



Australia's
Global
University

Faculty of Medicine
School of Medical Sciences

ANAT 3131

FUNCTIONAL ANATOMY OF
HEAD, NECK AND BACK

Semester 2, 2018

Table of Contents

Course Staff	3
Course Information	3
Course Details	4
Course Description and Aims	4
Student Learning Outcomes	4
Rationale and Strategies Underpinning the Course	4
Teaching Strategies	4
Rationale for learning and teaching in this course	4
Feedback	5
Attendance	6
Enrolments and administrative help	6
ANAT3131 Course Schedule	7
Assessment Tasks and Feedback	9
Failure to complete an assessment	9
Resources, Support and Equipment	10
Course Evaluation and Development	11
Ethical behaviour and human remains	11
Student Risk Assessment	133

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)

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Course Information

Course Code / Name	ANAT3131 Functional Anatomy of Head, Neck and Back
Units of Credit	6 UOC
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, MON the 23 rd July

Summary of Course Structure (for details see 'Course Schedule')

Component	HPW	Time	Day	Location
Seminars				
Seminar 1	1	2-3pm	Monday	Wallace Wurth, WW LG02
Seminar 2	1	3-4pm	Monday	Wallace Wurth, WW LG02
Laboratory classes	2			
Lab – Option 1		11am-1pm	Friday	Wallace Wurth, 101E (Dissect) (K-C27-101E)
Lab – Option 2		1-3pm	Friday	Wallace Wurth, 101E (Dissect) (K-C27-101E)
Tutorials	1	3-4pm	Friday	Wallace Wurth, G07
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 			

Course Details

This course is designed to support you acquiring the graduate capabilities of the Science faculty. In this course, you will learning about the major concepts of the functional and applied anatomy of the head, neck and back, and develop a three-dimensional appreciation for the organisation of this region of the body. You will develop a comprehensive understanding of the anatomy of head and neck and back and the relations of clinically-relevant structures. In understanding the anatomy of this region, you will deduce how the components of this region function including in facilitating the normal range of movements, and apply this to solving clinical problems underpinned by anatomy. Where relevant, medical imaging will be discussed.

Course Description and Aims

The course aims to provide a detailed understanding of the anatomy of the head, neck and back and the principles underpinning function including an understanding of the functional aspects of the cranial nerves, and relevant viscera, muscles, joints and trunk movements. Face-to-face seminars focus on major concepts and 'difficult' topics in the anatomy of the head and neck such as an arrangement of structures, innervation and function, functional anatomy of cranial nerves. Face-to-face laboratory classes involve hands-on exploration in small groups on prosected and plastinated specimens, models, and medical images with support from tutors. Face-to-face tutorials amalgamate the theoretical and practical components and provide correlation with applications such as clinical and functional cases, and medical imaging.

Student Learning Outcomes

At the end of this course, you will be able to:

1. demonstrate a knowledge of the functional anatomy of the head, neck and back
2. apply anatomical knowledge in evaluating movement of the axial skeleton
3. deduce the anatomy underpinning clinical and functional presentations related to the head, neck and back (including that of cranial nerves)
4. correlated normal anatomy with clinical imaging and cross-sectional anatomy
5. demonstrate a capacity to engage in independent and reflective learning

Rationale and Strategies Underpinning the Course

Teaching Strategies

Students are initially introduced to the anatomical region in the form of lectures/seminars incorporating multimedia-learning tools. With this knowledge in hand, students engage in learning activities during the laboratory sessions and tutorial activities where the 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.

Rationale for learning and teaching in this course

Seminars are used to present major concepts, in particular the content that maybe challenging, 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:

- a) arrangement and anatomy of the structures in the head and neck
- b) arrangement of the musculoskeletal elements that underpins the movement of the joints in the head, neck and vertebral column

- c) functional anatomy of the cranial nerves
- d) aspects relevant to clinical situations as well as surface and radiological anatomy.

Laboratory sessions complement the lectures. The purpose of the practical components is to give students first-hand experience of the content covered. 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. Tutors will provide guidance and support for students to make sure that all the aims and activities for that laboratory class are 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 while working in teams and individually applying a problem-based approach. The students 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.

Independent studies include facilitate achievement of the learning outcomes for the course by developing further the concepts covered in this course during face-to-face components. Additional reading beyond the lecture materials is encouraged for efficient learn learning. Relevant additional resources, including textbook chapters, research articles and case reports will be cited and/or provided in Moodle and will be discussed in online forums. , adaptive tutorials and formative self-assessment tasks, to encourage understanding and deep learning. Virtual Anatomy Adaptive Tutorials 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.

Assessments (see page 9 for details) 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:

- **Spot tests** assesses the ability to identify correctly anatomical structures and demonstrate understanding of their functions and relationships. Typically there are 10 stations, each of which includes around five identifications and two or three relevant theory questions. There will be two spot test: the test 1 assesses the content of weeks 1-5 (**15%**), while the test 2 examines the content of weeks 6-12 (**18%**).
- **Final examination (35%)** assesses the content of the entire course with an emphasis on evidence of deeper understanding such as the ability to inter-relate major concepts and demonstrating critical thinking. This is a 2-hour written paper held during the examination period. Typically it includes 50-60 multiple choice questions (MCQ) and 2-3 short answer questions.
- **Continuous assessment (32%)** includes the individual and team-based tasks. The **individual MCQ-based weekly quizzes (10%)** are conducted online via Moodle platform and provide a gradual build up of major concepts required by the course outcomes as well as enhance students' confidence in performing MCQ type questions for the Final examination. **Research-focused team-based assessment (22%)**. This assessment will be discussed in detail in Weeks 2-3, and a detailed description and evaluation scheme will be made available in Moodle.

Feedback

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, Quizzes, 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. Students are encouraged to contact course convenors for individual feedback and trouble-shooting, like wise, course convenors actively contact students in regards to individual performance and offer help where appropriate.

Attendance

Attendance at seminars, laboratory classes and tutorials is important and highly encouraged for satisfactory completion of the course and achieving the learning outcomes. Attendance of the labs and tutorials will be recorded in the class roll at the start of each class. We expect a minimum of 80% attendance of the laboratory/tutorial components of the course. Please note that continuous assessment will be conducted during the laboratory/tutorial components.. If absent from a laboratory/tutorial component (and missing an assessment item), students are required to submit an **online application for special consideration** and provide evidence of a cause of absence such as medical certificates or other documentation.

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 contacted via ph:9385 2464, or Email: SOMSenquiries@unsw.edu.au.

ANAT3131 Course Schedule Semester 2, 2018

Week	Date	Time	Venue	Activity
1 23/07 - 29/07	Mon	2-3 pm	WW LG02	Lecture: Introduction
	Mon	3-4 pm	WW LG02	Lecture: Skull & Scalp
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 1: Skull
	Fri	3-4 pm	WW, G07	<i>Tutorial 1</i>
2 30/07- 05/08	Mon	2-3 pm	WW LG02	Lecture: Introduction to Cranial Nerves
	Mon	3-4 pm	WW LG02	Lecture: Face
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 2: Face & Basic CNs
	Fri	3-4 pm	WW, G07	<i>Tutorial 2</i>
3 06/08 - 12/08	Mon	2-3 pm	WW LG02	Lecture: Mastication 1
	Mon	3-4 pm	WW LG02	Lecture: Mastication 2
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 3: Oral region
	Fri	3-4 pm	WW, G07	<i>Tutorial 3</i>
4 13/08 - 19/08	Mon	2-3 pm	WW LG02	Lecture: Oral region 1
	Mon	3-4 pm	WW LG02	Lecture: Oral region 2
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 4: Mastication
	Fri	3-4 pm	WW, G07	<i>Tutorial 4</i>
5 20/08 - 26/08	Mon	2-3 pm	WW LG02	Lecture: Orbital region 1
	Mon	3-4 pm	WW LG02	Lecture: Orbital region 2
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 5: Orbit, eye and orbital region
	Fri	3-4 pm	WW, G07	<i>Tutorial 5</i>
6 27/08 - 02/09	Mon	online	online	Lecture: Vertebral column and Back (online)
	Mon	online	online	Lecture: Vertebral column and Back (online)
	Fri	11am-1pm or 1-3pm	WW, 101E	Revision (weeks 1-5)
	Fri	online	online	<i>Tutorial 6 (online)</i>
7 03/09 -09/09	Mon	2-3 pm	WW LG02	Lecture: Nose, paranasal sinuses
	Mon	3-4 pm	WW LG02	Lecture: Ear
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 6: Nose and Ear
	Fri	3-4 pm	TBC	SPOT TEST 1 (weeks 1-5)
8 10/09 - 16/09	Mon	2-3 pm	WW LG02	Lecture: Neck region 1
	Mon	3-4 pm	WW LG02	Lecture: Neck region 2
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 7: Neck
	Fri	3-4 pm	WW, G07	<i>Tutorial 7</i>

ANAT3131 Functional Anatomy of Head, Neck and Back – Semester 2, 2018

9 17/09 - 23/09	Mon	2-3 pm	WW LG02	Lecture: Neurovasculature 1
	Mon	3-4 pm	WW LG02	Lecture: Neurovasculature 2
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 8: Neurovasculature
	Fri	3-4 pm	WW, G07	<i>Tutorial 8</i>
24/09 – 30/09 MID-SESSION BREAK				
10 01/10* - 07/10	*Mon, 1 Oct Public Holiday			
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 9: Vertebral column and Back
	Fri	3-4 pm	WW, G07	<i>Tutorial 9</i>
11 08/10 - 14/10	Mon	2-3 pm	WW LG02	Lecture: Larynx
	Mon	3-4 pm	WW LG02	Lecture: Pharynx
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 10: Larynx and Pharynx
	Fri	3-4 pm	WW, G07	<i>Tutorial 10</i>
12 15/10 – 21/10	Mon	2-3 pm	WW LG02	Lecture: Cranial nerves 1
	Mon	3-4 pm	WW LG02	Lecture: Cranial nerves 2
	Fri	11am-1pm or 1-3pm	WW, 101E	Lab 11: Cranial nerves
	Fri	3-4 pm	WW, G07	<i>Tutorial 11</i>
13 22/10 - 28/10	Mon	2-4 pm	WW LG02	Lectures: PBL
	Fri	11am-1pm or 1-3pm	WW, 101E	Revision for Spot Test 2 (weeks 6-12)
	Fri	3-4 pm	TBC	SPOT TEST 2 (weeks 6-12)
EXAMINATION PERIOD				

Supplementary exams dates for semester 2: 08/12/2018 - 15/12/2018

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.	15	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, assignments and team-based problem solving tasks to assess students' comfort with the anatomy of the areas covered. Continues assessment is based on the course aims 1-5 and student learning outcomes 1-8.	32	weekly MCQ-based quizzes; PBL tasks; research-focused team based projects	Quizzes; Problem-solving tasks – weekly Team projects – throughout semester with deadlines <i>TBA via Moodle</i>	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.	35	Examination period	Examination period	Course convenor	As per timetable	Students receive their individual marks and may discuss their performance in person by appointment

Failure to complete an assessment

Failure to sit a test or exam without lodgment of an application for Special Consideration with Student Central will lead to automatic failure of the test. An absence from a test or exam must be supported by a medical certificate or other document that clearly indicates you were unable to be present. That certificate should be dated the same day as the examination.

See [medsciences.med.unsw.edu.au/students/undergraduate/advice-students#Special Consideration](https://medsciences.med.unsw.edu.au/students/undergraduate/advice-students#Special%20Consideration)

Supplementary tests and examinations will be conducted during the formal supplementary examination period of semester 2 (08/12/2018-15/12/2018). Students should be careful if booking their holidays when supplementary examinations are required.

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 (note that 8th Ed is also available from 2017) Gray's Anatomy for students; Drake, R.L., Vogl, W. & Mitchell, A.W.M.; Elsevier /Churchill Livingstone: Philadelphia PA 2015 – 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. Rothen 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 G06/G07 (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	<p>library.unsw.edu.au</p> <p>The Library has a collection of anatomical models available for studies</p>
Lecture Recordings+	Lecture Recordings+ 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.

Course Evaluation and Development

Annual review of the course is done via student evaluation and feedback using the UNSW myExperience process. Anonymous student feedback surveys during lectures/tutorials are 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. In 2018, the course content was revised to improve the clarity and the flow of the topics; adaptive tutorials have been upgraded; Assessment structure has been revised and simplified in its arrangement to allow for even distribution of working load throughout the semester, building up steadily towards the final exam and spot tests, with plenty of ongoing individual and group feedback from course convenors and peers as well as self-evaluation.

Ethical behaviour and human remains

In this course, you will be required to study human anatomical (prosected = professionally dissected) specimens. Each year, people donate their bodies to UNSW so that you and your colleagues can learn about the human body directly from their remains. These are precious materials provided through the extraordinary generosity of the public (our donors and their families). This is a special privilege afforded very few people. By law, responsibility to the donor and their family members, and as a matter of good ethical practice you must treat all human remains with great respect and care (see below).

See medsciences.med.unsw.edu.au/students/undergraduate/advice-students#Practicals

The University operates the Bequeathal Program under the Code of Practice noted below, which all students are required to adhere to.

Code of Practice:

The University recognises the magnitude of the contribution made by those who donate their bodies for the teaching of anatomy and it is committed to treating the human remains entrusted to its care with the utmost respect and professionalism. In keeping with this commitment, the University requires its employees and students to uphold all legal, public health, and ethical standards associated with the handling of bodies and human tissue samples.

Any activity which undermines its ability to meet UNSW's legislative obligations, or which devalues the contribution made by those who donate their bodies for the purposes of the teaching of anatomy to students will be in breach of this policy and subject to further action

Prior to attending the practical classes you should remind yourself the following rules on the handling and use of anatomical specimens:

1. In this course, you will be required to study human anatomical specimens. By law, responsibility to the donor and their living family members, and as a matter of good ethical practice, you must treat all human remains with great care, showing them the respect you would afford a living person. Any inappropriate handling will result in exclusion from the class and possible suspension from the course.
2. You must show respect for your tutor and colleagues.
3. Students must bring and wear a laboratory coat for all laboratory classes and must wear closed toe shoes. Moreover, you must wear disposable gloves when handling wet specimens, and at no times are you allowed to eat or drink in the dissecting room. Failure to comply with these rules will result in you being asked to leave the dissection room. These are occupational health and safety requirements of the School of Medical Sciences. First aid kits are also provided in the dissection room in the event of an injury during a laboratory class.

4. The solution that most of the human remains are stored in is a mild disinfectant and poses no danger to students when handled correctly. Thus, the floral smell is the disinfectant, and has nothing to do with decomposition of the bodies: they are preserved in formalin and do not decompose under laboratory conditions. They can, however, dry out/discolour through regular use and exposure to air.
5. Due to the delicate nature of the human brain, these specimens are stored in formalin. This chemical emits a strong odour; harmless, unless ingested or exposed to in high concentrations over long periods of time. Please do not spend too long handling such specimens as you might find the fumes cause discomfort. If they do, simply excuse yourself from the class (inform your tutor) and quietly leave the cubicle or laboratory for some fresh air.
6. Some students feel uncomfortable, even physically sick the first time (or few times) they study prosected human remains. This is a common reaction among students and is nothing to be ashamed about. If you feel discomfort when handling remains, simply stand back and observe and communicate with other students in your group while they handle remains. If you feel sick, simply excuse yourself from the class (inform your tutor) and quietly leave the cubicle or laboratory for some fresh air.
7. When handling these materials please be very careful. Always wear gloves, use instruments such as forceps and probes to touch structures, and keep handling to a minimum. Do not move remains from one bench to another. If they need to be moved, ask your tutor to do it.
8. When you have been handling wet specimens always remove your gloves before handling models. Moreover, always wash your hands with soap at the basins in the dissection room when a class has finished (i.e. before leaving the dissection room). Make a habit of practicing good hygiene to look after yourself and others (classmates, other students and your family).
9. Anatomical models must also be treated with great care. Proper handling is essential: do not pick up a cranium by placing your fingers in the orbits, as this will lead to breakage of delicate bones. Instead, pick it up by placing one hand across the braincase, just behind the orbits, and the other hand beneath its base.

Medicine Teaching Laboratory



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

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: