



UNSW
AUSTRALIA

Medical Sciences
Medicine

Department of Anatomy

ANAT 3131

**FUNCTIONAL ANATOMY OF
HEAD, NECK AND BACK**

Semester 2, 2016

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)

1. Course Information

Year of Delivery	2016			
Course Code	ANAT3131			
Course Name	Functional Anatomy of Head, Neck and Back			
Academic Unit	School of Medical Sciences			
Level of Course	3 rd UG			
Units of Credit	6 UOC			
Session(s) Offered	S2			
Assumed Knowledge, Prerequisites or Co-requisites	ANAT2111 or ANAT1551 or ANAT1521 or a minimum of a credit in ANAT2511			
Hours per Week	5HPW: 2h lecture, 2h laboratory practical & 1h tutorial or online activities			
Number of Weeks	12 weeks			
Commencement Date	Week 1, Tue the 25 th July			
Summary of Course Structure (for details see 'Course Schedule')				
Component	HPW	Time	Day	Location
Lectures				
Lecture 1	1	3-4pm	Monday	Wallace Wurth, WW LG03
Lecture 2	1	4-5pm	Monday	Wallace Wurth, WW LG03
Laboratory classes	2			
Lab – Option 1		10am-12pm	Thursday	Wallace Wurth, 101E (Dissect) (K-C27-101E)
Lab – Option 2		12-2pm	Thursday	Wallace Wurth, 101E (Dissect) (K-C27-101E)
Tutorials OR online studies	1	11-12pm	Wednesday	Wallace Wurth, G06-07
TOTAL	5			
Special Details	<ul style="list-style-type: none"> • There will be two practical spot tests (in weeks 7 and 13) • Laboratory coat and enclosed leather shoes are required for the practicals • Access to Moodle using electronic devices during practicals/tutorials is required 			

2. Course Staff

Staff	Name	Contact Details	Consultation Times
Course Convenor	<i>Dr Irina Dedova</i>	i.dedova@unsw.edu.au	<i>By appointment</i>
Course Co-convenor	<i>Dr Priti Pandey</i>	p.pandey@unsw.edu.au	<i>n/a</i>
Co-lecturers	<i>Dr Nalini Pather</i>	n.pather@unsw.edu.au	<i>n/a</i>

3. Course Details

Course Description	<p>The course aims to provide a detailed understanding of the anatomy of the head, neck and vertebral column and the principles underpinning function including an understanding of the functional aspects of the cranial nerves, and relevant muscle and joint movement.</p> <p>Lectures focus on the anatomy of the head and neck (the arrangement of structures, innervation and function, functional anatomy of cranial nerves and basics of trunk movements. This is correlated to clinical case applications and surface anatomy.</p> <p>Laboratory classes involve the study of prosected and plastinated specimens, models, medical images and surface anatomy. Practical focus of tutorials and online tools is on the anatomy of the structures of the head, neck and vertebral column using the applications of clinical and nerve lesion cases and muscle conditioning.</p>
Course Aims	<ol style="list-style-type: none"> 1. provide students with an understanding of the anatomy of the head, neck and vertebral column; 2. develop students understanding of the functional principles underpinning joint movements and muscle actions of the head, neck and vertebral column; 3. develop students understanding of the anatomy of the cranial nerves and their function, and the anatomical principles underlying cranial nerve lesions; 4. develop students understanding of the ways in which structure and function of muscle and joints relates to human movement; 5. provide students with an understanding of the anatomical basis for the functioning of the head & neck.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. demonstrate a thorough knowledge of the functional anatomy of the head, neck and vertebral column; 2. apply anatomical knowledge in evaluating movement of the axial skeleton; 3. appreciate the link between functional anatomy and biomechanics of movement; 4. demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; 5. demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column; 6. demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains; 7. demonstrate a capacity to engage in independent and reflective learning; 8. apply multi-dimensional learning to the living human being in a state of health, injury and disease.

Graduate Attributes Developed in this Course		
Science Graduate Attributes	Select the level of FOCUS 0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR	Activities / Assessment
Skills involved in scholarly enquiry	3	<ul style="list-style-type: none"> a) demonstrate a thorough knowledge of the functional anatomy of the head, neck and vertebral column; b) apply anatomical knowledge in evaluating movement of the axial skeleton; c) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; d) demonstrate a capacity to engage in independent and reflective learning; e) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
In-depth engagement with the relevant disciplinary knowledge	3	<ul style="list-style-type: none"> a) demonstrate a thorough knowledge of the functional anatomy of the head, neck and vertebral column; b) apply anatomical knowledge in evaluating movement of the axial skeleton; c) appreciate the link between functional anatomy and biomechanics of movement; d) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; e) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column.
Capacity for analytical and critical thinking and for creative problem-solving	3	<ul style="list-style-type: none"> a) appreciate the link between functional anatomy and biomechanics of movement; b) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; c) demonstrate a capacity to engage in independent and reflective learning; d) apply multi-dimensional learning to the living human being in a state of health, injury, disease.
Ability to engage in independent and reflective learning	3	<ul style="list-style-type: none"> f) appreciate the link between functional anatomy and biomechanics of movement; g) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; h) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column; i) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains; j) demonstrate a capacity to engage in independent and reflective learning; k) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
Information literacy the skills to appropriately locate, evaluate and use relevant information	2	<ul style="list-style-type: none"> a) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; b) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column; c) demonstrate a capacity to engage in independent and reflective learning; d) apply multi-dimensional learning to the living human being in a state of health, injury and disease.

Capacity for enterprise, initiative and creativity	2	<ul style="list-style-type: none"> a) apply anatomical knowledge in evaluating movement of the axial skeleton; b) appreciate the link between functional anatomy and biomechanics of movement; c) demonstrate a detailed knowledge of the anatomy of the cranial nerves and anatomical principles underlying cranial nerve lesions; d) demonstrate sound knowledge of the surface/living and radiological anatomy of the head, neck and vertebral column; e) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains; f) demonstrate a capacity to engage in independent and reflective learning; g) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
Appreciation of, and respect for, diversity	1	<ul style="list-style-type: none"> a) demonstrate a capacity to engage in independent and reflective learning; b) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
Capacity to contribute to, and work within, the international community	1	<ul style="list-style-type: none"> a) appreciate the link between functional anatomy and biomechanics of movement; b) demonstrate a capacity to engage in independent and reflective learning; c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
Skills required for collaborative and multi-disciplinary work	2	<ul style="list-style-type: none"> d) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains; e) demonstrate a capacity to engage in independent and reflective learning; f) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
Appreciation of, and a responsiveness to, change	1	<ul style="list-style-type: none"> a) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains; b) demonstrate a capacity to engage in independent and reflective learning; c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.
Respect for ethical practice and social responsibility	2	<ul style="list-style-type: none"> a) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains.
Skills of effective communication	2	<ul style="list-style-type: none"> a) apply anatomical knowledge in evaluating movement of the axial skeleton; b) demonstrate practical lab skills in anatomy and an appreciation of the ethics of working with human remains; c) apply multi-dimensional learning to the living human being in a state of health, injury and disease.

Major Topics (Syllabus Outline)	This unit will cover detailed functional and applied anatomy of the head, neck and vertebral column, including cranial nerves, cervical plexus and major arteries and veins, lymphatic drainage, skull, major viscera, oral and nasal cavities and orbits, clinical and functional aspects of the neck and head joints and movements.
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4. Rationale and Strategies Underpinning the Course

<p>Teaching Strategies</p>	<p>Student interaction and engagement with the content of the course underpins all learning activities. Students are initially introduced to the anatomical region in the form of lectures incorporating multimedia-learning tools. With this knowledge in hand, students engage in learning activities during the laboratory sessions and tutorial activities where the teacher/tutor guides the student and encourages each student to actively participate in their learning. Students are always encouraged to question, observe and share knowledge and experiences that help their learning and that of their peers. The anatomy laboratory is wonderful and fascinating environment for discovery and students are given every opportunity to explore the cadaveric specimens, participate in active discussions and find answers for themselves. Learning activities during tutorials and practicals emphasise and encourage self-directed learning.</p>
<p>Rationale for learning and teaching in this course</p>	<p>Lectures are used to present relatively large amounts of information within a given time on specific topics throughout the course. Lectures provide a preliminary overview of the region that is being studied. They will focus on:</p> <ol style="list-style-type: none"> arrangement and anatomy of the structures in the head and neck; arrangement of the musculoskeletal elements that underpins the movement of the joints in the head, neck and vertebral column; functional anatomy of the cranial nerves; aspects relevant to clinical situations as well as surface and radiological anatomy will also be addressed. <p>Laboratory sessions complement the lectures. The purpose of the practical components is to give students first-hand experience of the content covered. The laboratory sessions allow student to explore the anatomy of the regions including the functional mechanism of joints and the factors that stabilise it. Access to the anatomy laboratory is an awesome privilege and an essential part of reinforcing learning with first-hand exploration of human specimens. These sessions are conducted in small groups and involve active learning by studying human bones, prosected and plastinated specimens, models and radiographs. It is the student's responsibility to make sure that all the aims and activities for that laboratory class is fully understood at the end of the session. Tutorials provide a more informal learning environment than a lecture. Sessions are structured to encourage student participation in activities and discussions designed to enhance learning. The student will benefit most with some preparation prior to attending the session is done. The focus of the tutorials in this course will be to apply the principles of functional and clinical anatomy of head, neck and vertebral column. These tutorials will be supported with video and other online resources.</p> <p>Independent studies There is insufficient time in the lectures, tutorials and practicals to develop a deep understanding of the concepts covered in this course. In order to achieve the learning outcomes that will be assessed, the student will need to revise the material presented in the course regularly. Additional reading beyond the lecture materials is encouraged in order to learn effectively. Relevant additional resources, including textbook chapters, will be cited in lecture and practical sessions.</p> <p>Assessments These tasks have been chosen as tools to enhance and guide your learning as well as a way of measuring performance, and are therefore a central teaching strategy in this course.</p>
<p>Feedback</p>	<p>This is a challenging course. The course conveners will endeavor to make this course interesting, relevant and a rewarding learning experience for you. Problem based questions have been included at the end of each practical in your course manuals – you are encouraged to work through these to provide yourself with feedback on your progress through the course. During the practical sessions, you will also have an opportunity to try some practice spot-test-style questions. Answers for these will be provided as feedback to you on your progress. The continuous assessment MCQ and adaptive tutorials are designed to give you continuous feedback on your progress. Answers to these will also be discussed immediately following the assessment. In addition, the virtual adaptive anatomy tutorials will be made available via a link in Moodle. These will provide you with immediate feedback and are to be used as a formative assessment tool.</p>

5. Course Schedule

Week	Date	Time	Venue	Activity
1 25 Jul	Mon, 25 Jul	3-4 pm	WW LG03	Lecture: Introduction
	Mon, 25 Jul	4-5 pm	WW LG03	Lecture: Vertebral column and Back 1
	Wed, 27 Jul	11-12 pm	WW, G06-07	NO TUTORIAL
	Thu, 28 Jul	10-12 or 12-2pm	WW, 101E	Lab 1: Vertebral column and Back 1
2 1 Aug	Mon, 1 Aug	3-4 pm	WW LG03	Lecture: Vertebral column and Back 2
	Mon, 1 Aug	4-5 pm	WW LG03	Lecture: Vertebral column and Back 3
	Wed, 3 Aug	11-12 pm	WW, G06-07	<i>Tutorial 1</i>
	Thu, 4 Aug	10-12 or 12-2pm	WW, 101E	Lab 2: Vertebral column and Back 2
3 8 Aug	Mon, 8 Aug	3-4 pm	WW LG03	Lecture: Skull
	Mon, 8 Aug	4-5 pm	WW LG03	Lecture: Face
	Wed, 10 Aug	11-12 pm	WW, G06-07	<i>Tutorial 2</i>
	Thu, 11 Aug	10-12 or 12-2pm	WW, 101E	Lab 3: Skull and Face
4 15 Aug	Mon, 15 Aug	3-4 pm	WW LG03	Lecture: Mastication 1
	Mon, 15 Aug	4-5 pm	WW LG03	Lecture: Mastication 2
	Wed, 17 Aug	11-12 pm	WW, G06-07	<i>Tutorial 3</i>
	Thu, 18 Aug	10-12 or 12-2pm	WW, 101E	Lab 4: Mastication
5 22 Aug	Mon, 22 Aug	3-4 pm	WW LG03	Lecture: Neck region 1
	Mon, 22 Aug	4-5 pm	WW LG03	Lecture: Neck region 2
	Wed, 24 Aug	11-12 pm	WW, G06-07	<i>Tutorial 4</i>
	Thu, 25 Aug	10-12 or 12-2pm	WW, 101E	Lab 5: Neck
6 29 Aug	Mon, 29 Aug	3-4 pm	WW LG03	Lecture: Neurovasculature 1
	Mon, 29 Aug	4-5 pm	WW LG03	Lecture: Neurovasculature 2
	Wed, 31 Aug	11-12 pm	WW, G06-07	<i>Tutorial 5</i>
	Thu, 1 Sep	10-12 or 12-2pm	WW, 101E	Lab 6: Neurovasculature
7 5 Sep	Mon, 5 Sep	2-5 pm	WW, 101E	Revision for Spot Test 1
	Wed, 7 Sept	11-12 pm	WW, G06-07	<i>Tutorial 6</i>
	Thu, 8 Sep	TBC	WW, 101E	SPOT TEST 1

8 12 Sep	Mon, 12 Sep	3-4 pm	WW LG03	Lecture: Orbital region 1
	Mon, 12 Sep	4-5 pm	WW LG03	Lecture: Orbital region 2
	Fri, 14 Sept	11-12 pm	WW, G06-07	<i>Tutorial 7</i>
	Thu, 15 Sep	10-12 or 12-2pm	WW, 101E	Lab 7: Orbit, eye and orbital region
9 19 Sep	Mon, 19 Sep	3-4 pm	WW LG03	Lecture: Nose, paranasal sinuses
	Mon, 19 Sep	4-5 pm	WW LG03	Lecture: Ear
	Wed, 21 Sep	11-12 pm	WW, LG02	Lecture: Oral region 1
	Thu, 22 Sep	10-12 or 12-2pm	WW, 101E	Lab 8: Nose and Ear
26 Sep – 2 Oct: MID-SESSION BREAK				
10 3 Oct	Mon, 3 Oct Public Holiday			
	Wed, 5 Oct	11-12 pm	WW, G06-07	Lecture: Oral region 2
	Thu, 6 Oct	10-12 or 12-2pm	WW, 101E	Lab 9: Oral region
11 10 Oct	Mon, 10 Oct	3-4 pm	WW LG03	Lecture: Pharynx
	Mon, 10 Oct	4-5 pm	WW LG03	Lecture: Larynx
	Wed, 12 Oct	11-12 pm	WW, G06-07	<i>Tutorial 8</i>
	Thu, 13 Oct	10-12 or 12-2pm	WW, 101E	Lab 10: Pharynx and Larynx
12 17 Oct	Mon, 17 Oct	3-4 pm	WW LG03	Lecture: Cranial nerves 1
	Mon, 17 Oct	4-5 pm	WW LG03	Lecture: Cranial nerves 2
	Wed, 19 Oct	11-12 pm	WW, 101E	<i>Tutorial 9</i>
	Thu, 20 Oct	10-12 or 12-2pm	WW, 101E	Lab 11: Cranial nerves
13 24 Oct	Mon, 24 Oct	2-5 pm	WW LG03	Revision for Spot Test 2
	Wed, 26 Oct	11-12 pm	WW, G06-07	<i>Tutorial 10</i>
	Thu, 27 Oct	TBC	WW, 101E	SPOT TEST 2
EXAMINATION PERIOD				

6. Assessment Tasks and Feedback

Task	Knowledge & abilities assessed	% of total mark	Date of		Feedback		
			Release	Submission	WHO	WHEN	HOW
Spot Test 1	This is a lab-based assessment on identification of structures and related theory and application questions. This test is aligned with course aims 1-5 and student learning outcomes 1-8.	18	Week 7	Week 7	Course convenor	Week 7	Marks & informal online comments as well as in person by appointment
Spot Test 2	This is a lab-based assessment on identification of structures and related theory and application questions. This test is aligned with course aims 1-5 and student learning outcomes 1-8.	18	Week 13	Week 13	Course convenor	Week 13	Marks & informal online comments as well as in person by appointment
Continuous assessment	Regular short lab/tutorial-based and/or online multiple choice quizzes, adaptive tutorials & team-based problem solving tasks to assess students' comfort with the anatomy of the areas covered. Quizzes & adaptive tutorials are based on the course aims 1-5 and student learning outcomes 1-8.	19	weekly MCQ-based quizzes; PBL tasks and adaptive tutorials; research-focused team based project	Quizzes; Problem-solving tasks and Adaptive tutorials – weekly Team project – throughout semester with deadlines TBA	Course convenor & peers	Immediate and at the completion of the Project	Marks & informal peer-reviewed comments in the class; Convenor informal feedback on Moodle
Final examination	This examination is based on the entire content of the course. It will encompass the course aims and student learning outcomes specified above.	45	Examination period	Examination period	Course convenor	As per timetable	Students receive their individual marks and a summary of the marks of the cohort. Students may discuss their performance in person by appointment

7. Resources, Support and Equipment

Text Books	<ul style="list-style-type: none"> Clinically oriented anatomy; 7th Ed; Moore K.L., Dalley A.F. & Agur A.M.R; Lippincott Williams & Wilkins 2014 Gray's Anatomy for students; Drake, R.L., Vogl, W. & Mitchell, A.W.M.; Elsevier /Churchill Livingstone: Philadelphia London 2009 – available online <p>Books are available from the bookshop & the UNSW library.</p>
Course Manual	A course manual will be made available to the students in print and online
Software	<ul style="list-style-type: none"> Acland's Video Atlas of Human Anatomy (aclandanatomy.com) by Wolters Kluwer, Lippincott Williams & Wilkins) free access is available via UNSW Library
Additional Readings	<ul style="list-style-type: none"> Color atlas of anatomy. A photographic study of the human body. 7th ed. Rohen J.W., Yokochi C., Lutjen-Drecoll E.; Lippincott Williams & Wilkins; 2011 Atlas of human anatomy. 5th ed. Netter F.H.; Saunders Elsevier; 2010 Human anatomy. Color atlas and textbook. 5th ed; Gosling J.A. et al; Mosby Elsevier, 2008
Study Spaces	<ul style="list-style-type: none"> Library can be used for on-campus studies Anatomy museum (ground floor of Wallace Wurth East; swipe card entry) provides specimens, Anatomy software and Internet access Wallace Wurth East G16/G17 (swipe card entry) computers with a variety of anatomical software including Virtual Adaptive Anatomy Tutorials Museum of Human Disease medalsciences.med.unsw.edu.au/students/disciplines/anatomy
Moodle	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. Support materials are located at student.unsw.edu.au/moodle-support . Lecture notes, access to your grades, course documents and learning activities can be found on Moodle. Communication with the tutors and your groups and teams can also be done there.
Library	library.unsw.edu.au The Library has a collection of anatomical models available for studies
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.
Additional materials	medalsciences.med.unsw.edu.au/students/undergraduate/learning-resources
Equipment Required	Laboratory coat and enclosed shoes are required to be worn in the laboratory during practical classes. Disposable gloves will be provided.

8. Course Evaluation and Development

Annual review of the course is done via student evaluation and feedback using the UNSW Course and Teaching Evaluation and Improvement (CATEI) process on course, lecturers, and tutors. An anonymous student feedback surveys during lectures/tutorials is also obtained during the course. This helps to address difficulties and issues as they arise. Student feedback is taken seriously and continual improvements of the course. Regular continued feedback will also be obtained from all academic staff teaching in the course.

Mechanisms of Review	Review Date	Comments or Changes Resulting from Reviews
Major Course Review	2012	This course has been created to meet the demands of UNSW Graduate Outcomes for corresponding Programs and based on the previous feedback from students in relation to the similar course.
CATEI	2013	This course was offered for the first time after a major review. Therefore there were no previous evaluations available.
CATEI and informal feedback	2014	<ol style="list-style-type: none"> 1. Course content: minor revision and improved flow of the topics. 2. Assessment: MCQ-based quizzes were introduced at the beginning of each practical ('help braking information load); quiz themes included not only current but also previous topics ('helps understanding and remembering'); the majority of students were in favor of Spot Test 2 placed in Week 13. 3. Adaptive tutorials have been introduced to support blended learning. 4. The laboratory manual was revised for: (a) typos; (b) improved layout and clarity; (c) to include diagrams; (d) avoid fill in spaces. 5. Practice Exercises have been created for each week as were regarded helpful for self-assessment and independent learning. 6. Informal feedback on weekly quizzes and frequently asked questions has been introduced online on weekly basis as students found it very effective.
CATEI and informal feedback	2015	<ol style="list-style-type: none"> 1. Database of MCQ has been created to support weekly quizzes; questions have been revised to improve clarity and to avoid mis-interpretation. 2. Adaptive tutorials introduced in 2014 have been upgraded ('bugs'). 3. New adaptive tutorials are in the process of development due to a high demand; students regard them as an efficient tool to learn. 4. The laboratory manual was improved in layout and clarity, included more diagrams and more space for note taking. 5. Weekly Practice Exercises have been improved in content. 6. Weekly online videos & lists of suggested reading (peer-reviewed clinically-relevant scientific publications) have been updated. 7. Online informal feedback on weekly quizzes and frequently asked questions will be continued as it was highly regarded by students. 8. Spot Tests and Final Examination paper will be updated to reflect an improved content. 9. A mid-semester informal feedback from students will be conducted as it was instrumental in immediate improvements in the course for current students. 10. This course will continue using a team of lecturers (highly regarded by students; 'giving a different perspective'). 11. Campus-based PBL-style tutorials are introduced to allow more even distribution of work load, to enhance collaborative learning, peer feedback and to fully utilize resources available on campus.
CATEI and informal feedback	2016	<ol style="list-style-type: none"> 1. Adaptive tutorials have been revised; new adaptive tutorials introduced. 2. Course Manual was improved (details and layout) according to feedback. 3. Tutorials content was improved in clarity and focus. 4. Research-focused team based assessment is introduced as suggested by the external review.



Student Risk Assessment

Hazards	Risks	Controls
Physical Cold temperature (16°C) Sharp bone/plastic	Cold Penetrating wound of foot	<ul style="list-style-type: none"> Wear laboratory coat over appropriate warm clothing Wear enclosed shoes with full coverage of the dorsum of the foot Have appropriate immunisation Do not eat, drink or smoke in the Dissecting Room Do not place anything (e.g. pens, pencils) into your mouth Use disposable gloves when handling wet specimens and do not cross-contaminate models or bones with wet specimens Always wash hands with liquid soap and dry thoroughly with disposable paper towel before leaving Low concentrations of chemicals used Chemicals used in well ventilated area Safety Data Sheets for chemicals available in the laboratory
Biological Fungi, bacteria (tetanus), hepatitis B and C	Infection	
Chemical Formaldehyde Methanol 2-phenoxyethanol	Corrosive/ Flammable Irritant/toxic Irritant	

Personal Protective Equipment required

 Closed in Footwear	 Lab. Coat	 Gloves	
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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

- 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.
- Replace stools under the tables in your cubicle.
- Remove your gloves and dispose in the biowaste bins provided.
- Wash your hands and instruments thoroughly with the soap provided and dry your hands with the paper towel.
- Remove your laboratory coat when you leave the dissecting room.

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: