UNSW SYDNEY | Australia's Global University

Faculty of Medicine
School of Medical Sciences

ANAT2451

FUNCTIONAL ANATOMY OF THE LIMBS

COURSE OUTLINE

SEMESTER 1, 2017

CRICOS Provider Code 00098G

ANAT2451: FUNCTIONAL ANATOMY OF THE LIMBS

*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 medicalsciences.med.unsw.edu.au)

Course Staff

Associate Professor Nalini Pather (course authority)

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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 and one hour 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 where 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 where 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.

The privilege of studying from cadaveric specimens is the cornerstone of this course and will provide you with an appreciation of the anatomy of the musculoskeletal system and its adaption to function.

Course Aims

This course covers the musculoskeletal anatomy of the **Limbs and Back** focusing on its function and role in movement. It includes a study of the functional aspects of muscles and joints, and consideration of the mechanical properties of tissues. Laboratory classes involve study of prosected specimens, radiography images and surface anatomy.

The course aims to:

- provide students with a knowledge of the musculoskeletal anatomy of the upper limb and lower limb, and the back.
- develop students' understanding of the functional principles underlying joint movements and muscle actions of the upper limb and lower limb, and the back.
- develop students' understanding of the ways in which the structure and function of muscle and joints relates to human movement and biomechanics.

UNSW has developed lists of attributes that graduates - in particular those in science - should possess upon graduation – these are referred to as the '**Graduate Attributes'**. See medicalsciences.med.unsw.edu.au/students/undergraduate/advice-students#graduate

In addition to these, the Department of Exercise Physiology has identified the following **graduate attributes for Health and Exercise Science** students:

- develop a thorough understanding of the relationship between physical activity and health
- develop a broad range of communication skills and an ability to work as a member and a leader of a team
- develop advanced problem solving skills and a capacity for critical thinking
- attain competencies in conducting a broad range of exercise-based clinical tests
- attain skills and detailed clinical knowledge relevant to cardiac, musculoskeletal, or neuromuscular rehabilitation

How the course relates to the Exercise Physiology profession

This course provides students with an understanding of the application of functional anatomy and biomechanics to human movement. In their careers as exercise physiologists, graduating students will require a detailed knowledge of the joint movements and muscle actions involved in exercise activities, activities of daily living and workplace tasks. This course delivers the necessary theoretical background in functional anatomy, highlighting its close link with biomechanics, thus enhancing understanding of movement processes and injury risk.

How the course relates to the Exercise Physiology program

ANAT2451 Functional Anatomy for Health and Exercise Science is a course offered to those students enrolled in the Exercise Physiology Program. It is undertaken in Semester 1 of Stage 2. The course builds on the Stage 1 course Introductory Exercise Science (HESC1501) and Introductory Anatomy (ANAT1551), and complements the Stage 2 course in biomechanics (BIOM2451). Your knowledge in functional anatomy will be directly applied in subsequent courses in the program; specifically, movement assessment and instruction (HESC2452) and the Stage 3 courses course of muscle and motor control (HESC3101), movement rehabilitation (HESC3532) and neuromuscular rehabilitation (HESC3592).

Student learning outcomes

The course focuses on the organisation and structure of the musculoskeletal system that underpins function especially in movement. Student engagement particularly through the anatomy practicals will equip them to be able to identify the anatomical features of each of the joints and their related muscles studied on dissected human specimens, bones and models, as well as apply these to discussions of functional and applied aspects of the musculoskeletal system.

At the end of the course, the student should:

1. better understand the functional anatomy of the upper limb and lower limb
2. know the anatomical features the skeletal elements of the upper limb and lower limb
3. know the structural features of each of the joints of the upper limb and lower limb
4. know the factors that contribute to stability and/or dislocations, and limit movement of each of the joints of the upper limb and lower limb
5. know the anatomical features and actions of the muscles that function to move the upper limb and lower limb
6. know the organization of the major limb nerve plexuses
7. know the peripheral nerves that innervate the muscles of the upper limb and lower limb.
8. know the major vessels (arteries, veins and lymphatic channels) that supply/drain the limbs.
9. apply anatomical knowledge in evaluating movement of the limbs, and in understanding the effect of peripheral nerve lesions
10. apply anatomical knowledge to the understanding of muscle testing
11. appreciate the link between functional anatomy and biomechanics
12. know the surface anatomy related to the structures of the upper limb and lower limb
13. demonstrate practical laboratory skills in anatomy and an understanding of the ethics of working with human remains

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/Workshops	Tutorial	Lab
Wednesday	**Friday**	**Friday**
4-6pm Matthews Theatre B	**9-10am** Matthews 102/ WWG6/7	**10-12pm** ***OR*** **12-2pm** WW101(Anatomy Lab)

Teaching rationale and strategies

Student interaction and engagement with the content of the course underpins all learning activities. Students are initially introduced 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 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 cadaveric specimens, participate in active discussions and find answers for themselves.

Lectures – This approach is used to present relatively large amounts of information within a given time on specific topics throughout the course. Lecture notes will be available online (see below in Online 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 practical sessions – 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 laboratory sessions are small group sessions that allow students to explore prosected specimens of the musculoskeletal system. 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.

Tutorials – These sessions are designed for you to apply the concepts that you have learnt in the course. In these sessions, you will work in small groups of about 5 students each. You will be presented with discussion questions based on case studies or movement analysis images, and you will work in these groups to find solutions to these. Alternatively, you may be required to complete activities using the Virtual Anatomy Adaptive Tutorial.

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 do 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 functional anatomy of the limbs.

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.

Recommended Texts and other Resources

See also Learning Resources.

*In addition to the **course manual**, you will need a textbook **AND** an atlas of human anatomy for this course.*

Recommended text

1. Moore K.L., & Agur A. M. R., Dalley A.F. (2013) **Clinically Oriented Anatomy**. 7th ed. Lippincott Williams & Wilkins: Baltimore

   OR

   Drake, R.L., Vogl, W. & Mitchell, A.W.M. (2009). **Gray's anatomy for students**. 2nd ed. Philadelphia. London: Elsevier/Churchill Livingstone.
   (Available online through the library or via the course Moodle site

Recommended Atlas

2. Tank P.W. and Gest T.R. (2009) **Atlas of Anatomy**. Lippincott, Wilkins and Williams *(note: This comes as a bundle with Clinically Oriented Anatomy from the UNSW bookshop)*

OR

Abrahams, PH, Spratt, JD, Loukas M, and van Schoor A-N (2013) McMinns & Abrahams' **Clinical Atlas of Human Anatomy**. Elsevier Health

Other useful textbooks are:

3. Hamill, J. & Knutzen, K.M. (2009). **Biomechanical Basis of Human Movement,** 3rd Edition, Lippincott, Williams & Wilkins. ISBN: 0781734053 *(Library call no. 612.76/177)*
4. Rohen J.W., Yokochi, C, Lutjen-Drecoll, E (2006). **Colour Atlas of Anatomy: A photographic study of the Human Body**. 6th ed. Lippincott Williams & Wilkins: Philadelphia

Online resources

5. Virtual Anatomy Adaptive tutorials – accessed via the course Moodle site
6. Anatomy videos – accessed via the course Moodle site
7. Acland's anatomy videos – accessed via the UNSW Library
8. Arnold's Glossary of Anatomical Terms

See medicalsciences.med.unsw.edu.au/students/undergraduate/learning-resources

Revision Facilities

1. 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.
2. Rooms G06/G07 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**.

Assessment

a. Practical Quizzes and Adaptive Tutorials	10%
b. Team Assignment	15%
c. Spot tests (mid-semester and end-of-semester)	35%
d. Theory exam	35 %

Continuous assessment (a, b, c)

In these assessments, you will need to:

- demonstrate a thorough knowledge of the functional anatomy of the limbs and back
- analyse and evaluate the involvement of muscles in movement.
- demonstrate and understanding of the link between functional anatomy and biomechanics
- demonstrate practical laboratory skills in anatomy and an understanding of the ethics of working with human remains questions.

Continuous assessments are usually in the form of short tests consisting of multiple choice question (MCQ) randomly given at the beginning of practical sessions, and in the form of Virtual Adaptive Anatomy Tutorials (VAnATs) that are completed online.

Spot test

In addition to the above, spot tests assess your ability to identify and correctly name significant structures in prosected human specimens, models and radiographs. In addition, it examines the ability to answer relevant short theory questions.

In a spot test, students will usually have 3 minutes at each of 10 stations (rest spots maybe included, if necessary) to identify 4-5 labeled structures on the specimen and answer questions related to these structures (each station is worth 10 marks). Theory questions may be included at some stations as well.

Spot test 1 will cover lectures and practical sessions up to and including week 6.

Spot test 2 will cover lectures and practical sessions from week 7-13, inclusive.

Theory examination

The purpose of this exam is to test your understanding of the concepts covered in the ENTIRE COURSE and to assess deeper learning (i.e. the ability to inter-relate information and concepts) and critical thinking. This is one 2-hour paper written during the formal Semester 1 examination period. The final examination will consist of multiple choice questions and short answer questions. The exam will be held during the end-of-session exam period. The outcomes for this assessment are as for those above.

Team based learning and assignment

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 peer-teaching in an interactive discussion facilitated by a tutor. Students will work in teams for each practical session.

You will receive your group and team allocations by week 2. You will also work in these teams during the practical sessions, tutorials and for the team assignment.

To complete the team assignment task:

- Research the topic well - your research should include the underlying anatomy as well as include functional and clinical considerations related to the anatomy of your topic.
- Then produce a learning resource (e.g. a wiki, 10-minute video, or an adaptive tutorial) that explains to your peers the anatomy as well as the clinical and functional implications of the topic. Ideally, your resource should include some accompanying multiple choice questions (MCQs). You are encouraged to discuss your ideas with the course convenor prior to beginning.
- After submitting your team learning resource, your team will be assigned two peer submissions to review - your assessment of these will contribute to the assignment mark. You will be provided with an assessment rubric to guide you in this task.
- During the process of completing the assignment and in working in teams, you should be reflecting on teamwork as a whole. Your reflections will be recorded in WordPress and will be submitted on specific dates throughout the course.

Deadlines for team assignment tasks

By 13 March 2017:

- Confirm your topic and the type of resource your team is producing

By 8 May 2017:

- Submit your team learning resource that explains the topic and the underlying anatomy concisely

By 22 May 2017:

- Review two submissions assigned to your group using the assessment rubric. Your peer review will also comment on how well the MCQs have been constructed and their relevance to the topic.

Marks will be deducted for submissions that are submitted after the deadline.

Supplementary Examinations

It is intended that supplementary exams for the School of Medical Sciences in Semester 1, 2017 will be held on the 12-14 July 2017. If you are eligible for these, you will be notified of the exact date and time as soon as possible after final exam marks have been resolved. Please note, supplementary and deferred examinations may have a significant oral component.

Enrolment and administrative help

Staff in SoMS student administration 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: SOMSenquiries@unsw.edu.au

Attendance Requirements

For details on the Policy on Class Attendance and Absence see Advice for Students and the Policy on Class Attendance and Absence.

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 attributes 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 and the Dissecting Room Rules.

Special Consideration

Please see UNSW-Special Consideration and Student Advice-Special Consideration

If you unavoidably miss any assessment, 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.

Academic Integrity 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. See student.unsw.edu.au/plagiarism

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

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 students 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, and allocated time in the class schedule.

Student feedback is welcome and taken seriously. A myExperience survey will be used to formally gather student feedback. The feedback received is used to enhance the course.

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.

NOTE REGARDING IMAGES IN THIS BOOK

Please note (unless otherwise stated) all images used in this book are taken from the prescribed textbook *Moore K.L., Dalley A.F. & Agur A. M. R., (2010) Clinically Oriented Anatomy. Lippincott Williams & Wilkins*

Student Risk Assessments

Medicine Teaching Laboratory Student Risk Assessment	UNSW THE UNIVERSITY OF NEW SOUTH WALES	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	• 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

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:.....

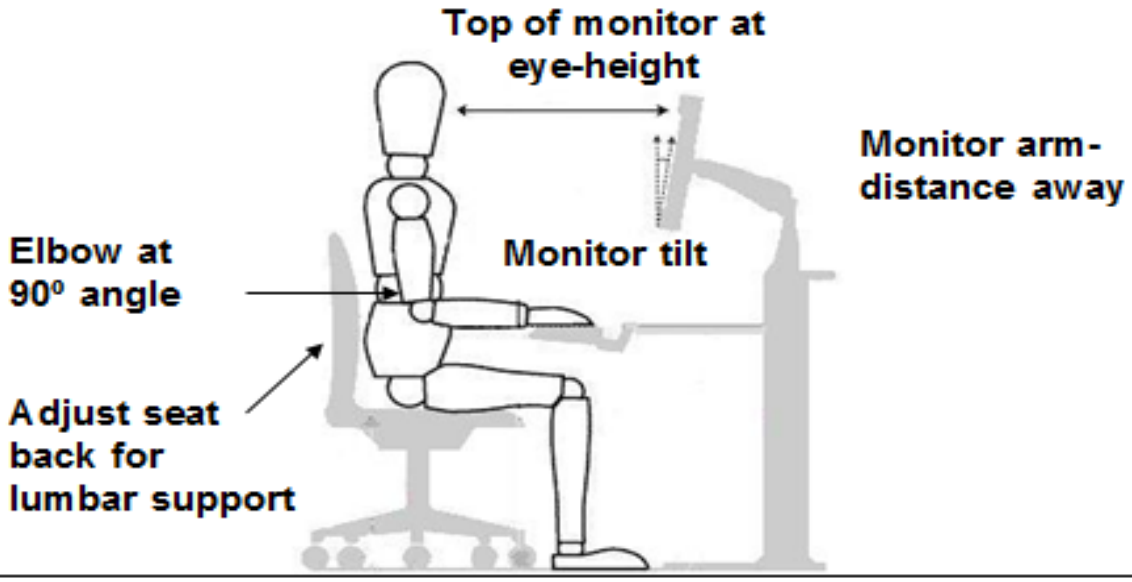
Student Number:.....

ANAT-SRA-Med&SciStudent relates to RA-MED-06. Date for review: 1/2/2019

Science Teaching Laboratory Student Risk Assessment	UNSW THE UNIVERSITY OF NEW SOUTH WALES	ANAT2511 in G6/G7 Wallace Wurth building Practicals from weeks 1 to 13 in Semester 1, 2016.

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 2017

ANAT 2451 TIMETABLE 2017						
WEEK		LECTURES WEDNESDAYS		LECTURE/TUTORIAL FRIDAY	PRACTICAL FRIDAYS	Virtual Learning Tasks
		4-5PM MATTHEWS THEATRE B	5-6PM MATTHEWS THEATRE B	9-10AM MATTHEWS 102 or WWG6-7	10AM-12PM OR 12-2PM WW101E	
1	27/02-05/03	Pectoral Girdle: Bones, Joints & Muscles	Shoulder Region: Bones, Joints & Muscles		**Lab 1:** Pectoral & Shoulder Regions	**Virtual Anatomy Tutorial:** Shoulder and arm
2	06/03-12/03	Axilla & Arm Regions: Muscles, Spaces	Brachial Plexus, Dermatomes & Myotomes	**Workshop:** UL Clinical Cases I	**Lab 2:** Arm & Elbow Regions	**Online Activity:** Brachial plexus
3	13/03-19/03	Elbow Region: Cubital Fossa & Joints	Forearm: Muscles	**Lecture/Workshop:** Axial Skeleton (ANAT2451 ONLY)	**Lab 3:** Forearm and Wrist Regions	**Virtual Anatomy Tutorial:** Forearm
4	20/03-26/03	Wrist Region: Bones, Joints & Spaces	Hand I	**Lecture/Workshop:** Trunk and Back Muscles (ANAT2451 ONLY)	**Lab 4:** Axial Skeleton & Back	**Virtual Anatomy Tutorial:** Back: Bones, Joints & Muscle
5	27/03-02/04	Hand II	Upper Limb Vasculature	**Workshop:** The Hand	**Lab 5:** Hand Region & Hand Region	**Virtual Anatomy Tutorial:** Hand
6	03/04-09/04	Upper Limb Innervation	Upper Limb Nerve Lesions	**Workshop:** UL Clinical Cases I	**Lab 6:** Upper Limb nerves & vessels	**Virtual Anatomy Tutorial:** UL Nerves
7	10/04-16/04	**Revision Session (WW101E)**			**SPOT 1**	
MED SESSION BREAK 14 April-23 April 2017 (14-17 April 2017; ANZAC DAY PUBLIC HOLIDAY, 25 April 2017)						
8	24/04-30/04	Pelvic Girdle & Glute Region: Bones, Joints & Muscles	Hip & Post. Thigh Regions: Bones, Joints & Muscles	**TBL: ASSIGNMENT**	**Lab 7:** Gluteal region & hip joint	**Virtual Anatomy Tutorial:** Gluteal region and hip
9	01/05-07/05	Thigh Region (Ant. & Med.): Muscles & femoral triangle	Lumbosacral Plexus, Dermatomes & Myotomes	**Workshop:** LL Clinical Cases I	**Lab 8:** Thigh Region	**TEAM PROJECT:** **FINAL SUBMISSION**
10	08/05-14/05	Knee Region: Joints & Popliteal Fossa	Leg Region: Compartments & Muscles	**Workshop: Locomotion**	**Lab 9:** Leg Region	**Virtual Anatomy Tutorial:** Thigh and Knee
11	15/05-21/05	Ankle Region: Joints, Spaces	The Foot Region	**TBL: PEER REVIEW**	**Lab 10:** Ankle & foot Regions	**Virtual Anatomy Tutorial:** Leg and Foot
12	22/05-28/05	LL Vasculature	LL nerves lesions	**Workshop:** LL Clinical Cases II	**Lab 11:** Lower Limb nerves & vessels	**Virtual Anatomy Tutorial:** Nerves of Lower Limb
13	29/05-04/06	**Revision Session (WW101E)**			**SPOT 2**	