

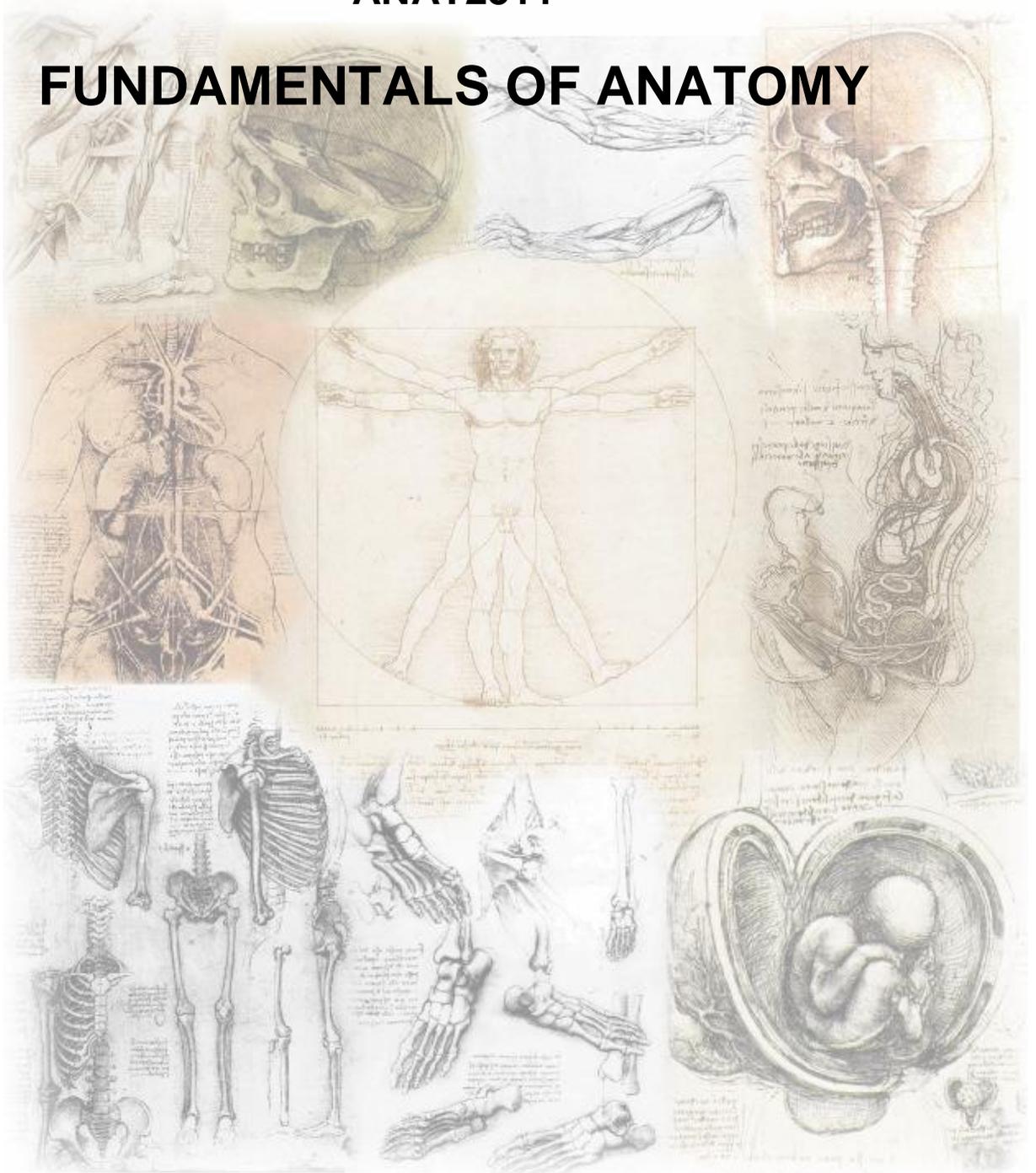


UNSW
AUSTRALIA

Medical Sciences
Medicine

ANAT2511

FUNDAMENTALS OF ANATOMY



Semester 1, 2016
Course Outline

CRICOS Provider Code 00098G

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It is your responsibility to make sure that you read and sign the Student Risk Assessment Form included in this outline before you attend your first prac in the dissecting room. Keep the signed form in your prac manual and bring it to classes with you. It is not necessary to give it to your tutor or Course Convenor.

Please read this 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)

ANAT2511 COURSE INFORMATION

Course Staff

Course Convenor: Dr Nalini Pather
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Email: N.Pather@unsw.edu.au

Co-convenor: Patrick de Permentier
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Email: P.dePermentier@unsw.edu.au

If you would like an appointment with the teaching staff, please arrange this via email.

Units of Credit and Hours of Study

This course is worth six units-of-credit (6 UOC).

This is a blended learning course (i.e. has both face-to-face and online learning activities) and consists of 7 hours per week of scheduled learning activities. These comprise two hours of lectures, two two-hour practical laboratory or team-based learning sessions, and at least one hour of an online activity each week.

Students are expected to attend all scheduled learning. Please note that for a 6 UOC course, UNSW recommends 150 hours of study and learning activities. The scheduled learning activities in this course consists of approximately 84 hours throughout the semester and students are expected to contribute the remaining number of hours in self-directed learning and study.

What is Anatomy?

Anatomy is derived from the Greek words 'ana' (meaning to *separate, apart from*), and 'temnein' (meaning to *cut up, cut open*). Anatomy, therefore, is the study of body structure or morphology. Anatomy is one of the earliest of the medical sciences and has a colourful and prestigious recorded history that spans some 4000 years, with the earliest documents found in Egypt (the Edwin Smith Papyrus, dated 1600BC).

Many of the earliest known medical scientists and physicians were devoted to understanding anatomy including the Greek physician Hippocrates (460-377BC) who first discovered the tricuspid valve of the heart. This was around the same time that cadavers were first used in anatomical research by Herophilos and Erasistratus in Alexandria, Egypt (4BC) and when the Sushruta Samhita, an Ayurvedic medical text including detailed anatomy descriptions was compiled in India. But by far the most notable of the early anatomists is Galen (2AD) who also compiled much of the anatomical knowledge known to date into what is probably **the** first anatomy textbook that reigned unchallenged for almost 1500 years - most of this text was destroyed during the Dark Ages.

Anatomy really flourished around the 17th and 18th centuries largely due to the invention of the printing press that facilitated the exchange of ideas. Because anatomy was based on observations and drawings, the best anatomists were usually excellent artists (*au fait* with Latin) who attended dissections and published their drawings for money – these included, Michelangelo, Rembrandt and Da Vinci.

Today, anatomy is the bedrock of medicine and of an array of allied health disciplines. Anatomical research today is diverse and focuses on understanding anatomical function from that of a single cell to through to the inter-relation of systems and function, biomechanics and movement, and embryology and development. This is done via techniques in cell and molecular biology, dissection as well as the use of clinical and radiological techniques.

Exposure to cadaveric specimens is the cornerstone of this course and will provide you with an appreciation of the anatomy of the musculoskeletal system and its adaptation to function.

Course aims

This course is designed as a stand-alone subject for students who will benefit from knowledge of basic anatomy.

The aim of this course is to provide students with an understanding of the structural organization of the human body at a gross (macroscopic) and histological (microscopic) level, i.e. the position, form and structure of organs and 'systems'. The course is designed to provide an understanding of the human body that underpins its functioning and medical and biomedical engineering designs. The course provides an overview of the structure of the major components of each of the body systems, and includes an overview of the microscopic structure of its tissues. The course is strengthened by an emphasis on the relationship between structure and function. In addition, students will gain familiarity with anatomical and medical terminology and their meanings.

Students are provided the opportunity to appreciate and value the medical sciences especially anatomy and at the end of the course, to leave with an increased sense of awareness and value of the human body and improved capacity to make informed decisions regarding health.

Student learning outcomes

The course focuses on the most important organ systems (musculoskeletal, respiratory, cardiovascular, nervous, digestive, reproductive and sensory organs). At the end of the course, the student will be able to appreciate the structure of the above systems and how this structure optimises the organ functioning. Recent advances in medical and biomedical engineering research related to anatomy will also be discussed.

Student engagement particularly through the gross anatomy practicals will equip them to be able to identify the anatomical features of each of these systems on dissected human specimens, bones and models, as well as applying these to discussion of functional and applied aspects of the body system. Histology practicals focus on the identification of cells and tissues, viewed by virtual microscopy images of real tissue, again with consideration of their functions.

Through the team based learning activities, students will also develop written and oral skills in scientific communication, and the ability to peer-review and evaluate scientific writing and presentations.

Teaching Rationale and Strategies

Student learning and engagement with the content of the course underpins all learning activities. Students are initially introduced to concepts in the form of interactive lectures incorporating multimedia-learning tools. With this knowledge in hand, students engage in learning activities during the laboratory sessions 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 a 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.

In this course student also engage in team-based-learning during the practical and tutorial sessions of the course, and through the compulsory team assignment for this course. Students will be allocated

into teams for this component. Learning how to learn, work, interact, and collaborate in a team is essential for success in future career environments. In addition, there is strong evidence that team based learning supports greater student engagement and longer retention of knowledge.

Lectures – This approach is used to present essential concepts and theoretical details on specific topics throughout the course. Lecture notes will be available online (see below in COURSE RESOURCES section) prior to or after each lecture, so you should be able to think about and develop an understanding of the lecture concepts as they are presented, rather than writing voluminous notes. However, there will be information and explanations presented in lectures in addition to those covered in the notes that you should take down if they help you to understand the material. The lecturer will also try to allow some time for interaction and activities in each lecture to provide you with an opportunity to clarify or reinforce the ideas that have been presented. You should take these opportunities to think about the information that has been presented and ask questions to enhance your understanding.

Laboratory practicals – The purpose of the practical sessions is to give students first-hand experience of the content covered. The anatomy laboratory is the best resource to learning anatomy and is a wonderful place of privilege, discovery and discussion. The gross anatomy laboratory sessions are small group sessions that allow students to explore prosected (professionally dissected) specimens of the human cadaveric material. Although, the tutor is present to guide you through the activities in these sessions, these sessions are meant to be led by students working in groups of 3-4. In the histology laboratory, a tutor will demonstrate features systematically on virtual (online) slides. The function of structures will also be discussed. You will be given adequate time to navigate through the virtual slides on your own or with a friend. Additional tutors will be available to respond to queries or provide additional details and explanations.

Virtual Anatomy Adaptive Tutorials (VAnAT) – The VAnAT will be made available to students periodically via a link in Moodle during this course. These are virtual tutorials based on high quality images of prosected specimens. The tutorials are a series of interactive questions based on applying the content covered in lectures and laboratory sessions, and are a useful resource in consolidating and revised course content. Sessions are structured to encourage student participation in these activities and to enhance your learning. You will benefit most if you undertake these tutorials consistently. Some of these tutorials will also be done during allocated time within the course timetable. The focus of these tutorials will be to apply the principles of anatomy to function.

Independent study – There is insufficient time in the lectures, tutorials and practicals for you to develop a deep understanding of the concepts covered in this course. In order for you to achieve the learning outcomes that will be assessed, you will need to revise the material presented in the course regularly. You will probably also need to do additional reading beyond the lecture materials in order to learn effectively. Relevant additional resources, including textbook chapters, will be cited in lecture and practical sessions.

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.

Course Structure and Attendance

It is strongly recommended that students attend all lectures as they provide the basis for the practical and subsequent classes. In order to satisfy the requirements of the course you are expected to attend **at least 80% of practical classes** and failure to do so (without good reason) may result in a fail.

Lectures	Tutorial	Lab
Mondays	Wednesdays	Thursdays
9h00-10h00: Webster Theatre B	15h00-16h00 Matthews 102	9h00-11h00 OR 11h00-13h00 WW101(Anatomy Lab)
11h00-12h00: Colombo Theatre C		

Recommended Texts and other Resources

See also [Learning Resources](#).

Recommended Text

Any one of the following textbooks are recommended for the course:

- Marieb, Mallat & Wilhelm (2011). **Human Anatomy: International Edition**. 6th ed., Pearson Benjamin Cummings. Format Pack. ISBN 9780321753267, ISBN10 0321753267
- Tortora, G.J., & Derrickson B. (2010). **Introduction to the Human Body - The Essentials of Anatomy & Physiology**. 8th ed., John Wiley and Sons Inc. ISBN 978-0-470-23016-9.
- Tortora, G.J., & Nielsen M.T. (2014). **Principles of Human Anatomy**. 13 ed., John Wiley and Sons Inc. ISBN 978-1-118-34499-6

Other additional useful texts:

- Tank P.W. and Gest T.R. (2009) **Atlas of Anatomy**. Lippincott, Wilkins and Williams
- Hull, Kerry **Colouring Atlas of the Human Body**, Lippincott, Wilkins and Williams ISBN-13: 978-0-7817-6530-5
- Young, B., Lowe, S., Stevens, A. and Heath, J.W., **Wheater's Functional Histology: A Text and Colour Atlas**, 5th ed., Churchill Livingstone, 2006. ISBN -13:9780443068508.

Online Resources

- Basic and systems virtual histology slides
http://www.neocortex.ch/WebMic_GenOrg/allgspez/WebMicGenOrg.html
- **A Digital Atlas of Electron Microscopy** by Bruechner, University of Kentucky accessed by using the icon on the student computers in G6 and G7 laboratories.
- **Acland's Video Atlas of Human Anatomy**. Wolters Kluwer, LWW. This is available via the UNSW Library Medicine/Anatomy resources.

Revision Facilities

- Anatomy Museum – located on the 1st floor of the Wallace Wurth building. 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 anatomy students only, between 8.30 a.m. and 5.30 p.m. Monday to Friday. NO photography is allowed in the Anatomy Museum.
- Rooms 106 – 108 in the Wallace Wurth Building contain computers with a variety of anatomical software, including the Virtual Microscope. Access to this laboratory is by student swipe card only.
- Histology laboratories (G6/G7) are generally open from about 8.30 a.m. to 5.30 p.m. Monday to Friday. Students may use them during these hours, provided **the rooms are not required for other classes**. Again these are accessible by swipe card only.
- This course also has a series of **Virtual Anatomy Adaptive Tutorials** (V-AnATs) that are useful for revising each week's content.

Assessment

Team based learning	10%
Team based assignment	15%
Mid-term Practical test (Gross Anatomy and Histology)	15 %
Final Practical test (Gross Anatomy and Histology)	20 %
Final Theory exam	40 %

Team based learning

During the first week of the course you will be divided into 4 practical/tutorial groups and each group will be further subdivided teams of 4-5 students each. Each team will have a mixture of abilities and backgrounds. The use of team-based learning is designed to improve your learning experience through the use of individual and team quizzes and peer-teaching in an interactive discussion facilitated by a tutor. Students will work in teams for each practical session.

These quizzes will be based on pre-readings, lectures and practical sessions. You should therefore make every attempt to engage in all the learning situations provided in the course. The quizzes will be distributed at the beginning of selected practical sessions. These quizzes will be attempted individually and the answers submitted to your tutor. The same quiz questions will then be attempted in teams, with each team submitting their consensus answers. The tutor will then facilitate an interactive discussion of each question and provide clarifications on the challenging questions and concepts. The practical session will then continue with the tasks outlined in your course manual and will usually cover the same scope as the quiz.

You will receive a maximum of **2.5%** towards your final course mark for each tutorial quiz, comprising **1.5%** for your individual performance and **1%** for your group's performance. Over the duration of the semester, four of these tutorial/practical sessions will contribute to **10%** of your final marks.

You will receive your group and team allocations by week 2. These teams will also work together on the group project.

To complete the team assignment task, teams will be assigned a topic in week 2 and should:

- Research the topic and understand the topic well
- Understand the underlying anatomy, and its functional and clinical relevance
- produce and submit a 10 minute movie that explains the topic and the underlying anatomy concisely. This will be submitted at the beginning of **Week 9 (2 May 2016)**.
- At the end of Week 10, teams will submit a review (Week 9 and 10) of two assigned movie submissions (a peer review rubric will be provided to assist with this process)
- At the end of Week 11, each individual team member will submit
 - An individual (800 word) reflection on the team assignment and review
 - Individual and team member evaluations (peer evaluation rubrics will be provided)

Marking criteria for this assignment is available on the course Moodle site.

Marks will be deducted for submissions after the deadline.

Enrolment and administrative help

Ms Carmen Robinson and Ms Justine Maguire-Scarvelli are available to help with problems with enrolment and scheduling, and should be the first point of contact for administrative problems. They can be found in the BSB Student Office, Room G27, Ground floor of the BioSciences Building. ph:9385 2464, Email: Carmen.Robinson@unsw.edu.au; j.maguire-scarvelli@unsw.edu.au

Official Communication

All communicate will be via your official UNSW email please see [Advice for Students-Official Communication](#) for more details.

Attendance Requirements

For details on the Policy on Class Attendance and Absence see [Advice for Students](#) and the [Policy on Class Attendance and Absence](#).

Guidelines on extra-curricular activities affecting attendance can be found on the School of Medical sciences Website. <http://medicallsciences.med.unsw.edu.au/sites/default/files/Extra-curricularActivitiesSOMS.pdf>

Attendance at practical classes is compulsory, and must be recorded in the class roll at the start of each class. Arrival more than 15 minutes after the start of the class will be recorded as non-attendance. It is your responsibility to ensure that the demonstrator records your attendance and no discussions will be entered into after the completion of the class. Satisfactory completion of the work set for each class is essential. It should be noted that non-attendance for other than documented medical or other serious reasons, or unsatisfactory performance, for more than 1 practical class during the session may result in an additional practical assessment exam or ineligibility to pass the course. Students who miss practical classes due to illness or for other reasons must submit a copy of medical certificates or other documentation to the course coordinator.

Practical Classes

The practical class is an opportunity for students to develop graduate attribute C by behaving in an ethical, socially responsible and professional manner within the practical class.

Students must take due care with biological and hazardous material and make sure all equipment is left clean and functional. In the interests of safety, special attention should be paid to any precautionary measures recommended in the notes. If any accidents or incidents occur they should be reported immediately to the demonstrator in charge of the class who will record the incident and recommend what further action is required.

For more details see [Advice for Students-Practical Classes](#)

Handwriting

Please see [Student Advice-handwriting](#).

Special Consideration

Please see [UNSW-Special Consideration](#) and [Student Advice-Special Consideration](#)

The supplementary exams for the School of Medical Sciences in Semester 1, 2016 will be held on the 12th, 13th and 14th July, 2016.

If you unavoidably miss any assesment in ANAT2511, you must lodge an application with UNSW Student Central for special consideration. If your request for consideration is granted an alternative assessment will be organised which may take the form of a supplementary exam.

Student Support Services

Details of the available student support services can be found at [Student Advice-Student support services](#).

Appeal Procedures

Details can be found at [Student-Advice-Reviews and Appeals](#)

Academic Integrity and Plagiarism

The [UNSW Student Code](#) outlines the standard of conduct expected of students with respect to their academic integrity and plagiarism.

More details of what constitutes plagiarism can be found [here](#)

Feedback

This is a challenging course. The course convener will endeavour 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 is designed to give you continuous feedback on your progress. Answers to these will be discussed immediately following the assessment. In addition, the virtual adaptive anatomy tutorials will be made available via a link in Blackboard. These will provide you with immediate feedback and are to be used as a formative assessment tool.

Course evaluation and development

From the experience of the course authority and student's feedback in 2015, the following changes were made to this course:

- Virtual Adaptive Anatomy Tutorials (V-AnATs) have been incorporated formally into this course
- The team-based assignment for this course has been revised to incorporate greater flexibility in the nature of the learning resource produced.

Student feedback is welcome and taken seriously. A Course and Teaching Evaluation and Improvement (CATEI) survey will be provided in the final weeks of the course to formally gather student feedback. The feedback received will be used to enhance the course for the future.

There will also be opportunities for representatives from this course to meet with the course convener at regular intervals during the course. This will provide you with an opportunity to discuss (via these reps) how the course is progressing and any issues that have arisen or difficulties in concepts etc. As CATEIs are usually at the end of the course, this student representative panel is an opportunity for issues to be addressed, corrected or amended while the course is still progressing so that it is rewarding and engaging to the current cohort of students.

Ethical behaviour and human remains

A central form of learning in this course is to study prosected (i.e. professionally dissected) human anatomical specimens. These are prepared from the remains of people who have donated their bodies to UNSW so that you and your peers can study the human body. This is an extraordinary generous act of these donors and their families, and is a special and wonderful privilege. Treating these remains with the utmost care and great respect is mandatory and is our responsibility to these donors and their families – it is also a good ethical practice and is mandated by law.

A note of the preparation of anatomical material

In the **gross anatomy** practicals, you will have the privilege of working with dissected human specimens, as well as dried bones, models and radiological images. These dissections are obtained from cadavers, which have been generously bequeathed (donated) to the University, prior to death.

As soon as possible after death, the body is brought to the University where it undergoes a process known as embalming, which involves flushing the blood out of the arterial system and then infusing it with a colourless preserving solution known as formalin.

The specimens are then dissected to show specific anatomical features. Dissected specimens are stored in a preservative solution that does not contain formalin and when needed, is placed on tables for class use. In some cases, dissected specimens are impregnated with a curable polymer in a process known as plastination, which produces dry non-toxic specimens, which have the texture of firm plastic.

Student Risk Assessments

Medicine Teaching Laboratory
Student Risk Assessment



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Gross Anatomy Practical Classes for Medical and Science Students
DOC:PHSL-SRA-S&H-01rev1.1

Hazards	Risks	Control
Physical Cold temperature (16°C) Sharp bone/plastic Biological Fungi, bacteria (tetanus), hepatitis B and C Chemical Formaldehyde Methanol 2-phenoxyethanol	Cold Penetrating wound of foot Infection Corrosive/Flammable Irritant/toxic Irritant	<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 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

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.

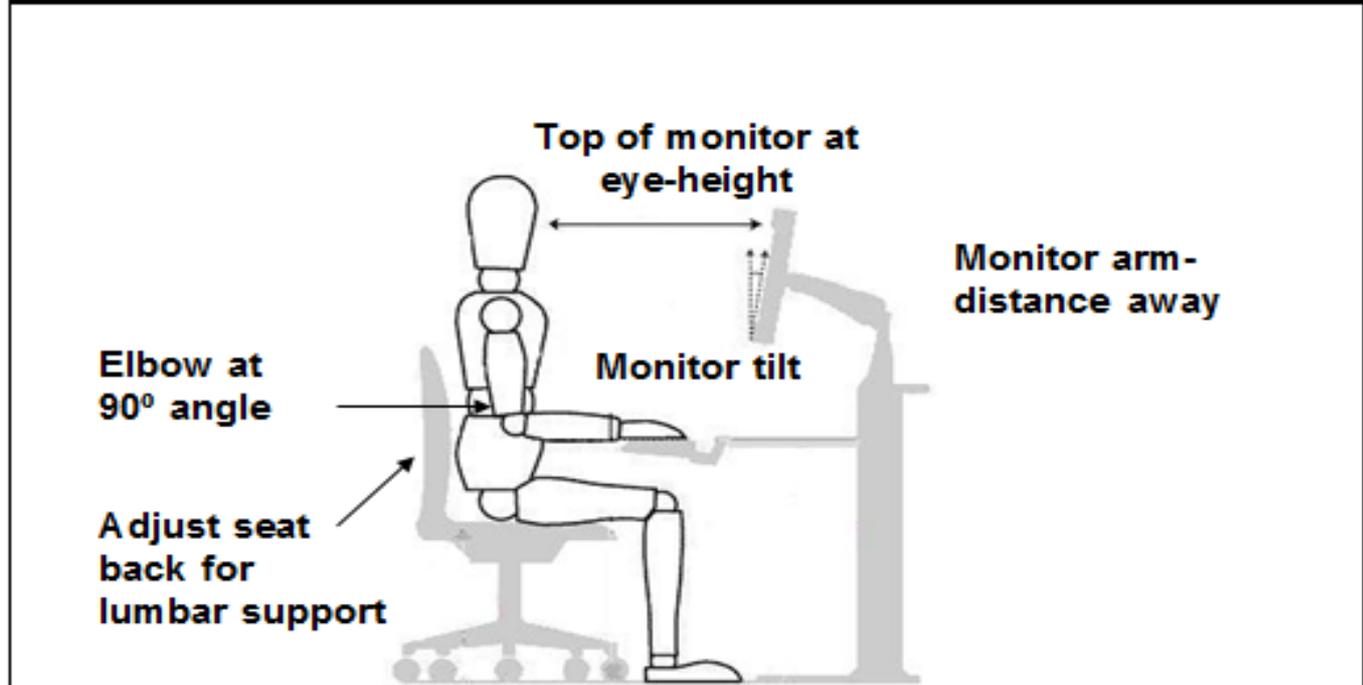
Signature:..... Date:.....

Student Number:.....



Hazards	Risks	Controls=6
Ergonomics	Musculoskeletal pain.	Correct workstation set-up.
Electrical	Electrical shock/fire	Check electrical equipment in good condition before use. All portable electrical equipment tested and tagged.

Workstation set-up



Personal Protective Equipment
Not necessary in these practicals.

Emergency Procedures
In the event of an alarm, follow the instructions of the demonstrator. The initial sound is advising you to prepare for evacuation and during this time start packing up your things. The second sound gives instruction to leave. The Wallace Wurth assembly point is the lawn in front of the Chancellery. In the event of an injury, inform the demonstrator. First aiders and contact details are on display by the lifts. There is a first aid kit in the laboratory and the Wallace Wurth security office.

Clean up and waste disposal
No apparatus or chemicals used in these practicals.

Declaration
I have read and understand the safety requirements for these practical classes and I will observe these requirements.
Signature:..... Date:.....
Student Number:.....

CLASS SCHEDULE

WEEK	DATES	LECTURES Monday: 2-4pm WWLG03		PRACTICAL- MICRO Tuesday: 11am-1pm WWG6/G7	PRACTICAL- MACRO Mondays: 10am-12pm Thursdays: 2-5pm WW101E	ONLINE ACTIVITIES
1	29/02-06/03	Gross Anatomy: Introduction to Anatomy	Gross Anatomy: Skeletal System	Histology Practical 1: Introduction to Histology	Gross Anatomy Practical 1: Introduction to Anatomy & TBL	Tutorial: Systems and functions; eJournal Reflection
2	07/03-13/03	Gross Anatomy: Muscular System	Histology: Basic Tissues	Histology Practical 2: Basic Tissues II	Gross Anatomy Practical 2 Skeleton & Joints	Tutorial: bones and joints
3	14/03-20/03	Gross Anatomy: Nervous System I: Spinal Cord & Nerves	Histology: Bone & Joints	Histology Practical 3: Bone & Joints	Gross Anatomy Practical 3: Muscular System	Virtual Anatomy Tutorial
4	21/03-27/03	Histology: Muscle	Histology: Nervous Tissue	Histology Practical 4: Muscle	Gross Anatomy Practical 4: Spinal Cord & Nerves	Virtual Anatomy Tutorial; eJournal Reflection
MED SESSION BREAK 28 March – 4 April 2016 (Good Friday 25 March 2016; Easter Monday 28 March 2016; ANZAC DAY 25 April 2016)						
5	04/04-10/04	Gross Anatomy: Nervous System II: Brain	Histology: Integumentary System	Histology Practical 5: Nervous tissue	Gross Anatomy Practical 5: Brain	Virtual Anatomy Tutorial
6	11/04-17/04	REVISION		Histology Practical 6: Integumentary System	SPOT TEST 1	eJournal Reflection
7	18/04-24/04	Gross Anatomy: Nervous System III: Eye	Gross Anatomy: Nervous System IV: Ear	TBL: PROJECT	Gross Anatomy: Practical 6: Eye	Virtual Anatomy Tutorial
8	25/04-01/05	ANZAC DAY		Gross Anatomy: Cardiovascular & Respiratory Systems	Gross Anatomy Practical 7: Ear	Virtual Anatomy Tutorial; eJournal Reflection
9	02/05-08/05	Histology: Circulatory System	Histology: Respiratory System	Histology Practical 7: Circulatory System	Gross Anatomy Practical 8: Heart & Great Vessels	FINAL PROJECT SUBMISSION
10	09/05-15/05	Gross Anatomy: Digestive System I	Gross Anatomy: Digestive System II	Histology Practical 8: Respiratory System	Gross Anatomy Practical 9: Respiratory System	Virtual Anatomy Tutorial
11	16/05-22/05	Histology: Digestive System	Histology: Urinary System	Histology Practical 9: Digestive System	Gross Anatomy Practical 10: Digestive System	Virtual Anatomy Tutorial
12	23/05-29/05	Gross Anatomy: Urinary System	Gross Anatomy: Reproductive System	Histology Practical 10: Urinary System	Gross Anatomy Practical 11: Urinary & Reproductive Sys.	Virtual Anatomy Tutorial; eJournal Reflection
13	30/05-05/06	REVISION			SPOT TEST 2	