



**UNSW**  
AUSTRALIA

Medical Sciences  
Medicine

**ANAT3121**

**VISCERAL ANATOMY**

**CLASS NOTES  
LECTURE NOTES  
AND WORKBOOK**

SESSION 2, 2015

CRICOS Provider Code 00098G

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Please read this manual/outline in conjunction with the following pages on the [School of Medical Sciences website](#):

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at [medicallsciences.med.unsw.edu.au](http://medicallsciences.med.unsw.edu.au) )

## TOPIC INDEX

NUMBER	TOPICS WITH TEXT ONLY.
1.	Principles of organisation of the Autonomic nervous system
2.	<b><i>Appendix 1: The Lymphatic system</i></b>
3.	Thorax, Mediastinum and Pleura The breast
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6.	Cross sectional Anatomy of Thorax
7.	Blood vessels, Lymphatics and Nerve supply of the thoracic viscera;
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9.	<b><i>Appendix 3: Surface Anatomy of the Neck and Thorax</i></b>
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14.	Small and Large Intestines and Mesenteric vessels
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16.	Blood vessels, lymphatics and nerves of the abdomen and pelvis
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18.	Urinary Bladder and urethra
19.	Pelvis and Perineum
20.	<b><i>Appendix 4: Surface Anatomy of abdomen &amp; pelvis</i></b>
21.	Female reproductive system
22.	Male Reproductive system
23.	Blood vessels, lymphatics and nerves of the pelvis and perineum
24.	<b><i>Review of Autonomic nervous system</i></b>
25.	<b><i>Appendix 5: Clinical problems</i></b>
26.	<b><i>Appendix 6: Glossary of Anatomical Terms</i></b>

# ABOUT ANAT3121, VISCERAL ANATOMY, 2015

## STAFF CONTACT **Course Convener and Lecturer**

### DETAILS

**Dr. P. Pandey**

**Room 214, Wallace Wurth Building**

**T: 9385 2483**

**email:** [p.pandey@unsw.edu.au](mailto:p.pandey@unsw.edu.au)

I am available for consultation and discussion, by prior appointment via e-mail. In the event, when you cannot attend to your appointment please ensure that you cancel it.

### Co-Course Convener

**Prof. K. Ashwell**

**Room 447, Wallace Wurth Building**

**T: 9385 2482**

**email:** [k.ashwell@unsw.edu.au](mailto:k.ashwell@unsw.edu.au)

## COURSE DETAILS

ANAT3121 Visceral Anatomy is a 6 UOC course for Science level III, Medical Science, and miscellaneous students. The course extends on teachings from the foundation made by its prerequisites: Introductory Anatomy ANAT2111 or Fundamentals of Anatomy ANAT2511 (a minimum of credit) or ANAT1521 or ANAT1551.

The course provides gross anatomical information regarding the viscera and associated musculoskeletal structure and to a lesser degree the function of the respiratory, cardiovascular, gastrointestinal. Urinary, reproductive (male and female), lymphatic and autonomic nervous systems.

## COURSE SUMMARY

ANAT3121 offers a combination of regional and systemic anatomy, according to the schedule of lectures (two per week) and tutorial/laboratory classes (two per week) given below.

This course will focus on gross anatomical study of: Autonomic nervous system, Lymphatic system, Respiratory system, Cardiovascular system, Gastrointestinal system, Urinary system, and Male and Female reproductive system. The student will learn these systems via the prosected wet and plastinated specimens, models and skeleton. The approach also includes topographical, radiological and cross sectional anatomy of the regions. Relevant clinical anatomy in appropriate details is discussed wherever applicable.

The course was revised as a part of revision of all level three

Anatomy courses e.g. ANAT3121, ANAT3131, and ANAT3141. This allowed redistribution of body part content between the three courses.

The revised course modified the body parts to be covered and it only deals with gross anatomy and clinical relevance of the:

- i) thoracic and abdominal walls,
  - ii) pelvic floor and perineum,
  - iii) thoracic, abdominal and pelvic viscera,
  - iv) autonomic and enteric nervous system,
  - v) lymphatic system.
- The course content is organized in a systemic approach but it is regionally oriented and broadly includes the systemic anatomy of: the thorax, abdomen and pelvis & perineum.
  - The respiratory system begins with trachea. The upper respiratory tract including the nose, nasal cavity, larynx and phonation and the accompanying gross anatomy has been deleted from the course and students must rely on their previous knowledge from the prerequisite courses.
  - The gastrointestinal system begins with Esophagus. The gross anatomy of oral cavity, salivary glands and pharynx is deleted from the course and hence the students must rely on their previous knowledge from their prerequisite course/s.
  - The orientation of the laboratory/practical classes will be more in **demonstration** method (unless otherwise stated). This means that the students must attend their lectures and read up before the laboratory classes for their preview of the topic and be involved in more *practical* hands on work in the "Practical Class".
  - Clinical Problems included will be discussed in the lab sessions and will be examinable. This is intended to be a part of the web-based online assessment activity that is worth 10% of your final marks.

#### **Changes in 2015:**

The anatomy of breast is included in the section on Thorax, Mediastinum and pleura. Breast cancer is the most common cancer in Australian women. One in eight women may be diagnosed with breast cancer by the age of 85, [www.cancercouncil.com.au/breast-cancer](http://www.cancercouncil.com.au/breast-cancer).

**On-line Quiz worth 10% is scheduled on Thursday 08/10/2015 in week 10 in WWG06/07.**

Students are expected to attend both lectures and both tutorial/laboratory classes that they have enrolled into, each week. Please do not change your groups without consulting with your course authority.

**You must study the relevant notes before each lecture & tutorial/laboratory class.** This makes understanding in the lecture easier. Additional notes when applicable **may** be available on Moodle.

Anatomy is a visual subject and hence to facilitate student learning the lecturer uses some relevant diagrams (these are included in your workbook).

## COURSE AIMS

1. The **aim** of the course is to provide further information, knowledge and understanding of the Gross Anatomy of the organ systems of the human body in the regions of thorax, abdomen and pelvis & perineum.
2. In addition the course aims to provide anatomical basis for application to the clinical situations and conditions as well as to the day-to-day activities of an individual in health and disease.

## LEARNING OUTCOMES

At the completion of the course the student should have:

- A sound knowledge of the gross anatomy of the visceral systems of the body, including the autonomic nervous system and the lymphatic system.
- An application of the knowledge of the living anatomy of the viscera to the common clinical conditions.
- An ability to apply the knowledge of cross sectional anatomy to understanding of the radiographs and CT scans and MRI.
- A capacity to apply the multi-dimensional learning to the living human being in the state of health, injury and disease process.
- A capacity to engage in independent learning and reflection of learning for future scholarly activities post-graduation.

## RATIONALE FOR INCLUSION OF CONTENT AND TEACHING APPROACH

John Biggs (2003) suggests that real learning occurs when students actively construct meaning and knowledge as they engage in appropriate learning activities. He asserts the key elements of course design - learning outcomes, learning activities and assessment tasks - must be aligned with each other.

The **Class notes, Lecture notes and Workbook** contains relevant information about: the course, prescribed text book, atlas and other resources, assessment rules and schedule, lecture and practical timetable, appendices with relevant information and tutorial/lab class.

### **Under each tutorial/lab class:**

- There are aims of the class, that provide an overview of the topic;
- Specific objectives for the lecture;
- Learning activities for the identification in the labs; and
- Notes and hand drawn diagrams for use in lectures, labs and at all times for learning.
- The lecture notes are written and included for your guidance and convenience. These lecture notes are sufficient in the details required for this course. You **must** however consult a textbook and an atlas for a further clarification.

## TEACHING STRATEGIES

### Lectures

- The lectures are designed to provide preliminary information and an overview of the topic and are a prerequisite for learning in the labs. Although there will be i-lecture recordings and lecture notes will be posted on Moodle, it is advisable for the students to attend both lectures for achieving better learning outcomes.
- Lectures provide an overview of the topic and focus on the: location, structure, relationships to other structures in the vicinity, blood and nerve supply, lymphatic drainage, and functions of the viscera and structures.
- In addition they will address the clinical relevance and surface anatomy, as listed under the specific objectives.
- Cross sectional anatomy of the region is one of the best ways to visualise the relationship of structures in the body. An attempt has been made to include a few of these for understanding the relationship of the viscera and structures.
- Students **must** have prior permission from the course authority or there must be a valid and justified reason for not attending the lecture. Considering that most practical classes will be without a prior tutorial, students must attend lectures to enhance their learning in Laboratories.

### Laboratory/Practical classes

- The laboratory classes complement the lectures, and involve active learning in a small group situation. You will be required to study: dry bones, models, wet and plastinated prosected specimens, cross-sectional images (where applicable) and radiographs.
- **Student must attend both laboratory classes, as they are the scheduled learning activities. The tutors will be taking a roll call in each lab and report anyone who is absent for more than two labs in the session.**
- It is necessary for the students to know that each student is assigned a laboratory class group with a tutor. It is **compulsory** for the students to stay in their allocated laboratory group for the whole session.
- If you have any concerns about your group/tutor, you may approach your course convener and discuss the matter. You should not change your tutorial group on your own.
- In the laboratory classes, every student is required to be involved in inquiry and take an active participation in the learning process.
- **It is the student's responsibility to make sure that all the Aims and Activities of a laboratory are fully understood (not only covered!) at the end of each laboratory class.**
- There is an inclusion of the surface and palpatory anatomy (see *appendix*), aiming to develop an ability to apply anatomical knowledge to the living human body. Surface anatomy is examinable via photographs during practical exams and via questions in written theory exams.

# STUDY METHODS

- A useful suggestion to approach the study of this subject will be: to apply the learning of facts and concepts to yourself and the learning of functions to the activities you perform in your daily life, and enjoy learning! **Appendix on Surface Anatomy** is very helpful for this purpose.
- **Sketching:** Anatomy is a visual discipline. Each laboratory is accompanied by a set of sketch drawings, which demonstrate anatomical concepts or facts. An attempt will be made to label some of the drawings in the lectures. A good set of colour pencils will be useful to bring along in the lectures. Students are encouraged to complete the drawings on their own and sketch bones, muscles, organs – any sketch, no matter how crude or simple, will assist you to learn anatomy.
- **Mind/Concept Mapping:** “Knowledge in Graphs” or knowledge simplified via a diagram that shows links between concepts.  
  
Mind Mapping® is a popular related technique, invented (and copyrighted) by Tony Buzan. He describes mind maps as: "*a mind map consists of a central word or concept, around the central word you draw the 5 to 10 main ideas that relate to that word. You then take each of those child words and again draw the 5 to 10 main ideas that relate to each of those words.*" ([link](#))  
Concept maps can be used to organise your learning and knowledge as well as to summarise your knowledge.
- **E-learning:** Every student **must** participate and submit their contribution to solving clinical problems on Moodle. This involves application of your knowledge of gross anatomy in analysing the clinical problem and answering the questions.
- Students should access a **textbook** and a **colour atlas** of anatomy.
- Prior knowledge from your prerequisite courses is very important. You are expected to use this and build on it to create new knowledge.
- To get the best benefit out of your lectures and laboratory classes **please** read up relevant notes prior to each lecture and laboratory class.
- Learn for the meaning and thus develop an understanding rather than memorise for the sake of examination. Learning in this subject goes beyond merely getting good grades or passing the examinations.
- I like to foster a collaborative learning atmosphere and peer learning. You must actively take part in the discussion on the **Moodle** by answering the questions and follow-ups. **“Peers are the best resources a student has!”**
- Remember, **“the best way to learn is to teach someone!”**
- Be consistent with your studies, use right approaches to study and approach the course convener if you have any problem.

## Session 2, 2015

### Lecture Times

**Monday: 10- 11 am (WWLG03)**

**Wks 1 – 9 & 11 - 13**

**Thursday: 2 - 3 pm (WWLG02)**

### Labs/Tutorials/Demonstrations

**Monday: 11-1 pm (Room WW101W)**

**Wks 1 – 9 & 11 - 13 AND**

**Thursday: 3-5 pm (Room WW101E)**

**Wks 1 – 9 & 11 - 13**

**No classes, but On-line Quiz on Thursday 08/10/2015 in week 10.**

Both laboratory sessions are **compulsory**: each student is required to attend them. Please attend the lab at your scheduled time and remain in your assigned lab group. You **must attain 80% of attendance** (see below in Conduct of Students).

Please visit the SoMS, Faculty of Medicine, UNSW website and become familiar with the guidelines on extracurricular activities that affect your attendance:

[medicallsciences.med.unsw.edu.au/sites/default/files/Extra-curricularActivitiesSOMS.pdf](http://medicallsciences.med.unsw.edu.au/sites/default/files/Extra-curricularActivitiesSOMS.pdf)

**Absence for more than two labs for whatever reasons must be reported to the course authority as it may affect your eligibility to attend the assessment/s.**

### Moodle

This course uses **Moodle** for lecture notes, accessory lecture notes (wherever applicable), assessment, announcements and discussions.

More information regarding instructions and requirements will appear on **Moodle** under announcements and a pop-up message will appear when you log on to **Moodle**.

**Moodle discussion** is strictly for education requirements related to this course. Students must not use this for personal or social discussions. I monitor this section for its proper use and it is advised not to misuse this resource.

Students are expected to use the discussion part of the Moodle for their questions related to their course material. You must attempt to answer questions for instant feedback on your learning. These questions can be answered/with corrections or suggestions by your peers and/or the course authority. Remember the content and quality of discussion is regularly monitored by the course authority.

Students are expected to check Moodle regularly for announcements, tests and/or additional resources. You will get an e-mail notification of any new activity on Moodle and it remains your responsibility to make yourself aware of the activity.

# Assessment



**Spot Test I**                      **20% on Thursday 03/09/2015; 2-4pm**

**On-line Assessment Quiz, 10% on Thursday the 08/10/2015 3-4pm in WWG06/07.**

**Spot Test II**                      **20% during the examination period (From 06/11/2015 till 21/11/2015)**

**Final Examination**        **50% during the examination period (From 06/11/2015 till 21/11/2015)**

Assessment pass mark for this course is **50%**.

**There are two components of this course:**

- 1) The **practical component 50%** (contributed by spot test 1 and spot test 2 together) and
- 2) The **theory component 50%**.

Students are expected to pass **each component** (practical and theory) with a minimum of **50% marks**. The students, who pass overall but fail in a component (e.g., the practical or final theory examination) **may** be re-examined in that component, depending on their attendance record, the nature and extent of the failure and performance in other components. This is discussed and decided by the Course convener, Co-Course convener and the Assessment Committee. Students will be notified of their results as **WC** or **WD** if they are required to sit for a supplementary test (see below).

## Spot Tests

Spot tests assess the ability of the student to identify and name correctly significant structures in human anatomical specimens, models and radiographs. They also assess your ability to answer questions in relation to the gross anatomy of these structures and apply the cadaveric knowledge to the clinical situations and living human body.

Spot tests (viz. Spot test 1 and spot test 2) contribute to the practical component and are worth 40 % of your assessment. The practical component is designed to assess the ability of the student to identify and name correctly significant structures in human anatomical specimens, models and radiographs and answer related relevant questions.

**The structures listed in the learning activities, regardless of whether they are in bold or un-bold, will be assessed for identification and the gross anatomical information regarding the structure and function is tested via theory questions within a question of the spot test.**

You must read the lecture notes provided and refer to the prescribed textbook for your factual information of the topic. The atlas does help to make a visual picture with its application to the specimens and/or models.

**Specific objectives** listed under the heading of the lab/tutorial in the workbook/manual will help in outlining these topics.

**Students who fail the first spot test should consult their tutor/course co-ordinator for advice as soon as possible, and be prepared to alter their methods of study and techniques of preparation of Tut/Lab classes.**

## **Spot Test Instructions (subject to change)**

You may be aware of the layout of the spot test but this information will help you to acquaint yourself with the specifics in this course.

1. 12 questions, usually with a few rest seats when/where provided.
2. Each question consists of: 4-5 identification followed by 2-3 theory questions based on the laboratory class notes.
3. Bring 2 pens (in case 1 fails); answer sheets are provided.
4. About 3 min. is allowed per question/rest seat; a beeper indicates the time to move to the next question or a rest seat.
5. You will be instructed to put a circle around the question you are starting with, and to move to your left when the beeper sounds.
6. Make sure you are on the right question every time you move.
7. Always name specifically the first structure the pin passes through or indicates.
8. Do not touch the specimens or the flags.
9. It is the requirement of OHS that **you must wear your lab coat and proper closed shoes** to the spot test.
10. **You must arrange to have a disposable lab coat for the day in case you have accidentally forgotten to bring one to the test.**
11. **Please switch off your mobile phone before you enter the dissecting room.**

## **Final Theory Examination**

- During examination period (From 06/11/2015 till 21/11/2015)
- Time: 2 hours (120 minutes)
- Consists of material learnt within wks **1–13** in this course.
- Refer to the specific objectives of each topic for outline and direction.
- The final theory examination consists of **two** parts:
  1. **Part A: 2 essay questions 40% (25 minutes each)**
  2. **Part B: 40 multiple choice questions 60% (1 hour and 10 minutes)**

## Supplementary examination

Re-examination by supplementary exam in any component for reasons of inability to appear due to misadventure or illness will be considered as the first attempt by the student, whereas supplementary examination in any component for reasons of failure will be on a pass/fail basis only.

The supplementary exams will have the similar level of difficulty but may not follow the same pattern as for the original exam. The course authority usually will discuss the patterns of exam with the other academics, which teach the course or in some cases with the Head of Teaching in the Department.

Please consult [student.unsw.edu.au/special-consideration](http://student.unsw.edu.au/special-consideration)

and the **SoMS Course Outline Supplement** available at [medalsciences.med.unsw.edu.au/students/undergraduate/science](http://medalsciences.med.unsw.edu.au/students/undergraduate/science)

You should expect any additional assessment granted to you to be of the same degree of difficulty as the original assessment task, which it replaces. Please note:

- If a supplementary examination is approved, (by the examination committee), you will be given only one opportunity to sit the supplementary examination.
- Remember it is the student's responsibility to contact the course authority in regards to the test/s.
- Also remember it is the student's responsibility to be familiar with the rules governing the conduct of examinations.
- Note the supplementary examinations are not a choice that students can make.
- If a student is approved to be eligible to be re-examined, only one chance will be granted to appear for the supplementary examination.



**Supplementary examination in the course is scheduled for Wednesday 25<sup>th</sup> Nov 2015. Please do not book your holidays and trips until the final results are disclosed.**

Students who miss an assessment through illness or misadventure must submit an application for consideration within **three** working days to Student Central, UNSW. Full details for the application (e.g. how to apply, the supporting documentation, Medical Certificate, etc.) are available at [student.unsw.edu.au/special-consideration](http://student.unsw.edu.au/special-consideration)

## Expected resources for students

The student in this course is expected to have a textbook and an atlas of their personal choice/preference. You may bring your Atlas with you to the lab classes, for quick reference but be careful for its safety.

## Text Book

Moore, KL. *Clinically Oriented Anatomy*, 7<sup>th</sup> edition, Williams & Wilkins **or**

Drake, RL, Vogl W and Mitchell AWM, *Gray's Anatomy for Students*, 3<sup>rd</sup> edition, Elsevier Churchill Livingstone

## Recommended Atlas

Rohen, JW, Yokochi, C. & Lutjen-Drecoll. *Color Atlas of Anatomy*, Lippincott Williams & Wilkins, 7<sup>th</sup> edition, **or**

Netter, FH. *Atlas of Human Anatomy*, Novartis, 5<sup>th</sup> edition **or**

Agur, AMR & Lee, MJ. *Grant's Atlas of Anatomy*, Lippincott Williams & Wilkins, 13<sup>th</sup> edition; **or**

Abrahams PH, Boon JM and Spratt JD. *McMinn's Clinical Atlas of Human Anatomy*, Mosby Elsevier, 7<sup>th</sup> edition.

## Reference books

Dean D and Herbener TE, "*Cross Sectional Human Anatomy: Including images from the National Library of Medicine's Visible Human Project*", 2007, Lippincott Williams & Wilkins.

Hull, Lippincott Williams and Wilkins, *Colouring Atlas of the Human Body*.

Marieb, EN & Hoehn K, *Human Anatomy and Physiology + CD*, 9<sup>th</sup> edition, Pearson Benjamin Cummings.

Martini FH, *Fundamentals of Anatomy and Physiology*, 10<sup>th</sup> edition, Pearson Benjamin Cummings.

Robert D. Acland, *Acland's Cross-Sectional Navigator*, Lippincott Williams and Wilkins.

## Other resources

**Glossary & Spelling:** Correct spelling of terms and concept is important in any discipline – please learn to use the **Glossary** at the end of these notes.

See [Learning Resources](#) on the SoMS website Student pages.

You may use anatomical abbreviations given in this glossary.

### Library Resources:

- Library Subject Guide for Anatomy  
[SUBJECTGUIDES.LIBRARY.UNSW.EDU.AU/MEDICINE/ANATOMY](http://SUBJECTGUIDES.LIBRARY.UNSW.EDU.AU/MEDICINE/ANATOMY)
- Primal Pictures: 3D interactive anatomy database
- The Library holds a variety of 3D anatomical models for students: They are housed in My Course Reserve, level 2.

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**Last edited: 16/7/2015**

**Dr. P. Pandey**

# DISSECTING ROOM – STUDENT RISK ASSESSMENT

<b>Medicine Teaching Laboratory</b> <b>Student Risk Assessment</b>		 THE UNIVERSITY OF NEW SOUTH WALES	Gross Anatomy Practical Classes for Medical and Science Students <small>DOC:PHSL-SRA-S&amp;S-01rev1.1</small>
Hazards	Risks	Controls	
<b>Physical</b> Cold temperature (16°C) Sharp bone/plastic	Cold Penetrating wound of foot	<ul style="list-style-type: none"> <li>• <b>Wear laboratory coat over appropriate warm clothing</b></li> <li>• <b>Wear enclosed shoes with full coverage of the dorsum of the foot</b></li> <li>• <b>Have appropriate immunisation</b></li> </ul>	
<b>Biological</b> Fungi, bacteria (tetanus), hepatitis Band C	Infection	<ul style="list-style-type: none"> <li>• <b>Do not eat, drink or smoke in the Dissecting Room</b></li> <li>• <b>Do not place anything (e.g. pens, pencils) into your mouth</b></li> <li>• <b>Use disposable gloves when handling wet specimens and do not cross-contaminate models or bones with wet specimens</b></li> </ul>	
<b>Chemical</b> Formaldehyde Methanol 2-phenoxyethanol	Corrosive/Flammable Irritant/toxic Irritant	<ul style="list-style-type: none"> <li>• <b>Always wash hands with liquid soap and dry thoroughly with disposable paper towel before leaving</b></li> <li>• <b>Low concentrations of chemicals used</b></li> <li>• <b>Chemicals used in well ventilated area</b></li> <li>• <b>Safety Data Sheets for chemicals available in the laboratory</b></li> </ul>	
Personal Protective Equipment required			
 Closed in Footwear	 Lab. Coat	 Gloves	
Emergency Procedures			
In the event of an alarm sounding, stop the practical class and wait for confirmation to evacuate from demonstrators. Then wash your hands and pack up your bags. Follow the instructions of the demonstrators regarding exits and assembly points.			
Clean up and waste disposal			
<ul style="list-style-type: none"> <li>• <b>Cover wet specimens with the towels provided. Make sure that towels do not hang over the edge of the table, because this allows fluid to drip onto the floor. Fluids on the floor are a major safety hazard and should be reported to staff immediately.</b></li> <li>• <b>Replace stools under the tables in your cubicle.</b></li> <li>• <b>Remove your gloves and dispose in the biowaste bins provided.</b></li> <li>• <b>Wash your hands and instruments thoroughly with the soap provided and dry your hands with the paper towel.</b></li> <li>• <b>Remove your laboratory coat when you leave the dissecting room.</b></li> </ul>			
Ethics Approval			
This type of practical has been previously considered and approved by the UNSW Human Research Ethics Advisory Panel (HREC09372).			
Declaration			
I have read and understand the safety requirements for this practical class and I will observe these requirements.			
Signature: .....Date:..... Student number: .....			

ANAT-SRA-Med&Sc:Student relates to RA-MED-06. Date for review: 1/2/2016

## LECTURES & PRACTICAL LABORATORY TIME TABLE 2015

**Lectures: Wks 1 – 9 & 11 - 13**

**Monday: 10 - 11 am WWLG03**

**Thursday: 2 - 3 pm WWLG02**

**Laboratory: Wks 1 - 9 & 11 - 13**

**Monday: 11-1pm WW101W AND**

**Thursday: 3-5pm WW101E**

Week	Date	Lecture & Practical/Lab	Suggested Teaching/Learning
1	<b>Mon 27/7</b>	Lect 1. The Principles and Organisation of the Autonomic nervous system  Lab 1. Autonomic nervous system	Class notes for lecture and lab 1
	<b>Thu 30/7</b>	Lect 2. The Thorax, the breast, mediastinum and pleura  Lab 2. The Thorax, the breast, mediastinum and pleura	Class notes for lecture and lab 2
2	<b>Mon 03/8</b>	Lect 3. Lower respiratory tract: Trachea, Bronchi and Lungs  Lab 3. Lower respiratory tract: Trachea, Bronchi and Lungs	Class notes for lecture and lab 3
	<b>Thu 06/8</b>	Lect 4. The Pericardium & Heart  Lab 4. The Pericardium & Heart	Class notes for lecture and lab 4
3	<b>Mon 10/8</b>	Lect 5. Cross Sectional anatomy of Thorax  Lab 5. Cross Sectional anatomy of Thorax	Class notes for lecture and lab 5

	<b>Thu</b> <b>13/8</b>	Lect 6. The Blood vessels, Lymphatics and Nerve Supply of the Thoracic viscera;  Lab 6. The Blood vessels, lymphatics and Nerve Supply of Thoracic viscera	Class notes for lecture and lab 6
<b>4</b>	<b>Mon</b> <b>17/8</b>	Lect 7. Abdominal wall, Inguinal canal  Lab 7. Abdominal wall, Inguinal canal	Class notes for lecture and lab 7
	<b>Thu</b> <b>20/8</b>	Lect 8. The Peritoneum  Lab 8. The Peritoneum	Class notes for lecture and lab 8
<b>5</b>	<b>Mon</b> <b>24/8</b>	Lect 9. The Oesophagus, Stomach and Coeliac trunk  Lab 9. The Oesophagus, Stomach and Coeliac trunk	Class notes for lecture and lab 9
	<b>Thu</b> <b>27/8</b>	Lect 10. The duodenum, Pancreas & Spleen  Lab 10. The duodenum, Pancreas & Spleen	Class notes for lecture and lab 10
<b>6</b>	 <b>Mon</b> <b>31/8</b>	Lect 11. Troubleshooting in lecture Lab 11. <b>Revision</b>	<b>Class notes for lecture and lab 1-11</b>
	<b>Thu</b> <b>03/9</b>	<b>No Lecture! Spot Test 1; 20%; Labs 1 – 10 / Weeks 1 - 5 (inclusive); (Room WW101W: (2 - 4pm)</b>	
<b>7</b>	<b>Mon</b> <b>07/9</b>	Lect 12. The Small & Large Intestine & Mesenteric Vessels Lab 12. The Small & Large Intestine & Mesenteric Vessels	Class notes for lecture and lab 12
	<b>Thu</b> <b>10/9</b>	Lect 13. The Liver, Gall bladder & Biliary Tree Lab 13. The Liver, Gall bladder & Biliary Tree	Class notes for lecture and lab 13

8	<b>Mon</b> <b>14/9</b>	Lect 14. Blood Vessels, Lymphatics & Nerves of the Abdomen Lab 14. Blood Vessels, Lymphatics & Nerves of the Abdomen	Class notes for lecture and lab 14
	<b>Thu</b> <b>17/9</b>	Lect 15. The Suprarenal glands, Kidneys & Ureters Lab 15. The Suprarenal glands, Kidneys & Ureters	Class notes for lecture and lab 15
9	<b>Mon</b> <b>21/9</b>	Lect 16. The Urinary Bladder, Prostate & Urethra Lab 16. The Urinary Bladder, Prostate & Urethra	Class notes for lecture and lab 16
	<b>Thu</b> <b>24/9</b>	Lect 17. Pelvis and Perineum Lab 17. Pelvis and Perineum	Class notes for lecture and lab 17
 <b>MIDSESSION RECESS: 26/9 – 05/10</b>			
10	<b>06/10</b>  <b>Thu</b> <b>08/10</b>	<b>NO CLASSES THIS WEEK</b> <b>Thursday 8/10 3 - 4pm in room WWG06/07: On-line quiz: 10%</b>	Materials learnt in weeks 1-9
11	<b>Mon</b> <b>12/10</b>	Lect 18. Female Reproductive System Lab 18. Female Reproductive System	Class notes for lecture and lab 18
	<b>Thu</b> <b>15/10</b>	Lect 19. Male Reproductive System Lab 19. Male Reproductive System	Class notes for lecture and lab 19
12	<b>Mon</b> <b>19/10</b>	Lect 20. Blood Vessels, Lymphatics & Nerves of the Pelvis Lab 20. Blood Vessels, Lymphatics & Nerves of the Pelvis	Class notes for lecture and lab 20
	<b>Thu</b> <b>22/10</b>	Lect 21. Review of Autonomic Nervous System Lab 21. Review of Autonomic Nervous System	Class notes for lecture and lab 21

13	<b>Mon 26/10</b>	Lect 22. Radiology; Cross sectional Anatomy of Abdomen and Pelvis Lab 22. <b>Revision</b>	Class notes for lecture and lab 11-23
	<b>Thu 29/10</b>	Lect 23. Troubleshooting in lecture Lab 23. Surface Anatomy Video and Radiographs	Appendix notes on surface anatomy.

**Student vacation: 31<sup>st</sup> October – 5<sup>th</sup> November**

**Examination period: 6<sup>th</sup> November – 21<sup>st</sup> November**



**SPOT TEST 2, 20%: (Material from Labs 12 - 23), including topics on ANS and Lymphatic System**

**FINAL THEORY EXAMINATION 50%: (Material from Wks 1 - 13)**

***Do not book your holidays if you have not completed your assessment tasks or have failed a component.***

**SUPPLEMENTARY EXAMINATIONS (if and when applicable):  
WEDNESDAY THE 25<sup>th</sup> NOVEMBER (Timetable and venues will be announced closer to the event).**