



# Personalised Medicine

## Course Outline

Never Stand Still

Medicine

# PERSONALISED MEDICINE

GENM0295

SESSION 2, 2015

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## Course Introduction

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*Personalised Medicine* (GENM0295) is an undergraduate General Education course, run jointly by the Prince of Wales Clinical School and the School of Medical Sciences. The acceleration in new technology and genomic science over the last few years has had profound effects on modern medicine and has the potential to revolutionise healthcare. The promise of “personalised medicine” will likely yield significant benefits for patients, yet raises a number of serious ethical and legal issues for clinicians, patients and the wider society. This General Education course will provide students with a framework to understand this rapidly growing field. It will also provide the opportunity to debate the national and international healthcare issues that will arise in parallel with the advent of this genetic revolution.

## Course Details

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This course is offered during Semester 2 and has six unit of credit (UOC).

There are no pre-requisites, and the course can be taken in any year of a degree.

The contact hours for this course are 2 X 1 hour lectures per week (Tuesday 11am-12 & Thursday 2-3pm) and 1 X 2 hour tutorial every fortnight (Thursday 3-5pm; either weeks 2, 4, 6, 8, 10 & 12 or 3, 5, 7, 9, 11 & 13).

## Course Staff

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**Course Convenor:** Dr Caroline Ford  
Adult Cancer Program, Level 2, Lowy Cancer Research Centre  
[caroline.ford@unsw.edu.au](mailto:caroline.ford@unsw.edu.au)

**Course Student Advisor:** Ms Carmen Robinson  
BSB Student Office, Room G27, Ground Floor, Biosciences Building  
[Carmen.Robinson@unsw.edu.au](mailto:Carmen.Robinson@unsw.edu.au)

Students wishing to see their tutors or other members of staff should call in at the BSB (BABS/SOMS/ BEES) student office and make an appointment with the student support staff. If students have difficulties of a personal nature, they should contact the School of Medical Science Grievance Officer, Dr Priti Pandey ([p.pandey@unsw.edu.au](mailto:p.pandey@unsw.edu.au)).

Should a student feel that there are particular circumstances that have affected their performance in the course, they can lodge an application for special consideration. The procedures involved in this are outlined in the UNSW Student Guide, and special forms are widely available on campus. All students in the course are advised that email is the official means by which the Course Convenor and administrative staff will communicate with them. All email messages will be sent to the student's official UNSW email address (e.g., [z1234567@student.unsw.edu.au](mailto:z1234567@student.unsw.edu.au)). If a student does not wish to use the University email system, they **MUST** arrange for their official mail to be forwarded to their chosen address. The University recommends that students check their mail at least every other day.

## Student Support Services

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Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit at <http://www.studentequity.unsw.edu.au>. Issues to be discussed may include access to materials, note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Student Equity Officers (Disability) in the Student and Diversity Unit can be contacted on ph: 9385-4734, or email: [seadu@unsw.edu.au](mailto:seadu@unsw.edu.au).

## Course Aims

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The aim of this course is to introduce a general audience to the concept of “personalised medicine”, and the impact that our enhanced understanding of the human genome has had on modern clinical practice.

The last 10-15 years have yielded significant and rapid advances in our understanding of the human genome, and the impact on human health & clinical practice is already being widely felt. This course will discuss both the potential benefits and possible controversies surrounding the genetic revolution as it relates to healthcare. Students will learn how genetic testing is currently used to guide treatment across a range of diseases including cancer, neurological diseases, metabolic disorders, cardiovascular disease, and infectious disease. In addition, students will explore the power of genetics to impact disease prevention and diagnosis, and the social, legal, political and ethical implications of this new knowledge.

## Student Learning Outcomes

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At the completion of this course a successful student will be able to:

1. Understand basic genetic concepts of gene expression, mutation, and how genes are “passed on” to the next generation.
2. Describe the principles of risk determination and provide examples of how genetic testing is currently used to inform medical management.
3. Understand the basic process by which “targeted therapies” are developed, from drug discovery, through clinical trials, to regulatory approval, in both national and international contexts.
4. Describe and debate ethical issues related to the availability and use of direct to consumer genetic testing for determining disease risk and related health outcomes.
5. Describe how research and drug developments in personalised medicine are presented in the media, and the effect this may have on patients, policy & society both locally and globally.
6. Debate the legal, religious, cultural and societal issues surrounding the emerging concept of personalised medicine.

## Graduate Attributes

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This course will contribute to the following UNSW graduate attributes:

1. The skills involved in scholarly enquiry.
2. The capacity for analytical and critical thinking and for creative problem-solving.
3. The ability to engage in independent and reflective learning.
4. Information literacy: the skills to appropriately locate, evaluate and use relevant information.
5. An appreciation of, and respect for, diversity.
6. A capacity to contribute to, and work within, the international community.
7. A respect for ethical practice and social responsibility.

## Teaching Strategies

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The course employs a variety of teaching modes in order to facilitate student learning. These include:

1. A series of lectures (24 hours in total) that introduce key concepts about the current use of personalised medicine.
2. Small group tutorials (12 hours in total) that extend and amplify students' understanding of concepts and materials presented in lectures, and explore the impact of personalised medicine on wider society.
3. Individual and group study. Students will undertake individual and group study to complete key assessment tasks throughout the course (see Assessment).

Learning is supported via Moodle. Announcements, timetables, lecture slides and other resources will be made available on Moodle during the course.

## Attendance Requirements

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Attendance at all tutorials is compulsory. A minimum 80% attendance at lectures is required for you to be eligible for assessment in this course.

For further information on UNSW attendance policies and procedures concerning students, please see SOMS guidelines included at the end of this document.

For UNSW assessment information and policy, see:

<https://student.unsw.edu.au/assessment>

## Course Design

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WEEK	LECTURE 1	LECTURE 2	TUTORIAL
1	Course introduction & overview	How did medicine become scientific?	No tutorial this week
2	Basic cell biology & genetics I	Basic cell biology & genetics II	Does our genome define who we are? Nature vs nurture.
3	New technology & the genetic revolution	Genes & environment	
4	Genes, talent & exercise	Principles of inherited disease & risk determination	Case studies and examples of how knowledge of the human genome has changed modern healthcare.
5	Pre-natal genetic testing	Gene therapy	
6	Genetic counselling	Psychosocial impact of genetic & genomic testing	
7	Genes & the law	Direct to consumer genetic testing	What issues may arise in a multicultural and multifaith society such as Australia, with the rapid advances in our genetic knowledge?
8	Disease focus: Neurological disease	Clinical trials & drug approval	Drug approval, government funding, media, lobbying – here vs. worldwide.
9	The pharmaceutical industry & personalised medicine	Personalised medicine: The research perspective	
<b>MID-SEMESTER BREAK</b>			
10	Personalised medicine: the clinical perspective	Disease focus: Infectious disease	Group work
11	Disease focus: Mental health and neuropsychiatric disorders	Disease focus: Cardiovascular disease	
12	Disease focus: Cancer	Course wrap-up	Final presentations
13	No lecture this week	No lecture this week	

## Assessment

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<i>Short oral presentation</i>	<i>10%</i>
<i>Online reflective journal</i>	<i>10%</i>
<i>Short online MCQ quizzes</i>	<i>20%</i>
<i>Essay/opinion piece</i>	<i>40%</i>
<i>Group presentation</i>	<i>20%</i>

### **Short oral presentation (10%)**

Students will prepare and present a 3 minute oral presentation on an area of controversy in personalised medicine. This talk will be given in the tutorial class and students will receive feedback from tutors and other students.

### **Online reflective journal (10%)**

Students will keep an online journal for the 12 weeks of the course to reflect on their personal views of the topics raised in lectures and explored in tutorials. Online journals will be private and not available for other students to read. Tutors will have access only to assess whether the students are engaging with the material.

### **Online MCQ quizzes (20%)**

Students will sit two online multiple choice quizzes (questions randomised) to test their understanding of basic biological and genetic concepts. The quizzes will be available on Moodle and students can retake the quiz up to 3 times. Students will receive their mark immediately after completing the quiz.

### **Essay/opinion piece (40%) and Group presentation (20%)**

Students will work in small groups (4-5 students) on a project on one topic in the area of personalised medicine. Students will individually write a comprehensive 1,500 word report on the topic. Students can write a traditional essay or choose to write from a specific viewpoint (e.g. patient, doctor, health minister, genetic counsellor, conservative newspaper columnist). Students will have the opportunity to receive direction and guidance from course tutors during the tutorial sessions. The essay is due at the end of week 10.

The group presentation will be given in the final tutorial (week 12 or 13). Students will present a 10-15 minute oral presentation as a group on the same topic as their essay. Students will be given the choice of format - a traditional lecture, debate, panel discussion or video.

## **Note: Penalties will apply for late submission of work.**

# SOMS GUIDELINES

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## OFFICIAL COMMUNICATION BY EMAIL

All students are advised that email is now the official means by which the School of Medical Sciences at UNSW will communicate with you.

All email messages will be sent to **your official UNSW email address** (e.g. z1234567@student.unsw.edu.au) and, if you do not wish to use the University email system, you **MUST** arrange for your official mail to be forwarded to your chosen address.

Email correspondence with the University should be from your UNSW email address in order to reduce identity confusion.

The University recommends that you check your mail at least every other day. Facilities for checking email are available in the School of Medical Sciences and in the University library.

Further information and assistance is available from the [IT Service Centre](#) (02) 9385 1333.

## ATTENDANCE

It is strongly recommended that students attend all lectures as they provide the basis for the laboratory classes.

Attendance at tutorials and practical classes is recorded. The University's 80% attendance rule will be applied for SoMS courses. Please read rules at [STUDENT.UNSW.EDU.AU/ATTENDANCE](http://STUDENT.UNSW.EDU.AU/ATTENDANCE)

## GRADUATE OUTCOMES

UNSW aspires to develop globally focussed graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community.

The university has, thus, articulated the following [Graduate Outcomes](#) as desired learning outcomes for *all* UNSW students.



### UNSW programs aspire to graduate:

- a) **Scholars** capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems;
- b) **Entrepreneurial leaders** capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change;
- c) **Professionals** capable of ethical, self- directed practice and independent lifelong learning;
- d) **Global citizens** who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.

## ACADEMIC SKILLS

[The Learning Centre](#) provides substantial educational written materials, workshops, and tutorials to aid students, in [academic skills](#) such as:

- correct referencing practices;
- paraphrasing, summarizing, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

### Citation of references

Appropriate citation of sources therefore includes surrounding any directly quoted text with quotation marks, with block indentation for larger segments of directly quoted text.

The preferred format for citation of references is an author-date (APL) format with an alphabetically arranged bibliography at the end of the assignment. Note that merely citing textbooks or website URLs is unlikely to yield a bibliography of satisfactory standard. The Internet should be avoided as a primary source of information. Inclusion of appropriate journal articles, both primary research publications and reviews, is usually expected.

## ACADEMIC HONESTY AND PLAGIARISM

The School of Medical Sciences will not tolerate plagiarism in submitted written work. The University regards this as academic misconduct and imposes severe penalties. Evidence of plagiarism in submitted assignments, etc. will be thoroughly investigated and may be penalized by the award of a score of zero for the assessable work. Flagrant plagiarism will be directly referred to the Division of the Registrar for disciplinary action under UNSW rules.

### What is plagiarism? [STUDENT.UNSW.EDU.AU/PLAGIARISM](http://STUDENT.UNSW.EDU.AU/PLAGIARISM)

Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own. Examples include:

<b>Copying</b>	Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.
<b>Inappropriate paraphrasing</b>	Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement.  This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new

	whole, without appropriate referencing.
<b>Collusion</b>	<p>Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes</p> <ul style="list-style-type: none"> <li>▪ students providing their work to another student before the due date, or for the purpose of them plagiarising at any time</li> <li>▪ paying another person to perform an academic task and passing it off as your own</li> <li>▪ stealing or acquiring another person's academic work and copying it</li> <li>▪ offering to complete another person's work or seeking payment for completing academic work.</li> </ul> <p>This should not be confused with academic collaboration.</p>
<b>Inappropriate citation</b>	Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.
<b>Self-plagiarism</b>	<p>'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially.</p> <p>Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.</p>

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

[STUDENT.UNSW.EDU.AU](http://STUDENT.UNSW.EDU.AU) is the central University online resource for information on plagiarism and academic honesty.

## STUDENT CONDUCT [STUDENT.UNSW.EDU.AU/CONDUCT](http://STUDENT.UNSW.EDU.AU/CONDUCT)

The [STUDENT CODE \(PDF\)](#) sets out what the University expects from students. All students must accept at enrolment their shared responsibility for maintaining a safe, harmonious and tolerant University environment.

## SPECIAL CONSIDERATION

### Failure to complete an assessment

Failure to sit a test without lodgement of an application for Special Consideration with Student Central will lead to automatic failure of the test. A student may be required to sit a separate exam or written assignment in place of a missed test.

### Applications for Special Consideration

Instructions and rules for submitting applications for Special Consideration can be found at:  
[STUDENT.UNSW.EDU.AU/SPECIAL-CONSIDERATION](http://STUDENT.UNSW.EDU.AU/SPECIAL-CONSIDERATION)

Students who apply for consideration to Student Central must also contact the Course Convenor immediately.

Some information from the Student Central website is reproduced below.

### ***Applications for Special Consideration are only accepted in the following circumstances:***

Academic work has been hampered to a substantial degree by illness or other cause.

Except in unusual circumstances, a problem involving only three consecutive days or a total of five days within the teaching period of a semester is not considered sufficient grounds for an application.

The circumstances have to be unexpected and beyond your control.

Students are expected to give priority to their University study commitments and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.

An absence from an examination must be supported by a medical certificate or other document, which clearly indicates you were unable to be present.

A student absent from an examination or who attends an examination and wants to request special consideration is normally required to provide a medical certificate dated the same day as the examination.

An application for Special Consideration must be provided within three working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the three-day limit.

Please note: Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

## SOMS Guidelines on extra-curricular activities affecting attendance

### **Background**

This policy relates to the following extra-curricular activities:

- Employment.
- Voluntary work.
- Sport, music or other recreational activities.
- Student-related activities e.g. conferences, courses
- Academic activities e.g. conferences, courses.

### **Guidelines**

Failure to meet attendance requirements because of extra-curricular activities will not be accepted unless prior approval is obtained.

Failure to meet assessment requirements (e.g. failing to submit assignment by deadline, failing to attend an examination) because of extra-curricular activities will not be accepted unless prior approval is obtained.

Under no circumstances will external work requirements be accepted for non-attendance. The School understands the need for many students to work part-time but this must be arranged so as it does not affect attendance.

Approval for non-attendance will be considered for the following activities:

- A single, significant activity related to voluntary work. Note that regular voluntary work will not be accepted for recurrent absences.
- A single, significant activity related to sport, music or other recreational activity being undertaken at an elite or semi-professional level. Note that regular sporting or other recreational activities will not be accepted for recurrent absences.
- Attendance at student-related conferences/courses organised by student organisations or health professional groups and national or international education meetings.
- Attendance at conference for academic purposes including presenting papers from Honours projects.

Approval to attend an extra-curricular activity must be obtained before the event and will not be taken into consideration retrospectively if a student has failed to meet attendance or assessment requirements.

Approval to attend an extra-curricular activity does not exempt a student from meeting attendance or assessment requirements.

Approval will depend on:

- The overall impact on attendance and whether class or other teaching activities can be made up at an alternative time to ensure that the course requirements have been met. Students requesting long periods of absence will be required to take leave and attempt the course later.

- The nature of the assessment and whether an alternative mechanism is available to meet the assessment requirement. This may include extension of a deadline for submission of an assignment or sitting an examination at a later time. As a rule, additional examinations cannot be held and a student would be required to sit a missed examination when supplementary or later rounds are being conducted. This may delay a student's progress.

Approval will not be granted if alternative arrangements for meeting attendance or assessment requirements cannot be made.

Approval will also depend on the student's academic performance and will not be granted if disruption to the student's progress would be considered disadvantageous.

### ***Obtaining permission to attend extra-curricular activities***

Approval to be absent from a course for one week or more, or when the 80% attendance rule may be contravened, must be obtained from the Course Convenor. Students must contact the Course Convenor as early as possible to ensure that alternative arrangements can be made.

Late requests are unlikely to be approved, as alternate arrangements cannot be made without sufficient notice. If temporary absence from a course is approved, the student must inform the School of Medical Sciences student advisor ([Carmen Robinson](#)).

The School of Medical Sciences will not consider financial consequences to students (e.g. loss of registration fees for conference, loss of grant) if students have already made arrangements to attend extra-curricular activities without approval.

[HTTP://MEDICALSCIENCES.MED.UNSW.EDU.AU/SITES/DEFAULT/FILES/EXTRA-CURRICULARACTIVITIESSSOMS.PDF](http://MEDICALSCIENCES.MED.UNSW.EDU.AU/SITES/DEFAULT/FILES/EXTRA-CURRICULARACTIVITIESSSOMS.PDF)

### **EQUITY AND DIVERSITY ISSUES: [STUDENTEQUITY.UNSW.EDU.AU](http://STUDENTEQUITY.UNSW.EDU.AU)**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of their course, or with the SEADU (Student Equity and Disability Unit) Officer: 9385 4734 or [SEADU@UNSW.EDU.AU](mailto:SEADU@UNSW.EDU.AU)

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

### **GRIEVANCE OFFICER**

If you have any problems or grievances with the course you should, in the first instance, consult the Course Organiser or the Head of Department. If the grievance cannot be resolved in this way, you should contact the SoMS Grievance Officer, Dr Priti Pandey ([P.PANDEY@UNSW.EDU.AU](mailto:P.PANDEY@UNSW.EDU.AU)), Room 214, Second Floor, Wallace Wurth building. Please make an appointment.

## RESOURCES FOR STUDENTS

**Moodle:** [MOODLE.TELT.UNSW.EDU.AU](http://MOODLE.TELT.UNSW.EDU.AU)

Information about the course and a number of electronic study resources can be accessed via the UNSW Moodle learning management system. You can also access the system via [MYUNSW](http://MYUNSW). Support materials are located at [STUDENT.UNSW.EDU.AU/MOODLE-SUPPORT](http://STUDENT.UNSW.EDU.AU/MOODLE-SUPPORT)

Lecture notes, access to your grades, course documents (such as this document), and reference material can be found on the course Moodle site. Communication with the tutors and your groups and teams can also be done there. Please see the course authority if you cannot access this course via Moodle.

### Echo360

Echo 360 provides digital audio-visual recordings of lectures that can be accessed via streaming media over the web or as a podcast. Links are provided via Moodle. **Please note that this is not guaranteed as from time---to---time we expect (from past experience) that there will be some IT issues with these.**

**UNSW Library:** [LIBRARY.UNSW.EDU.AU](http://LIBRARY.UNSW.EDU.AU)

The University Library provides a range of services to assist students in understanding how to identify what information is required for assignments and projects; how to find the right information to support academic activities; and how to use the right information most effectively.

[ELISE](#) (short video introduction) will help you get started using the Library resources,

Many items (books and journal articles) set as recommended reading for courses may be located in **Reserve**, which is on Level 2 of the Main Library. Some journal articles may be available in electronic format via links in the Resources section on Moodle.

The **Anatomy Museum** is located on the ground floor of the Wallace Wurth East. The museum contains a variety of bottled anatomical dissections. Please do not remove museum jars from shelves. The museum also contains computers loaded with Anatomy software and Internet access. Access to the museum is by swipe card and is restricted to only anatomy students, between 8.30 a.m. and 5.30 p.m. Monday to Friday. NO photography is allowed in the Anatomy Museum.

Rooms G16/G17 in Wallace Wurth East contain computers with a variety of anatomical software, and can be used to access the **Virtual Adaptive Anatomy Tutorials** (VAnATs). Access to this laboratory is by student swipe card only. Students may use them, provided the rooms are not required for other classes.

Additional materials are listed at

[MEDICALSCIENCES.MED.UNSW.EDU.AU/STUDENTS/UNDERGRADUATE/LEARNING-RESOURCES](http://MEDICALSCIENCES.MED.UNSW.EDU.AU/STUDENTS/UNDERGRADUATE/LEARNING-RESOURCES)

## HEALTH & SAFETY GUIDELINES

Generic safety rules for UNSW can be found at: [SAFETY.UNSW.EDU.AU](http://SAFETY.UNSW.EDU.AU) and for the School of Medical Sciences at [MEDICALSCIENCES.MED.UNSW.EDU.AU/STAFF/STAFF/HEALTH-SAFETY](http://MEDICALSCIENCES.MED.UNSW.EDU.AU/STAFF/STAFF/HEALTH-SAFETY)

See the document **DISSECTING ROOM RULES (SOMS HEALTH & SAFETY)** for specific guidance on working in the Dissecting Room and with prosected material.