Supervisors & Staff  
Seminar Room, 5th Floor, Clinical Sciences Building, RMH |
| 11.00 – 12.00nn | Environment & Work Safety         | Ms Marinella Serafim  
EH&S Officer |
| 12nn – 1.00pm  | Information Technology & Photos   | Ms Ann McIntyre  
IT Manager, Department of Medicine (RMH) |
| 1.00pm       | Induction Concludes               |                                                                                      |

## LUNCH

## INTRODUCTION TO BIOMEDICAL RESEARCH – BIOM40001

2.15 – 5.15pm

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter/Coordinator</th>
</tr>
</thead>
</table>
| 2.15 – 3.15pm | Introduction                        | A/Professor Tony Hughes  
FMDHS Honours Coordinator |
| 3.15 – 4.15pm | Radiation Safety                   | Steve Guggenheimer |
| 4.15 – 5.15pm | Laboratory Safety                  | Ira Tedja |

Harold Woodruff Theatre,  
Microbiology & Immunology,  
Grattan St., Parkville.  
Rm: 121 - Flr:1 - on 1st floor of microbiology bldg - in the outcropped extension on the north side.
COURSE STRUCTURE

COURSE CODES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem1:</td>
<td>BIOM40001</td>
<td>Introduction to Biomedical Research</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sem1:</td>
<td>MEDI40004</td>
<td>Advanced Coursework</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sem1&amp;2:</td>
<td>MEDI40003 &amp; MEDI40012</td>
<td>Research Project</td>
<td>75%</td>
</tr>
</tbody>
</table>

INTRODUCTION TO BIOMEDICAL RESEARCH – BIOM40001
(Semester 1)

Subject Overview:
This core subject contributes 12.5% to the total mark of the Honours year and uses a structured approach in a series of 10 x 2 hr tutorials to introduce students to processes and strategies at the core of modern biomedical research. Students are guided through the need for – and tools of – testable hypothesis formulation, data management and evaluation, data presentation, and research outcome communication. Specific case examples of experimental design and statistical testing techniques are considered. In the course of this, students are introduced to appropriate statistical approaches and software. Ethical practices relevant to both animal and human experimental biomedical research are reviewed and inculcated. Broad issues relating to research conduct and management are addressed in the context of Discussion Workshops. These topics include critical reading skills, management of intellectual property, scientific integrity and fraud, conflict of interest, e-research, publication production, reference management and archiving of data.

The subject is delivered intensively between 2:15pm and 5:15pm each afternoon for two weeks from Monday 13 February to Friday 24 February inclusive. The topics covered are divided into four main themes:

- Health and Safety
- Experimental Design and Statistics
- Ethics and Research Conduct
- Literature and Data Management
- Communication of Research Outcomes

Objectives:
To develop a mature understanding of experimental design, experimental implementation, data evaluation and communication as it relates to modern biomedical research, in a broad ethical context. To acquire competency in statistical analysis, hypothesis testing and data presentation. To generate awareness of, and appropriate behaviours relating to, ethical conduct of animal and human experimental ethics, including regulatory requirements. To appreciate the need for the active management of intellectual property issues, scientific integrity and conflict of interest in a contemporary biomedical research context. To become aware of the scientific and technical basis of selected advanced techniques in biomedical research.
**Assessment:**
This subject will be assessed by two take-home, written reports (each 3000 words or equivalent, each worth 50%) as follows:
1. Experimental design and statistics assignment due Monday 12 March, 5pm.
2. Health & safety/ethics/literature & data management/communication essay due Monday 2 April, 5pm.

**Timetable:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC</th>
<th>PRESENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 13-Feb</td>
<td>2:15</td>
<td>Introduction</td>
<td>A/Prof Tony Hughes</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Radiation safety</td>
<td>Steve Guggenheimer</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>Laboratory safety</td>
<td>Ira Tedja</td>
</tr>
<tr>
<td>Tue 14-Feb</td>
<td>2:15</td>
<td>Statistics I: Holey sea-shells, Batman!</td>
<td>Dr Michael Lew</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Statistics I: Holey sea-shells, Batman!</td>
<td>Dr Michael Lew</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td>Wed 15-Feb</td>
<td>2:15</td>
<td>Oral communication skills</td>
<td>A/Prof Tony Hughes</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Searching Medical Databases</td>
<td>Patrick Condron</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>Managing references</td>
<td>Patrick Condron</td>
</tr>
<tr>
<td>Thu 16-Feb</td>
<td>2:15</td>
<td>Statistics II: Seashells – are they different?</td>
<td>Dr Michael Lew</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Statistics II: Seashells – are they different?</td>
<td>Dr Michael Lew</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td>Fri 17-Feb</td>
<td>2:15</td>
<td>Code of Conduct for Research and Laboratory Notebooks</td>
<td>A/Prof Colin Anderson</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Ten rules for the presentation and interpretation of data in publications</td>
<td>Prof David Vaux</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>Ten rules continued</td>
<td>Prof David Vaux</td>
</tr>
<tr>
<td>Mon 20-Feb</td>
<td>2:15</td>
<td>Human Ethics</td>
<td>Dr Lyn Gillam</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Human Ethics</td>
<td>Dr Lyn Gillam</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td>Tue 21-Feb</td>
<td>2:15</td>
<td>Animal Ethics and Welfare</td>
<td>Dr Yvette Chen</td>
</tr>
<tr>
<td></td>
<td>3:15</td>
<td>Animal Ethics and Welfare</td>
<td>A/Prof James Brock</td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td>Statistics III: More than one comparison</td>
<td>Dr Michael Lew</td>
</tr>
</tbody>
</table>

**VENUE:** Harold Woodruff Theatre, Microbiology & Immunology, Grattan St., Parkville.
Room: 121 - 1st floor of microbiology bldg - in the outcropped extension, the north side.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>22-Feb</td>
<td>2:15</td>
<td>Intellectual Property and its Management</td>
<td>Dr Christophe Demaison</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Melbourne Ventures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:15</td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:15</td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>23-Feb</td>
<td>2:15</td>
<td>Publication</td>
<td>Patrick Condron</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:15</td>
<td>Statistics IV: Regression</td>
<td>Dr Michael Lew</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:15</td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>24-Feb</td>
<td>2:15</td>
<td>Writing a thesis</td>
<td>Dr Roger Hurcombe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:15</td>
<td>Statistics V: Great errors I have known</td>
<td>Dr Michael Lew</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:15</td>
<td>Conclusions and Farewell</td>
<td>A/Prof Tony Hughes</td>
</tr>
</tbody>
</table>

If you are unable to attend lectures as indicated you will be able to check the Learning and Management System (LMS) site on which lecture notes and other materials will be posted as the lecturers see fit. The lectures will also be recorded using Lectopia (on line lectures), so students enrolled in the subject will be able to access them. **It will be up to you to check as you will be required to hand in the assessments by the due dates.**

Please check the Department’s Honours website for the LMS & Lectopia web links.  

**ADVANCED COURSEWORK – MEDI40004**  
(Semester 1)

This subject contributes 12.5% to the total mark of the Honours year

**Aim:**
To give a broad introduction to research approaches to major human diseases. You will gain an understanding of how basic science contributes to advancing our understanding of disease and its treatment.

**Structure:**
Thematic topics of approximately 1 hour each. Each seminar has a focus on a major research approach to understanding human disease and will often cover both basic and medical science.

- **Seminars in Translational Medicine Lecture Program.** Approximately 17 lectures / 2-4 lectures per week commencing in March held on Monday and/or Tuesday. **Attendance at the lecture program is compulsory and forms part of a MCQ examinable assessment.**

- **RMH Academic Centre Weekly Research Seminar (March-November).** This is held every Friday and is compulsory but not examinable.

**Assessment:**
MCQ style paper covering the Seminars in Translational Medicine Lecture Program examinable course work (12.5%).
RESEARCH PROJECT – MEDI40003 & MEDI40012
(Semester 1 & 2)

The written thesis together with an Oral Presentation constitutes the Research Project for Semester 1 & 2 and contributes 75% to the total mark of the Honours Year:

**Aim:**
To gain first-hand experience in designing, executing and presenting original biomedical research in verbal and written form.

**Structure:**
The project is wholly under the supervision of your Supervisor. You are required to:

- Make a formal oral presentation presenting your project outline on **19 April**. *This presentation is not marked but will be assessed by academic staff examiners on the day to provide constructive feedback.*
- Submit to your Supervisor a draft of the background for the thesis by **2 July**
- Submit a written research report (thesis) of the work by Monday **8 October, 2012**.
- Make a formal oral presentation after the completion of the work in late October – **24 & 25 October**.
- Actively participate in your Research Group’s Data Club or Research-in-Progress meetings, including oral presentations as required.

**Assessment:**
- Oral Presentation of Introduction to project and literature (not used in final assessment).
- Oral Presentation of final research (thesis) project - 20%
- Written Research Thesis - 80%

---

**Attendance at the weekly RMH Academic Centre Research Seminar (10:30-11:30 Friday’s, Ewing Lecture Theatre, 5th Floor, Clinical Sciences Building, Royal Melbourne Hospital)**

This is not only expected of all students but is **compulsory**! The purpose is to broaden your horizons and to hear about the research work of others with problems and successes. It will also give you the opportunity to observe methods of presentation of data, and how to (or not to) construct a research project. It is expected each venue will have a weekly seminar.
Participation in your own research group’s weekly meeting

This is where you learn how to “dissect” a journal article, and how to present in general. It is also an important opportunity to speak about your new area of expertise. By the end of the year, you are expected to:

- present two journal articles
- deliver two presentations on your research (eg background and data).
IMPORTANT DATES – 2012

Please note all dates and times are subject to change.

Monday, 13 February
Welcome – Orientation Session
9:15am – 1:00pm

Monday, 13 February – Friday, 24 February
Biomedical Research Course Module (BIOM40001)
2:15pm – 5:15pm
Consult the timetable for subject and theatre locations.

Friday, 2\textsuperscript{nd} March
Academic Centre Seminar Series commences
10.30am – 11.30am
Ewing Lecture Theatre, 5\textsuperscript{th} Floor, Clinical Sciences Building, Royal Melbourne Hospital.
Morning Tea provided from 10 – 10.30am

Monday, 12 March
Assignment due: Experimental Design & Statistics.
Introduction to Biomedical Research (BIOM40001)

March TBC
Animal Welfare Training for New Animal Users
9.00am - 3.00pm
The Public Policy Theatre, 234 Queensberry Street, (Room 215, 2\textsuperscript{nd} Floor)

Monday, 19 March TBC
Commencement of The Walter and Eliza Hall Institute of Medical Research Postgraduate Teaching Course.
Consult timetable for topics and any exceptions.

Monday, 2 April
Introduction to Biomedical Research (BIOM40001)

Tuesday, 3\textsuperscript{rd} April – Tuesday 15\textsuperscript{th} May
Seminars in Translational Medicine Lecture Program
Ewing Lecture Theatre, Dept of Surgery, 5\textsuperscript{th} Floor, Clinical Sciences Building, RMH.
Lectures/advance seminars are held most weeks, on Mondays or Tuesdays. Consult the timetable and check for updates on the Honours website for topics and any changes.

Wednesday, 18\textsuperscript{th} & Thursday, 19\textsuperscript{th} April
Project Outline Oral Presentation. (2 Days)
9:30 am – 3.00pm
Ewing Theatre, Department of Surgery, 5\textsuperscript{th} Floor, CSB
7 min presentation, 3 mins questions = total 10 mins.
Friday, 8th June

Theory Examination (MCQ format)
11.00 – 1.00pm
Location: Seminar Rooms 1 & 2 Royal Melbourne Hospital
Function and Convention Centre, Grattan Street.

Monday, 2nd July

Submission of draft background of thesis to your
Supervisor

Wednesday, 22nd August

HONOURS INFORMATION EVENING for 2013 students.
4.00–6.00pm.
Seminar Room 1&2, Function Centre, Ground Floor,
RMH

Wednesday, 5th September

Thesis Writing Workshop TBC
10:00-12:00nn
Department of Medicine Seminar Room, 4th floor,
Clinical Sciences Building, RMH.

Monday, 8th October

Thesis submission deadline. 4:00pm
Submit 3 hard copies and 1 disc/usb copy to Mary
Ljubanovic, Department of Medicine, 4th Floor Clinical
Sciences Building, RMH

Tuesday, 23rd October

Oral Thesis Presentations (3 days)
9:00 – 3:00pm

Wednesday, 24th October

Ewing Lecture Theatre, Dept of Surgery, 5th Floor,
Clinical Sciences Building, RMH.
15 min presentation, 5 min questions = total 20 mins.

Thursday, 25th October

Ewing Lecture Theatre, Dept of Surgery, 5th Floor,
Clinical Sciences Building, RMH.
15 min presentation, 5 min questions = total 20 mins.

Wednesday, 31st October

University of Melbourne Postgraduate Scholarship
applications close (APA and MRS)

Australian Postgraduate Awards (APA)
http://cms.services.unimelb.edu.au/scholarships/pgrad/
/local/available/apa

Melbourne Research Scholarships (MRS)
http://cms.services.unimelb.edu.au/scholarships/pgrad/
/local/available/mrs
## SEMINARS IN TRANSLATIONAL MEDICINE
Research Lecture Program

### Advanced Coursework
Basic Skills and Responsibilities in Research

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
<th>Speaker(s)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 3 April</td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH A/Professor Helmut Butzkueven</td>
<td>A/Professor Helmut Butzkueven</td>
<td>‘Decoding genetics of complex disease’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td>Professor Danny Liew</td>
<td>‘Study Designs in Applied Research’</td>
</tr>
<tr>
<td>Monday, 16 April</td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH A/Professor Cassandra Szoeke</td>
<td>A/Professor Cassandra Szoeke</td>
<td>‘Research management and Commerce or Research outside educational organisations’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td>Professor Terence O’Brien</td>
<td>‘Pharmacogenomics Research: Enabling Personalised Medicine’</td>
</tr>
<tr>
<td>Tuesday, 17 April</td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH Dr Nigel Jones</td>
<td>Dr Nigel Jones</td>
<td>‘How mad is my mouse’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td>A/Professor Glen Scholz</td>
<td>‘Using Molecular approaches to understand biological processes’</td>
</tr>
<tr>
<td>Monday, 23 April</td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH Professor Finlay Macrae</td>
<td>Professor Finlay Macrae</td>
<td>‘Translational Research: from clinical research to national programs and guidelines’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td></td>
<td>TO BE CONFIRMED</td>
</tr>
<tr>
<td>Tuesday, 24 April</td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH Drs Mike Duffy &amp; Michaela Petter</td>
<td>Drs Mike Duffy &amp; Michaela Petter</td>
<td>Topic to be confirmed</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td></td>
<td>TO BE CONFIRMED</td>
</tr>
<tr>
<td>Monday, 30 April</td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH Professor Peter Ebeling</td>
<td>Professor Peter Ebeling</td>
<td>‘Using biomarkers in medicine’</td>
</tr>
</tbody>
</table>

Note: lecture details are subject to change

Students: Please check emails and Department of Medicine (RMH) Honours website for updates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Speaker(s)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, 1 May</strong></td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH</td>
<td>Dr Briony Dow</td>
<td>‘Qualitative methods in medical research’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr Elisa Hill</td>
<td>‘Studying Autism in animal models’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 7 May</strong></td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH</td>
<td>Dr Steven Petrou</td>
<td>‘Syndrome specific models of genetic epilepsies’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TO BE CONFIRMED</td>
</tr>
<tr>
<td><strong>Tuesday, 8 May</strong></td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH</td>
<td>Professor Stephen Rogerson</td>
<td>‘Treatment and prevention of malaria’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr Rodney Luwor</td>
<td>‘Cancer Signalling’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 14 May</strong></td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH</td>
<td>Dr Krista Gilby</td>
<td>‘The relevance of animal models to the study of neurodevelopmental disorders’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr Stewart Nuttall</td>
<td>Topic to be confirmed</td>
</tr>
<tr>
<td><strong>Tuesday, 15 May</strong></td>
<td>9:30am</td>
<td>Ewing Lecture Theatre, Dept of Surgery, Lvl 5, CSB, RMH</td>
<td>Dr Philippe Boeuf</td>
<td>‘Transplacental nutrient transport in placental malaria’</td>
</tr>
<tr>
<td></td>
<td>10:45am</td>
<td></td>
<td></td>
<td>TO BE CONFIRMED</td>
</tr>
</tbody>
</table>
WEHI POSTGRADUATE TEACHING COURSE SEMINARS

LECTURE SERIES TO COMMENCE 19 MARCH–PROGRAM AVAILABLE MID FEBRUARY

See the Honours Noticeboard website link for updated details.
http://www.medrmhwh.unimelb.edu.au/Students/Studentinfo/

It is not compulsory to attend these lectures.
WEHI LECTURE THEATRE (7th Floor) – 12 noon

Postgraduate Teaching Course
12 noon
Revised 24 February 2011

Monday, 21 March 2011
An Introduction to cancer
Emeritus Professor Donald Metcalfe
Carden Fellow, Cancer & Haematology Division
WEHI Lecture Theatre

Monday, 28 March 2011
The genetic basis of cancer
Professor Jerry Adams
Joint Division Head, Molecular Genetics of Cancer Division
Cory Theatre, GTAC (University High School)

Monday, 4 April 2011
Apoptosis and Cancer
Professor Andreas Strasser
Joint Division Head, Molecular Genetics of Cancer Division
Cory Theatre, GTAC (University High School)

Monday, 11 April 2011
Cancer genomics
Professor David Bowtell
Head, Cancer Genomics & Genetics, PI Australian Ovarian Cancer Study, Peter McCallum Cancer Center
Charles La Trobe Theatre, RMH

Monday, 18 April 2011
Epigenetics and Cancer
Dr Marnie Blewett
Lab Head, Molecular Medicine Division
Charles La Trobe Theatre, RMH

Monday, 2 May 2011
EGFR mutations and antibody therapeutics in cancer
Professor Andrew Scott
Director, Ludwig Institute for Cancer Research, Melbourne-Austin Branch
Cory Theatre, GTAC (University High School)

Monday, 9 May 2011
Familial cancer
A/Professor Clare Scott
Lab Head, Stem Cells & Cancer Division
Cory Theatre, GTAC (University High School)

Monday, 16 May 2011
Breast cancer
Professor Geoff Lindeman
Joint Division Head, Stem Cells and Cancer Division
Cory Theatre, GTAC (University High School)
### Postgraduate Teaching Course

12 noon

Revised 24 February 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, 23 May 2011</strong></td>
<td><strong>Clinical development of targeted therapies for cancer</strong></td>
<td>Associate Professor Grant MacArthur&lt;br&gt;Head, Cancer Therapeutics Program, Molecular Oncology &amp;&lt;br&gt;Translational Research Labs and Medical Oncology Skin &amp;&lt;br&gt;Melanoma Clinical Service, Peter MacCallum Cancer Centre&lt;br&gt;Cory Theatre, GTAC (University High School)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 30 May 2011</strong></td>
<td><strong>Tumour Initiation and propagation: role of 'cells of origin' and cancer stem cells</strong></td>
<td>Professor Jane Visvader&lt;br&gt;Joint Division Head, Stem Cells &amp; Cancer Division&lt;br&gt;Cory Theatre, GTAC (University High School)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 6 June 2011</strong></td>
<td><strong>Targeting signalling pathways to improve cancer treatment</strong></td>
<td>Professor Tony Burgess&lt;br&gt;Lab Head, Epithelial Biochemistry Lab, Ludwig Institute for&lt;br&gt;Cancer Research&lt;br&gt;Cory Theatre, GTAC (University High School)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 18 July 2011</strong></td>
<td><strong>Xenograft models of pediatric acute leukaemia: Insights into biology and treatment</strong></td>
<td>Associate Professor Richard Lock&lt;br&gt;Children’s Cancer Institute Australia, Lowy Cancer Research Centre, University of NSW&lt;br&gt;Cory Theatre, GTAC (University High School)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 4 July 2011</strong></td>
<td><strong>Targeted cancer therapies</strong></td>
<td>Professor David Huang&lt;br&gt;Division Head, Chemical Biology Division&lt;br&gt;Charles La Trobe Theatre, RMH</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 27 June 2011</strong></td>
<td><strong>Cancer Immunoeediting</strong></td>
<td>Professor Mark Smyth&lt;br&gt;Group Leader, Cellular Immunity Lab, Peter MacCallum Cancer Centre&lt;br&gt;Cory Theatre, GTAC (University High School)</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 11 July 2011</strong></td>
<td><strong>No Seminar</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Postgraduate Teaching Course

12 noon

Revised 24 February 2011

Monday, 25 July 2011

*Virus associated human cancer*

Professor Ian Frazer FAA
Director, Diamantina Institute and Research Leader, Epithelial Cancer Division, The University of Queensland
Cory Theatre, GTAC (University High School)

Monday, 1 August 2011

*Clinical translation - developing targeted therapies in haematological cancers*

Professor Andrew Roberts
Head, Clinical Translilation and Lab Head, Cancer & Haematology Division
Charles La Trobe Theatre, RMH

Monday, 8 August 2011

*Antigen presentation in bone marrow transplantation: where and when?*

Professor Geoff Hill
Head, Division of Immunology, Bone Marrow Transplant Lab, QIMR
Charles La Trobe Theatre, RMH
## 2012 STUDENTS AND SUPERVISORS

<table>
<thead>
<tr>
<th>Family Name</th>
<th>First Name</th>
<th>Project</th>
<th>Supervisor/s</th>
<th>Project Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agastra</td>
<td>Oltana</td>
<td>Normal DNA variants in genes for inherited kidney disease in Chinese, African and Indian people.</td>
<td>Judy Savige</td>
<td>Northern Hospital</td>
</tr>
<tr>
<td>Akindola</td>
<td>Adebola</td>
<td>Malaria parasite adhesion to the human placenta</td>
<td>Philippe Boeuf</td>
<td>Medicine, RMH</td>
</tr>
<tr>
<td>Al Janaby</td>
<td>Hala</td>
<td>Quantitative and qualitative analysis of atherosclerotic plaque and stents using coronary optical coherence tomography</td>
<td>Peter Barlis</td>
<td>Northern Hospital</td>
</tr>
<tr>
<td>Ali</td>
<td>Fariya</td>
<td>Quantitative and qualitative analysis of atherosclerotic plaque and stents using coronary optical coherence tomography</td>
<td>Peter Barlis</td>
<td>Northern Hospital</td>
</tr>
<tr>
<td>Anderson</td>
<td>Jessica</td>
<td>Testing of the Self-Administration of Medication (SAM) tool in a rehabilitation setting</td>
<td>Elizabeth Manias, Snezana Kusljic</td>
<td>Melbourne School of Health Sciences, RMH</td>
</tr>
<tr>
<td>Blizzard</td>
<td>Alexander</td>
<td>Lifestyle factors for healthy ageing</td>
<td>Cassandra Szoke, David Ames</td>
<td>NARI</td>
</tr>
<tr>
<td>Burn</td>
<td>Katherine</td>
<td>Depression and Anxiety in Healthy Women: A Longitudinal Study</td>
<td>Cassandra Szoke, David Ames, Lorraine Dennerstein</td>
<td>NARI</td>
</tr>
<tr>
<td>Callegari</td>
<td>Emma</td>
<td>VACCINE - Monitoring the Effectiveness of the Vaccine for Cervical Cancer</td>
<td>Suzanne Garland, John Wark, Yasmin Jayasinghe, Sepehr Tabrizi, Yeshe Fenner, Elisa Young</td>
<td>Microbiology &amp; Infectious Diseases, RWH</td>
</tr>
<tr>
<td>Carroll</td>
<td>Megan</td>
<td>Mapping the health needs of adult prisoners</td>
<td>Stuart Kinner</td>
<td>Burnet Inst</td>
</tr>
<tr>
<td>Chan</td>
<td>Emily</td>
<td>Elucidating the role of mesenchymal stem cells in promoting metastasis of ovarian cancer cells</td>
<td>Nuzhat Ahmed, Jack Findlay</td>
<td>Royal Women's Hospital, Parkville</td>
</tr>
<tr>
<td>Chen</td>
<td>Zhibin (Ben)</td>
<td>The health economics of personalised medicines</td>
<td>Patrick Kwan, Danny Liew</td>
<td>Medicine, RMH</td>
</tr>
<tr>
<td>Chipman</td>
<td>Erika</td>
<td>Seizure outcome after surgery for epilepsy</td>
<td>Anne McIntosh, Patrick Kwan</td>
<td>DoM/MBC, RMH</td>
</tr>
<tr>
<td>Family Name</td>
<td>First Name</td>
<td>Project</td>
<td>Supervisor/s</td>
<td>Project Site</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Chollangi</td>
<td>Tejasvy</td>
<td>Vitamin D regulation on fetal growth</td>
<td>Padma Murthi</td>
<td>RWH, Parkville</td>
</tr>
<tr>
<td>Chung</td>
<td>Yat-Cheung</td>
<td>Mechanisms of Kidney Fibrosis: The Role of Hypoxia</td>
<td>Tim Hewitson</td>
<td>Nephrology, RMH</td>
</tr>
<tr>
<td>Dahl</td>
<td>Tanya</td>
<td>Audit of Patient’s Knowledge of Hepatitis B</td>
<td>Karin Leder, Bev Biggs, Caroline Marshall</td>
<td>DoM/VIDS</td>
</tr>
<tr>
<td>Dimitrieski</td>
<td>Stephanie</td>
<td>Stem Cell based modelling of Human Neurological Disorders: Towards Drug Discovery for improved Therapeutics</td>
<td>Jeremy Crook, Nao Kobayashi, Stan Skafidas, Christos Pantelis, Ian Everall</td>
<td>Melbourne Neuropsychiatry Centre</td>
</tr>
<tr>
<td>Fernando</td>
<td>Dilini</td>
<td>Continuous monitoring of motor recovery post acute stroke rescue: development of a broadband-based portable motion detector (REWIRE system)</td>
<td>Bernard Yan, Peter Mitchell, Richard Dowling</td>
<td>Neurology and Radiology, RMH</td>
</tr>
<tr>
<td>Firkin</td>
<td>Anna</td>
<td>Factors that contribute to delayed attendance at First Seizure Clinics</td>
<td>Anne Mcintosh, Terry O’Brien, Dennis Velakoulisi</td>
<td>DoM/MBC, RMH</td>
</tr>
<tr>
<td>Forbes</td>
<td>Margaret</td>
<td>Deep brain stimulation of the pedunculopontine nucleus for gait freezing in Parkinson’s disease</td>
<td>Wesley Thevathasan</td>
<td>DoM/MBC, RMH</td>
</tr>
<tr>
<td>Ganella</td>
<td>Eleni</td>
<td>Orbitofrontal Cortex Sulcogyral Patterns in Adolescents born Premature</td>
<td>Cali Bartholomeusz, Deanne Thompson, Jeanie Cheong</td>
<td>Melbourne Neuropsychiatry Centre</td>
</tr>
<tr>
<td>Gelbart</td>
<td>Lisa</td>
<td>Media reporting on alcohol in Victoria since 2007</td>
<td>Paul Dietze, Robin Room</td>
<td>Burnet Institute</td>
</tr>
<tr>
<td>Gilbert</td>
<td>Lauren</td>
<td>Bone health in children and young people with epilepsy treated with anti-epileptic drugs (AEDs)</td>
<td>John Wark, Peter Simm, George Werther, Sandra Petty</td>
<td>Medicine, RMH</td>
</tr>
<tr>
<td>Gocuk</td>
<td>Sena</td>
<td>Quantitative and qualitative analysis of atherosclerotic plaque and stents using coronary optical coherence tomography</td>
<td>Peter Barlis</td>
<td>Northern Hospital</td>
</tr>
<tr>
<td>Goz</td>
<td>Kubra</td>
<td>Quantitative and qualitative analysis of atherosclerotic plaque and stents using coronary optical coherence tomography</td>
<td>Peter Barlis</td>
<td>Northern Hospital</td>
</tr>
<tr>
<td>Hakmana</td>
<td>Dulani</td>
<td>TGF-signalling and cancer development</td>
<td>Hong-Jian Zhu, Rodney Luwor, Bo Wang, Catherine Winbanks</td>
<td>Surgery, RMH</td>
</tr>
<tr>
<td>Family Name</td>
<td>First Name</td>
<td>Project</td>
<td>Supervisor/s</td>
<td>Project Site</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Lim</td>
<td>Jayne</td>
<td>Deep brain stimulation of the pedunculopontine nucleus for gait freezing in Parkinson's disease</td>
<td>Wesley Thevathasan</td>
<td>DoM/MBC, RMH</td>
</tr>
<tr>
<td>Liu</td>
<td>Anna</td>
<td>Synchrotron radiotherapy for the treatment of cancer</td>
<td>Peter Rogers, Yuqing Yang, Premila Paiva, Jeff Crosbie</td>
<td>OB&amp;G, RWH</td>
</tr>
<tr>
<td>Macintire</td>
<td>Kathleen</td>
<td>Investigation of novel placental specific genes in pregnancies complicated by pre-eclampsia and fetal growth restriction</td>
<td>Clare Whitehead, Tu'uhehaha Kaitu'u-Lino, Stephen Tong</td>
<td>Mercy Hospital</td>
</tr>
<tr>
<td>Mahizir</td>
<td>Nurul</td>
<td>Investigation into neurodevelopmental mechanisms predisposing individuals towards comorbid ADHD, autism spectrum disorders (ASD) and epilepsy</td>
<td>Krista Gilby, Mary Wlodek, Terry O’Brien</td>
<td>DoM/MBC Parkville</td>
</tr>
<tr>
<td>Manning</td>
<td>Louise</td>
<td>Enhancing fracture risk prediction in osteoporosis</td>
<td>John Wark, Sue Kantor, Andrew Briggs, Sharon van Doornum</td>
<td>Medicine, RMH</td>
</tr>
<tr>
<td>McCann</td>
<td>Andrew</td>
<td>Stem Cell based modelling of Human Neurological Disorders: Towards Drug Discovery for improved Therapeutics</td>
<td>Jeremy Crook, Nao Kobayashi, Stan Skaftidas, Christos Pantelis, Ian Everall</td>
<td>Melbourne Neuropsychiatry Centre</td>
</tr>
<tr>
<td>Mclean</td>
<td>Alistair</td>
<td>Investigating the acquisition and maintenance of immunity to malaria in infants and pregnant women</td>
<td>Freya Fowkes, James Beeson</td>
<td>Burnet Inst</td>
</tr>
<tr>
<td>McMillan</td>
<td>Hugh</td>
<td>Targeting TAG-72 as a Therapeutic and Imaging Strategy in Prostate Cancer</td>
<td>Chris Hovens, Niall Corcoran</td>
<td>Surgery, RMH &amp; Prostate Cancer Epworth Hosp</td>
</tr>
<tr>
<td>Nuguid</td>
<td>Aira</td>
<td>Epigenetic regulation of gene expression in epilepsy</td>
<td>Nigel Jones, Kim Powell</td>
<td>DoM/MBC, Parkville</td>
</tr>
<tr>
<td>Osborne</td>
<td>Sarah</td>
<td>VACCINE - Monitoring the Effectiveness of the Vaccine for Cervical Cancer</td>
<td>Suzanne Garland, John Wark, Yasmin Jayasinghe, Sepehr Tabrizi, Yeshe Fenner, Elisa Young</td>
<td>Microbiology &amp; Infectious Diseases, RWH</td>
</tr>
<tr>
<td>Pan</td>
<td>Yi</td>
<td>Structure and folding of AB peptide familial mutants in Alzheimer's disease</td>
<td>Stewart Nuttall, Lance Macaulay, Victor Streltsov</td>
<td>CSIRO, Parkville</td>
</tr>
<tr>
<td>Panagodage</td>
<td>Shanika</td>
<td>Multiple serum markers and mid trimester uterine artery Doppler in the prediction of pre-eclampsia</td>
<td>Fabricio Costa</td>
<td>RWH, Parkville</td>
</tr>
<tr>
<td>Family Name</td>
<td>First Name</td>
<td>Project</td>
<td>Supervisor/s</td>
<td>Project Site</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Pilioussis</td>
<td>Eleanor</td>
<td>Amygdala volume and emotion recognition in adolescents at ultra high risk of psychosis: A structural MRI study</td>
<td>Cali Bartholomeusz, Sarah Whittle, Paul Amminger</td>
<td>Melbourne Neuropsychiatry Centre</td>
</tr>
<tr>
<td>Poh</td>
<td>Ashleigh</td>
<td>Characterising the Role of Macrophages in Src Family Kinase Mutant Mice in a Mouse Model of Colorectal Cancer</td>
<td>Robert O'Donoghue, Tracy Putoczki</td>
<td>Ludwig, Parkville</td>
</tr>
<tr>
<td>Rametta</td>
<td>Robert</td>
<td>Analysis of factors involved in freezing of gait in Parkinson's disease</td>
<td>Owen White, Joanne Fielding, Bernard Yan</td>
<td>Neurology, RMH</td>
</tr>
<tr>
<td>Shamid</td>
<td>Shams</td>
<td>Tendency to freeze in Parkinson's disease: inhibitory errors contributing to deficit</td>
<td>Owen White, Joanne Fielding, Bernard Yan</td>
<td>Neurology, RMH</td>
</tr>
<tr>
<td>Sim</td>
<td>Yuan Hui (Avelyn)</td>
<td>The Young Female Health Initiative</td>
<td>Suzanne Garland, John Wark, Yeshe Fenner</td>
<td>Microbiology &amp; Infectious Diseases, RWH</td>
</tr>
<tr>
<td>Sullivan</td>
<td>Caley</td>
<td>Functional disconnections and the pathophysiology of psychosis</td>
<td>Nigel Jones, Terry O'Brien</td>
<td>DoM/MBC, Parkville</td>
</tr>
<tr>
<td>Sutton</td>
<td>Emma</td>
<td>Cell polarity genes on feto placental growth</td>
<td>Padma Murthi</td>
<td>RWH, Parkville</td>
</tr>
<tr>
<td>Tan</td>
<td>Nicholas</td>
<td>Quantitative and qualitative analysis of atherosclerotic plaque and stents using coronary optical coherence tomography</td>
<td>Peter Barlis</td>
<td>Northern Hospital</td>
</tr>
<tr>
<td>Tran</td>
<td>Ben</td>
<td>Shrinking the prostate - helping men to take their hormone tablets</td>
<td>Snezana Kusljic, Elizabeth Manias, Allison Williams</td>
<td>Melbourne School of Health Sciences, RMH</td>
</tr>
<tr>
<td>Tsimos</td>
<td>Stephen</td>
<td>Understanding bone loss and the risk of fractures in patients treated for diabetes-related foot complications: a prospective study</td>
<td>John Wark, Paul Wraith, Sue Kantor</td>
<td>Medicine, RMH</td>
</tr>
<tr>
<td>Tuncer</td>
<td>Eren</td>
<td>Investigation of the expression and function of selenium binding protein 1 in schizophrenia</td>
<td>Gursharan Chana, Tammie Money, Ian Everall, Elizabeth Scarr</td>
<td>Psychiatry, RMH</td>
</tr>
<tr>
<td>Family Name</td>
<td>First Name</td>
<td>Project</td>
<td>Supervisor/s</td>
<td>Project Site</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Turner</td>
<td>Christopher</td>
<td>Stem cells of reproductive tissues: their biology and potential in regenerative medicine</td>
<td>Bill Kalionis</td>
<td>RWH, Pregnancy Research Centre</td>
</tr>
<tr>
<td>Wall</td>
<td>Courtney</td>
<td>An in vivo model to assess the usefulness of phytophenois as therapeutic agents in the management of preterm birth</td>
<td>Martha Lappas,</td>
<td>Mercy Hospital</td>
</tr>
<tr>
<td>Woo</td>
<td>Ven</td>
<td>The role of malaria parasite binding phenotype in regulating the host innate immune response</td>
<td>Louise Ludlow, Stephen Rogerson</td>
<td>Medicine, RMH</td>
</tr>
<tr>
<td>Yap</td>
<td>Xi Zen</td>
<td>The genetic epidemiology of the plasmodium vivax Duffy binding protein in Papua New Guinea</td>
<td>John Reeder, Freya Fowkes, Alyssa Barry</td>
<td>Burnet Inst</td>
</tr>
<tr>
<td>Yuan</td>
<td>Cheng-Yi</td>
<td>Characterisation of physiological stress responses in patients with depression and epilepsy</td>
<td>Dennis Velakoulis, Chris Turnbull, Terence O'Brien</td>
<td>Melbourne Neuropsychiatry Centre</td>
</tr>
</tbody>
</table>
WHAT TO EXPECT FROM YOUR SUPERVISOR

1. To organize and supervise a Research Project, the goals of which can reasonably be expected to be fulfilled within the Honours research period.

2. It is your responsibility to meet deadlines but your supervisor can help with:
   - Draft Background for thesis submitted by late July.
   - Thesis completed by late October
   - Oral presentation prepared

3. To be available for and to have regular meetings (usually at least one per week) with you to discuss your Project and other problems.
   If your Supervisor is absent for more than two weeks, another person or persons should be nominated and available.

4. To ensure that you actively participate in Data Club/Research-in-Progress meetings with your Research Group and to ensure that you fulfil the requirements; ie
   - Present at least two journal articles
   - Deliver two presentations of your Research Project.

5. To guide you on the intricacies of writing your thesis.

6. To review your thesis. Remember your supervisor cannot write this for you, it has to be your work but they will help.

In the unlikely event of these expectations not being met, please discuss the issues with Dr Chris French. Any concerns or issues discussed will be kept strictly confidential.

Please take the time to review the following web page of the University of Melbourne Environment, Health and Safety Manual:

Web page:  [http://www.unimelb.edu.au/ehsm/2.html#2.4.2](http://www.unimelb.edu.au/ehsm/2.html#2.4.2).
Dr Chris French and A/Professor Caroline Marshall are the Honours Coordinators for the RMH Academic Centre, University of Melbourne.

Their contact details are:

Chris French:  
Office: 9035 6376  
Mobile: 0427 327 505  
Email: frenchc@unimelb.edu.au

Caroline Marshall:  
Office: 9342 8891  
Mobile: 0425 702 364  
Email: Caroline.Marshall@mh.org.au

Should you wish to make a time to meet with Chris or Caroline, please contact them by email to make an appointment. For urgent matters only you should use the mobile phone number.
THE RICHARD LARKINS PRIZE FOR BEST BSC/BBIOMED HONOURS STUDENT AND NICK CHRISTOPHER SCHOLARSHIPS

The Department of Medicine (RMH) established the prize to honour the contribution of Professor Richard Larkins.

Professor Larkins held the positions of Head of the Department of Medicine (RMH/WH) and the James Stewart Professor from 1984 to 1998, and was Dean of the Faculty of Medicine, Dentistry and Health Sciences from 1998 to 2003. He subsequently served as Vice Chancellor of Monash University.

The Larkins Prize (of $1000) is awarded to the student achieving the highest results for the fourth year Bachelor of Science/Biomedical Honours course in the RMH Academic Centre Honours Program. The inaugural Richard Larkins Prize was presented in 2000 for students completing the Department of Medicine (RMH/WH) course in 1999. In 2009 the Honours Program was extended to involve other Departments in the Royal Melbourne Hospital/Western Hospital Academic Centre (Medicine, Surgery, Psychiatry, Radiology).

If the winner of the Larkins’s prize chooses to go on to undertake a PhD in one of the RMH Academic Centre’s departments, they will be eligible for one of the two “Nick Christopher PhD Scholarships” to be offered each year. These scholarships are valued at $6000 per annum for three years to top up a competitive PhD scholarship (e.g. APA, MRS, NHMRC). These scholarships honour the legacy of Mr. Nick Christopher who was the Department of Medicine Manager from 2001-2008, and the Inaugural RMH/WH Cluster Manager in 2008 until his passing on the 15th November 2008 after a short illness. The scholarships, targeted to attract and support the best and brightest young students to undertake their PhD studies in our Clinical Departments, were one of his most passionate projects. More information on these scholarships can be found on our Website: (http://www.medrmhwh.unimelb.edu.au/).

The previous winners of the Larkin’s Prize are listed below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>-</td>
</tr>
<tr>
<td>2010</td>
<td>Gabrielle Josling</td>
</tr>
<tr>
<td>2009</td>
<td>Bryan Tang Wen Leaw</td>
</tr>
<tr>
<td>2008</td>
<td>Mubing (Erika) Duan</td>
</tr>
<tr>
<td>2007</td>
<td>Slave Petrovski</td>
</tr>
<tr>
<td>2006</td>
<td>Evelyn Tsantikos</td>
</tr>
<tr>
<td>2005</td>
<td>Nhu-Y Nguyen</td>
</tr>
<tr>
<td>2004</td>
<td>Michael Braude and Andrew Lilja</td>
</tr>
<tr>
<td>2003</td>
<td>Amy Brennan and Anthea Pappas</td>
</tr>
<tr>
<td>2002</td>
<td>Margaret Shaw</td>
</tr>
<tr>
<td>2001</td>
<td>Elizabeth Bond</td>
</tr>
<tr>
<td>2000</td>
<td>Sonia Caruana and Sakeneh Zraika</td>
</tr>
<tr>
<td>1999</td>
<td>Amanda Notini</td>
</tr>
</tbody>
</table>
GUIDELINES FOR PREPARATION OF HONOURS THESIS

SUBMISSION, STRUCTURE AND SETTING OUT OF THE THESIS

1. Thesis Submission
   - Four copies of the thesis are to be submitted for examination. Your thesis must be submitted using spiral binding with a soft cover (preferably clear).
   - Four copies of the abstract in addition to the thesis are to be submitted. Your name and student ID must be inserted on the top right hand corner.
   - Electronic copy of your thesis is to be submitted. This can be submitted by email to Mary Ljubanovic E: mlju@unimelb.edu.au or USB/CD.
   - Your thesis must be submitted by 4.00pm on Monday 8th October to Mary Ljubanovic, Honours Administrator, Department of Medicine (RMH), 4th Floor, Clinical Sciences Building, Royal Melbourne Hospital (Royal Parade entry).

   WARNING. It is not possible to grant extensions except in the case of serious illness or bereavement. Late work must be stamped “Late” and will be penalized.

After they are examined, a thesis copy will be deposited in the Department of Medicine (RMH) Library. You may need, therefore, additional copies for your supervisor/s, yourself or another person (e.g. parent, friend).

2. The thesis must be laser-printed, single-sided using a standard word processing software program (e.g. Microsoft Word) on A4 paper. You may use either Arial or Times New Roman fonts only. The use of font-spacing or other text compressing software, eg Pagemaker or other desk-top publishing software is forbidden.

   Please note: The Department of Medicine (RMH) has a laser colour printer located on the 4th Floor, Clinical Sciences Building which is available for printing copies of your thesis – as an access code is required please contact Mary Ljubanovic. In addition a coil binding machine is available – which must be booked prior – please allow at least 1 hour to bind 4 copies.

3. You must submit an electronic version of your thesis saved as a Word document. This electronic version must exactly match your written version. The electronic version will be randomly audited using powerful “anti-cheating” software that will instantly detect if you have plagiarised material. IMPORTANT: plagiarism is an extremely serious offence at the University of Melbourne-penalties include failure with no right to resubmit or expulsion from the University. You will be required to formally declare in writing that your thesis is your own work. Being found guilty of plagiarism can have life-long consequences for you.

4. Text must be double-spaced throughout (including Tables and Figure legends).

5. Number all pages including the title page in Arabic numerals (1, 2, etc). Number the Appendix (if any) in Roman numerals (i, ii, iii, etc.). Use a minimum font size of 11.
Leave a minimum 2.5 cm margins all round the text.
Number Tables, I, II, III, IV, etc. and Figures 1, 2, 3 etc. in order of first mention in the text.

6. The order of presentation in the thesis is:
   - Title page
     (optional Dedication page. Eg to Parents)
   - Declaration, which must be signed
   - Acknowledgements
   - Table of contents
   - Abstract
   - Abbreviations used (if any)
   - Introduction
   - Aims
   - Methods, acknowledging appropriate ethics clearances
   - Results
   - Discussion
   - References
   - Tables*, Figures*, with legends
   - Appendix

* You may include as many figures and/or tables as you deem necessary. Figures and tables should be on separate pages labeled with their sequential number (i.e. Figure 1,... Table 1 etc) do not mix figures or tables with your body text. You must use your judgment to decide whether to interpolate these separate pages in the body text section or compile them into a separate group to be inserted after the body text. As a general guide, if there are more than 10 figures and/or tables it is usually best to compile these at the end of the body text.

7. Title page: This should contain the thesis title, your full name and degree(s), what the thesis is being submitted for (i.e.”Thesis submitted to University of Melbourne for the Degree of BSc with Honours”), and the date of submission, and student ID.

8. Abstract: Special attention should be paid to the abstract at the front of the thesis since this is an especially important part upon which your examiners make their judgment. It should be factual and informative, summarizing the main purposes and results of the work. It should be 1 to 2 pages long (ie longer than a normal paper abstract and more informative). It should enable anyone who has not read the full thesis to understand the object of the research, the approach used, the results found and their significance. It is best written when the rest of the paper is completed. Avoid using abbreviations and references in the Abstract.

9. Abbreviations: These should be kept to a minimum. List abbreviations used on a separate page after the Abstract and consult the Department of Medicine or
journals such as *Cell* or for approved abbreviations and also for any uncertainties in style.

10. **Body of the thesis (Introduction, Methods, Results and Discussion):** This should be no more than 35 pages of typed text, double-spaced (A4 pages). **You should aim to make your body text concise and use it to give a complete account of your project.** **IMPORTANT marks may be deducted for exceeding 35 pages of body text.** Examiners may remove all pages in excess of 35 pages. As the thesis constitutes a formal assessment you may not exceed 35 pages of body text—this is to ensure fairness for all candidates.

You may, with great restraint and judgment, use one or more Appendices at end of the thesis. This applies especially to lengthy experimental procedures, mathematical derivations, etc. The use of appendices facilitates future ready reference to valuable details without spoiling the readability of the thesis. Where appropriate, references should be made to the original source when established techniques are used, mentioning only innovations in any detail.

**Important:** you may not use an Appendix for material that should be included in the body text. Appendices are very rarely needed. You should concentrate on writing clearly and concisely.

All data should be shown in some form. “Data not shown” is not acceptable for a thesis.

You may divide the introduction, methods, results and discussion into numbered subsection if desired eg.

1. **Main heading**
   1.1 subsection
   1.2 subsection etc

11. **Acknowledgements:** You must honestly acknowledge help from associates, etc, at the end of the thesis, pointing out clearly those measurements, calculations, diagrams, etc, which were executed by persons other than the writer of the thesis.

12. **Ethics:** You must acknowledge in your Methods section that the project had received prior ethical clearance(s) and was performed in accordance with the appropriate Hospital, University and NMHRC guidelines. Projects involving human subjects must acknowledge conformity with the Helsinki guidelines.

13. **References:** These should include all authors, the title, and inclusive page numbers. One of two systems can be used:

(a) The “name and year” system is the preferred form (to follow instruction to Authors for *Cell*). For example “........ as shown previously (Miller, 1989; Fallon and Loughlin, 1993)”

The references should be listed alphabetically at the end of the text in the following style:


(b) Alternatively, the references may be numbered in order of appearance in the text as: “…….. as shown previously [7].”
“…….. as shown by Miller [7].”

The references are listed at the end of the text in numerical order in the same style as above.

Copies of the journal Cell are available in the Department to consult for referencing.

Note that bibliographic software such as Endnote makes this process relatively easy as complete references can be downloaded over the web and inserted directly into your Endnote library. Endnote also allows you to use a template with the preferred “Cell” citation formation. Endnote is supported by the University of Melbourne and may be downloaded centrally from the University’s website. The Brownless Medical Library also provides assistance in the use of Endnote.

14. Tables: Give them fully explicit titles centered at the top of the Table and provide footnotes as superscripts, denoted as lower case letter (ie “a”, “b”, “c”) in order of appearance where necessary. Avoid presenting the same data in a Figure and Table. Give all units in Table headings in the text and make sure they are consistent throughout.

15. Figures: Pay great attention to the preparation of figures. Give fully explicit titles and an adequate legend either underneath the Figure or on the opposite (facing) page so that it can be easily referred to while studying the Figure. Give all units on Figure ordinates and make sure they are consistent throughout. The four submitted copies of the thesis must have originals of all half tone photographs or of laser scanned images (eg Northern and Western blots). Paste photographs on non-transparent paper. Do not draw curves beyond data points unless you have special justification.

Figures, tables and their legends do not constitute body-text

DOS AND DON’TS

. Writing the thesis will take much longer than you think. In order to make it easier:
  • Discuss the content and format with your Supervisor before starting.
  • Read the literature from the start of the year and read deeply and widely. Make an Endnote reference entry for each paper you read.
• Make an outline and a timetable for writing and discussing each chapter.
• Make a style sheet specifying all the detail of layout, formatting, graphs, tables, abbreviations. Use of a style sheet ensures you have consistency over the whole thesis.
• Make sure you know how to use your word-processing program and learn how to use the Table of Contents function. The university supports Microsoft Word but not other programs.
• Show your Supervisor a draft of each section as you write it and get his/her criticisms and suggestions.
• Submit a complete draft to your Supervisor one month before final submission.
• Save regularly and make backups.

2. Write the thesis in your own words - it must be your original work. It is forbidden at all times to use sentences or paragraphs from other authors’ works - such plagiarism is readily detected and constitutes a very serious offence that carries severe penalties. Under University guidelines students found guilty of plagiarizing the work of others may be failed without right or resubmission or expelled.

3. Carefully check for omissions, spelling errors, typographical errors, inconsistencies (especially in units used).

4. When using computers, remember to keep back-up copies on floppy discs or CD of all the work you prepare in order to avoid any disastrous accidents!
DECLARATION TO ACCOMPANY THESIS SUBMISSION

This page should be copied and included with your thesis

DECLARATION BY SCHOLAR:

I, ...................................................................... (student’s name)
certify that

▪ the thesis comprises only my original work, except where indicated in the accompanying Acknowledgement statement *

▪ the thesis conforms to the specifications outlined in the Honours Handbook.

Signature:____________________________________

Date:_____________________________

DECLARATION BY SUPERVISOR:

I confirm that the declaration above
of...........................................................(student’s name) thesis are a true
and fair representation of the student’s work.

Signature:____________________________________

Date:_____________________________
*Your Acknowledgement page must declare, as appropriate:
  ▪ the extent to which the student has used the work of others
  ▪ the contribution of the student to work carried out in collaboration with others
  ▪ a description of work submitted for any other qualification
  ▪ a description of work carried out prior to enrolment in Honours.
ADVICE FOR PREPARING A JOURNAL PRESENTATION

The following is meant to be a simple guide to presenting a journal article. One normally takes between 10-20 minutes for such an activity. There will definitely be differences in opinion between people on some of these issues, but the following guide should satisfy most people.

Choice of the article:
You would normally be advised specifically on this. In general, it should be a significant paper of interest or relevance to the group. It should normally be recent (last 3 months). It need not necessarily be specifically in your own area of expertise or research, and often it is better to choose one outside your area so that you learn something about other techniques. Always confirm the suitability of your choice with someone else in the group.

Presentation:
You will normally be given guidelines for this by whoever is organizing the session. In general, make sure that you present information in a way which is easily read by all present. The use of materials which require projection apparatus which is noisy, out of focus, and poorly lit is often not satisfactory; and it is better to use technologies which are effective.

Format of the presentation:
1. Ensure that you indicate where the journal comes from, who the researchers were, and where they worked. This may be meaningless to you, but of significant relevance to others.
2. Present briefly the necessary background, to ensure that the audience knows enough about the area to understand the rest of the presentation. In general, this will mean a brief presentation of the Introduction in the paper itself.
3. Present the aims of the study as provided in the paper. You will need to comment as to whether or not these aims are clearly presented and focused, and whether they really were what was aimed at in the experimental procedure.
4. Give a brief outline of the Methods. This can be cut down severely, if you only have a small amount of time to present the article. If the research work was done in different segments, then you might like to present the Methods and the Results, and the discussion of that segment before going on to the next segment. Ensure that you cover any methods which were novel, comment on their accuracy, ensure that the design of the experiments were appropriate, with sufficient numbers in the experimental groups, and good selection of controls. Methods are all about end-points; ensure that these end-points are appropriately evaluated in the Methods section.
5. Then present the results. Where possible, show the actual figures or tables out of the article itself, but highlight or focus on those which are most relevant. Make sure that you agree with the interpretation of the results. Check the statistics for suitability; look for consistency within the results. Make sure that you feel the results make sense in terms of what is already known.
6. The analysis of the paper should then be based primarily on the conclusions that can be drawn from the results in the paper. You should not simply re-present the Discussion in the paper itself. Focus on the principal conclusions (which should be expressed in the Abstract), making it clear which of the conclusions are drawn by the researchers, and which are yours. Consider if the Conclusions relate back to the Aims of the paper and consider if the Conclusions are fully justifiable on the basis of the results. If not, suggest what other experiments may need to be done. Finally, put this work into perspective by considering its importance to science/medicine.

Conclusion:
While the above details might sound considerable, it is remarkable how quickly a complex paper can be presented by just picking out the key features of the above, and moving systematically through them. Note that, when you do present a journal, you do not have to present everything in the paper. This point applies particularly to the Results section. Really, you only need to present those results which are directly pertinent to the key conclusion. After all, you are presenting the article because of the interest or importance of the key conclusion.
GUIDELINES FOR EXAMINERS OF BSC HONOURS THESES

The written thesis together with an Oral Presentation constitute the Research Project and contributes 75% to the total mark of the BSc Honours Year.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>80% of Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>20% of Research Project</td>
</tr>
</tbody>
</table>

Examiners are asked to consider several issues when assessing the thesis. They will keep in mind this is an Honours Thesis which has for most students been completed over a 7-8 month period. The quality and quantity of the work will be assessed in the light of the relative difficulty of the techniques applied and/or the systems in which the work was performed. The nature of the project may have a major influence. An Examiner’s assessment will make the following considerations:

1. Does the student understand the general area being studied?
2. Is the background literature review appropriate and complete?
3. Has sufficient experimental work/quantitative data collection been performed?
4. Have the experiments been performed properly?
5. Have the results been interpreted appropriately and discussed in the light of information currently available?

A score out of 100 is given and an overall impression as a short paragraph for release to the student is provided.

The following marking scheme is applied:

- N (fail) <65%
- H3 65-69%
- H2B 70-74%
- H2A 75-79%
- H1 ≥80%

The Examiner’s awarded mark will reflect the thesis only. Examiners are invited to attend the student’s oral presentation and their input at this time is valued, but the thesis will be read and the Examiner’s impression formed before the presentation.
GUIDELINES FOR INCOMING STUDENTS

These Guidelines are presented to incoming students with the intent of avoiding potential misunderstandings by setting out what is expected of them, and what they might expect of the Department, during the course of their study. The majority of information contained here is aimed at PhD students, but some is also of relevance to all students in the Department.

These Guidelines, of course, are subject to the official regulations of the University:

The “PhD Handbook”
http://www.gradresearch.unimelb.edu.au/current/phdhbk/

contains a large amount of information regarding the PhD degree and you should familiarise yourself with this important information and review it regularly. Information relating to Master of Medicine and Doctor of Medicine is available from the Faculty. Honours students are provided with specific information relating to their course requirements by the Honours Co-ordinator. The Department Manager has available copies of these documents for your information and you should acquaint yourself with those which are relevant.

RESPONSIBILITIES OF THE STUDENT

The chief goals of the student are:

1. To produce a completed thesis within a reasonable time frame (Honours ~9 months, PhD 3 to 4 years).
2. To produce and publish independent and collaborative research relevant to the goals of this Department.

Subsidiary to the above primary goals, the Department expects that each student will abide by the rules of the Department, and in particular, will:

- Ensure that the Principal Supervisor and Co-supervisor are kept well-informed of the student’s research progress and any major problems that are obstructing that progress, by means of regular meetings.
- Abide by any specified conditions for access to particular data or samples.
- Be in regular attendance at the Department.
- Attend Departmental seminars and relevant specialist group seminars.
- Archive and catalogue samples, data and/or computer programs before departing.
- Undertake duties/responsibilities as deemed appropriate by and within their laboratory.
- Observe the University of Melbourne Environment, Health & Safety Policies.
**Paid Employment**

A full-time PhD may undertake paid part-time employment but it is the responsibility of the student (and the supervisor) to ensure that paid work does not cause delay in completion of the PhD within the time allowed. As a general rule it is recommended that no more than 6 hours per week be worked during office hours (9-5, Mon-Fri). There are no guidelines relating to work outside office hours but common sense should allow you to judge if it will interfere with progress of your PhD. If you need to work longer hours in paid employment, the usual solution is to convert to part-time PhD candidature. [At present part-time students without scholarships are HECS-exempt but this may change - check on such implications if you are considering this move.] It is also permissible to be a full-time research assistant and be enrolled as a part-time PhD student (provided the supervisor agrees, of course). For further information about this see the PhD Handbook. (Note: Demonstrating/Tutoring is available; contact department of interest. eg: Biochemistry, Physiology, Anatomy, Genetics etc) It is expected that Honours students would not undertake paid work during office hours.

**Seminars**

The Department runs a weekly Departmental Seminar series covering any and all topics relevant to the research of the Department. All Honours students are **required** to attend these seminars as part of their Honours course. PhD, MSc and MMed students are **expected** to attend these seminars and contribute to the discussion.

In addition, most research groups run specialist research seminars of particular interest to those groups and all group members are expected to participate in these seminars and discussions.

Honours students are required to give an oral presentation (15 min + 5 min discussion) of their work to the Department as part of their assessment. PhD students are required to present at lab meetings during their candidature and to give a Confirmation presentation (30 min) at the end of the first year and a completion seminar (1 hr) as part of the Department Seminar Program. These presentations are formal requirements of the PhD program.

**Participation in National and International Conferences**

It is of course highly desirable for students to present research results at national and international conferences. This is probably the fastest way to bring your research to the attention and evaluation of other researchers active in the same field. Towards the end of a PhD, a conference presentation might also bring you to the attention of a potential employer.

Unfortunately, while the Department encourages conference participation, it is often expensive and there are limited Departmental funds provided for it. Currently the Department has allocated $500 per year (cumulative) for each full time PhD student (every second year for part-time students) to attend a national or international conference, with a maximum of three grants per candidate. It is a requirement of the funding that students present a paper or poster at the conference they attend and provide a written report on the conference when they return. Written applications, supported by their supervisor, should be
submitted to the Department Manager for consideration. Unfortunately there is no Departmental funding available for Honours students.

Students are also encouraged to apply from funding from other sources. The University has travel scholarships available to PhD students (MATS, PORES) but there are some restrictions and they are competitive. Details of these and other funding opportunities are placed on the Postgraduate notice board in the seminar room. Some non-University scholarships also have a travel grant included and it may also be possible for your supervisor to find money from an appropriate external funding source. Otherwise you should at least aim to attend, and if possible present a paper, at those conferences which are most relevant and are held in the Melbourne area.

**Research Publications**

It is unfortunate but true that probably very few people will ever read your thesis following its examination. For that reason you should be aiming to produce research papers describing your thesis work. The progress of an academic career is usually reckoned primarily by the quality and number of research publications, and the sooner you start producing papers, the better. Any published papers on your Curriculum vitae will certainly help your immediate post-PhD employment prospects.

It is difficult to prescribe how many publications should come out of a 3-year PhD, as it depends on the subject and the style of paper. However, three substantial publications from a thesis project would be a quite respectable result, even if some PhD projects result in twice that number. It is less common for an Honours project to result in a published paper, although your results may be included with other work at a later date, on which you would be a co-author.

During the second and later years of a PhD, you should certainly be continually evaluating your research as to whether any part of the project can be written up as a self-contained research publication. Writing up awards are available for preparation of research articles after your thesis has been submitted and this may be a useful way of producing valuable papers prior to taking up a post-doctoral position.

**Thesis / Scientific Writing**

Scientific writing is an acquired art (acquired mainly by the process of writing numerous drafts, obtaining and accepting constructive criticism). Most of us find it difficult to see our latest written masterpiece covered with red ink/corrections/criticisms, but offering a manuscript up for such treatment is the best, most cost-effective way to improve it quickly. Technical writing courses are offered within the University and if you have trouble putting pen to paper, either because English is not your first language, or just because you are out of practice with writing, then you should avail yourself of these courses. Details of these and other courses are posted on the School of Graduate Studies website.

There are various guidelines relating to the preparation and submission of your thesis. For example, it is no longer permissible to submit a thesis for examination which is permanently bound. Make sure you are aware of the guidelines BEFORE you submit your thesis. The cost of preparation of a PhD thesis can be considerable. There are limited funds available for printing and
binding expenses included in many scholarship awards and these should be investigated fully as sometimes it is not immediately obvious (eg NHMRC, APAs etc). In cases where the student is unable to gain any support, the Department offers a grant of $400 to PhD students toward thesis preparation costs.

**Ethics and Research Code of Conduct**

All research projects that involve human or animal subjects must be approved by the appropriate Campus/Hospital Ethics Committee. Your supervisor will ensure that this is the case, it is your responsibility to ensure that you are aware of, and adhere to, the set guidelines. A brief outline of this subject will be given during orientation.

The University has a Code of Conduct for Research which is outlined in the PhD handbook. It is important that students are aware of the code and comply with its principles

- Research is the pursuit of truth
- Research workers should, in all aspects of their research
  - demonstrate integrity and professionalism
  - observe fairness and equity
  - avoid conflicts of interest
  - ensure the safety of those associated with the research
- Research methods and results should be open to scrutiny and debate

**Safety**

Safety is an important concern of the Department and to assist in maintaining appropriate safety standards the Department has formed a Safety Committee. This Committee is made up from members of staff from all groups within Department and includes a student representative. A list of Committee members is included in this package. Any safety concerns you have should be brought to the attention of your group’s safety representative or the student representative, or if this is not possible, of the Laboratory Manager. The Department’s Safety Manual, which must be read by all students, includes information on a wide variety of safety issues and is available on the Department’s server at both RMH and WH. In addition, the University’s Environment Health and Safety Manual and the Faculty Safe Work Practices Manual are available on the World Wide Web and also include useful information. It is your responsibility to abide by the safety rules of the Department and the University and failure to comply with safety directives could ultimately result in suspension of candidature. Students located outside the Department of Medicine campus are required to determine emergency policies and procedures for the institution in which they are based. The Department recommends that students are immunised against Hepatitis B and, for those working with animals, tetanus. For further information please contact Ms Jenny Davis, Laboratory Manager.
RESPONSIBILITIES OF THE SUPERVISOR

PRINCIPAL SUPERVISOR

The Principal Supervisor is identified as the supervisor in the interpretation of any relevant University regulations, and he/she will take primary responsibility for the progress of student, project and aspects such as administration of grant funds.

The duties of a supervisor include providing adequate, timely supervision. This concept means different things to different people and would be expected to be different for Honours students versus post-graduate students. In some cases, depending on the course and the particular student and project, supervision will be close. In other cases, close supervision would be regarded as unnecessarily intrusive by both student and supervisor. The system has to provide for a range of different project types and personalities. It should be recognised here that the post-graduate student is regarded as an independent researcher, who ultimately is responsible for their own research progress and direction. The supervisor(s) act principally in an advisory capacity.

There are many minor problems that arise in the course of a post-graduate degree, simply because the student is breaking new ground as the research project progresses. Solving or working around these problems is just part of the training process that is the part of a post-graduate degree. Supervisors are expected to provide advice on the handling of technical problems or assistance with the direction of resources, but in the final analysis, it is the student’s responsibility to see these problems solved or to find a way to work around them. Occasionally a project will undergo a major change of direction, perhaps because new data or published research findings pre-empt the original definition of the project. Major re-adjustments such as these can usually be accommodated by an appropriate re-definition of the project, making best use of any work completed to date.

Duties of the Principal Supervisor

The minimum duties of a Principal Supervisor as perceived by the RMH Academic Centre are:

1. The supervisor should be adequately aware of how the student is presently using his or her research time and research resources.
2. The supervisor should advise the student if the supervisor sees ways for the student to improve his or her use of research time and research resources.
3. The supervisor should, whenever possible, read and provide feedback on (within a reasonable time frame) manuscripts written by the student for publication.

Supervisors are not automatically entitled to co-authorship of manuscripts written by their students. Co-authorship should only apply when both parties have made a significant contribution to either the research described by the manuscript, or to the writing. When the supervisor is not an author of the manuscript he should act as a reviewer, providing objective advice and
constructive criticism. It is wise to determine the authorship before commencing the project. The University has guidelines which detail how authorship of publications is to be determined. These guidelines can be found in official PhD regulations available from the School of Graduate Studies.

A student should take the initiative to ask for meetings with the Principal Supervisor whenever advice is required, usually at least once a week. Regular meetings of at least this frequency are necessary to maintain good communication between student and Supervisor. In addition, the PhD student should feel free to consult with their PhD committee on any matters of academic relevance.

PHD COMMITTEE

In addition to the Principal Supervisor, each PhD student is allocated to a PhD Committee. The committee is made up of three people. One is the Postgraduate Coordinator who is on the Committee to offer advice on matters “non-scientific” (eg. scholarships, grants etc). The other two members are drawn from the senior academics of the Department and their role is primarily to advise on academic aspects. The Committee will attend all the Departmental seminars given by the student during the course of their PhD and will be in a position to give the student feedback on their progress if requested. The student will be introduced to their Committee at the commencement of their studies. Generally it will be left up to the student to initiate meetings with their Committee, except after the student’s Departmental seminars where the committee will meet with the student to discuss progress.

The academic members of the PhD Committee with Principal Supervisor will also act as the Confirmation Committee for the student. Formal confirmation of PhD students is required at the end of the first twelve months of candidature and this involves a formal meeting with the Confirmation Committee. It is the responsibility of the student to arrange the presentation at the Departmental seminar and the Confirmation Committee meeting, by liaising with the Seminar Coordinator and the Postgraduate Coordinator. At this meeting the Committee assesses the feasibility and progress of the project and the student is required to substantiate a written report of their progress. Presentation at the Departmental seminar may also be part of this confirmation process. If the Confirmation Committee is satisfied with the progress of the student then confirmation of candidature is recommended.

The Confirmation Committee will also usually form the assessment panel at the Completion Seminar.

CONFLICT

As described above, a student should discuss technical problems with their supervisor. If, in the unlikely event that a student feels, at any stage, that the supervisors are not providing adequate support and supervision, we outline below a procedure to resolve such problems with minimum expense of time and energy.

1. First, the student should discuss the problem with the Principal Supervisor.
2. If the supervisor is unable or unwilling to assist, the student should then approach their PhD Committee (Course Coordinator or Department Manager for Honours and MMed students) for advice and assistance.

3. If a problem of poor communication, personality conflict, or other ill-feeling between supervisor and student should arise then a student may request a change of supervisor. However, we emphasise to both supervisors and students that it is not in anyone’s best interests to let such a situation develop. Disputes between supervisor and student may be simply avoided by ensuring that each party is better informed of expectations and intentions.

4. If the student feels that none of the above channels is working, or are not appropriate to the circumstances, then the student should immediately discuss the matter with the Head of the Department.

**ABSENCE OF SUPERVISOR**

Supervision is guaranteed by the Department even in the temporary absence of a Supervisor. In the event of your Principal Supervisor leaving the Department an alternative supervisor will be appointed who is acceptable to yourself and the Department.
RESPONSIBILITIES OF THE RMH ACADEMIC CENTRE

The Royal Melbourne Hospital Academic Centre has a responsibility to provide to its students adequate facilities and supervision for the duration of candidature.

FACILITIES

The RMH Academic Centre (RMH AC) undertakes to provide adequate facilities to students, but the definition of adequate facilities depends on available departmental resources and on relevant external project funding.

At present, students can expect to be allocated a desk and bookshelf space in a shared office. In the event of large numbers of enrolled students, desks for Honours students may be accommodated within laboratories, but where possible this is avoided. Access to University and Department computers, library and image processing facilities (eg 35mm slide production) is also available to all students without charge. In addition, the RMH AC provides access to departmental research facilities such as the animal house, centrifuges and autoclaves, where these are required for your research. The Department also provides tea and coffee for morning and afternoon teas.

All reasonable photocopying, laser printing and stationery are provided by the Department of Medicine (RMH). There are two photocopiers within the Department of Medicine (RMH). Access to both copiers is controlled by a “PIN” system. PIN numbers can be obtained from the General Office. There is also a photocopier in the Brownless Medical library reserved for use by staff and students of the Faculty of Medicine, Dentistry & Health Sciences (FMDHS). This photocopier is operated by a “UNICARD” system which is available from the General Office. Stationery is available from the General Office between the hours of 9.00am – 4:00 pm. Please remember that photocopying, stationery and laser printing is a major expense to the Department, so make an effort to be efficient in your use of these facilities.

It is also expected that, in return for access to and use of some Departmental facilities, students may be called on to assist with the maintenance and operation of those facilities. Such assistance by students will be at a minor level unless it is officially recognised and paid appropriately.

It is usually best to check with your supervisor as to your entitlement to resources. However, if you feel that certain resources are essential to your research and are at present not available to you, you should raise the matter firstly with your supervisor(s) and then, if necessary, with the RMH AC Manager. The Department does not like to see good research activity blocked by minor resource problems.

The RMH AC employs three Information Technology support persons who are available to assist students with computer problems and to provide basic training in the use of various software applications, eg Endnote, Powerpoint etc. Students are provided with internet access but are reminded of the obligation to use such services for University business only. Email accounts are provided to all students by the University and you should arrange this through Information
Technology Services as soon as possible. Computer training courses are available for students at ITS, and the majority of basic courses are free to students. Those courses for which a fee is charged will not, in general, be funded by the Department but many supervisors will be happy to pay such fees from external funds if use of the particular software is fundamental to the research undertaken by the student.

To access IT support for computer related incidents only please use the online help support – see link below. This can be found on the Department of Medicine website under Resources

Log a request for IT support:
http://www.it.mdhs.unimelb.edu.au/rmhit/support_request.html

Department of Medicine website:
http://www.medrmhwh.unimelb.edu.au/
GENERAL INFORMATION

STUDENT ORIENTATION

Student introductory lectures are held at the beginning of each year. These sessions cover areas such as safety and evacuation procedures and animal ethics, as well as general information about the Department and RMH Academic Centre. All students are required to attend such induction sessions.

SECURITY

The location of the Department within the Hospital campuses does bring security problems associated with public institutions. To assist us in making the Department as secure as possible, you are requested to wear your Hospital ID badge at all times when in the Department. In addition you are required to ensure that individual labs are secure when working after hours and to check that areas are locked on departure. Friends must report to the front office when visiting rather than wandering through the Department to look for you and will be signed in as visitors. If at any time you feel threatened or in danger when working in the Department security personnel can be contacted on RMH 9342 7716. Students located at other campuses should check with local area procedures.

STUDENTS’ SOCIETY

Students of the Royal Melbourne – StoRM

A Students’ Society has been formed to represent the students within the Department to keep them informed of Departmental and University issues affecting them and to organise social activities. The Department has allocated $1,000 per annum to this committee to help fund its activities. Regular meetings are held and all students are welcome to attend. An Honours/Social Representative from the Honours Program will be asked to join the StoRM committee.

SEXUAL HARASSMENT

The University of Melbourne is committed to creating and maintaining a work and learning environment free from sexual harassment:
http://www.hr.unimelb.edu.au/strategic/equity/issues/harassment

And discrimination:
http://www.hr.unimelb.edu.au/strategic/equity/issues/discrimination

If you feel that you may have been sexually harassed or discriminated against you can discuss your concerns in an entirely confidential setting with either an Anti-Discrimination Adviser or Sexual Harassment Adviser as appropriate.

Should you have any difficulty in reaching an Adviser, please phone the Equal Opportunity Unit for assistance on 8344 4438.
The Department has a formal Student Committee which aims to ensure the Department fulfils its obligations to students enrolled in the Department. If you have any student issues which you think need to be resolved at a Departmental level, please inform the Department Manager or the student representative on this Committee.

DEPARTMENTAL STAFF

A list of Departmental staff and students are listed in the attached Annual Report.

Department of Medicine (RMH/WH)

General Office: T: 8344 6252 F: 9347 1863

Location: 4th Floor, Clinical Sciences Building, Royal Melbourne Hospital. Entry from Royal Parade.


2012 HONOURS STUDENT INFORMATION

The following information can be found on the Department’s Honours website: http://www.medrmhwh.unimelb.edu.au/Students/Studentinfo/

Noticeboard

Programs/Timetables

- Important Dates
- Introduction to Biomedical Research Timetable
- Research Lecture Program
- Academic Centre Seminar Series
- WEHI Postgraduate Teaching Course Seminars

General Information

- Course Structure
- Scholarships and Prizes
- 2012 Honours Handbook
- Travel Information

Links

- Student Portal
- Learning Management System (LMS)
- Lectopia – on line lectures
- Endnote and Papers
- Courseworks
- Copyright for students