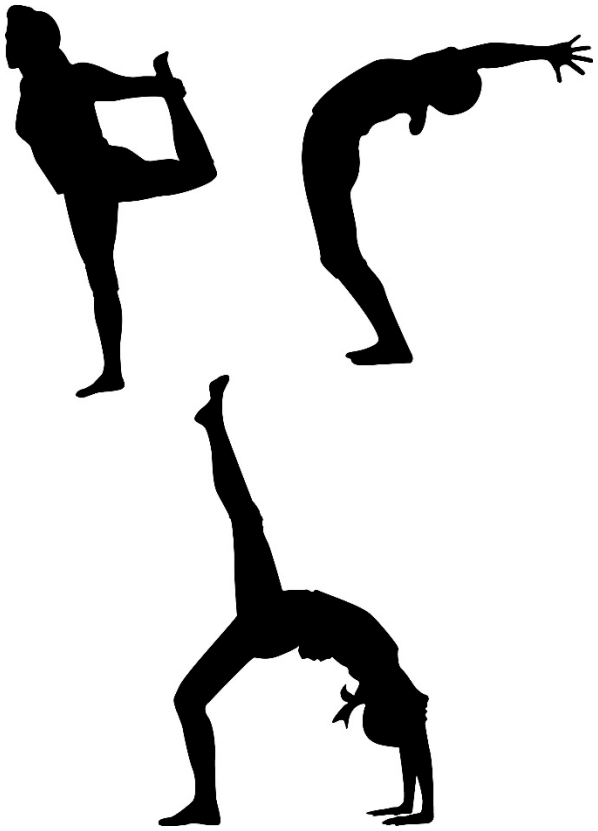
Faculty of Medicine and Health
School of Medical Sciences

ANAT3141

FUNCTIONAL ANATOMY OF THE LIMBS



Term 3, 2021

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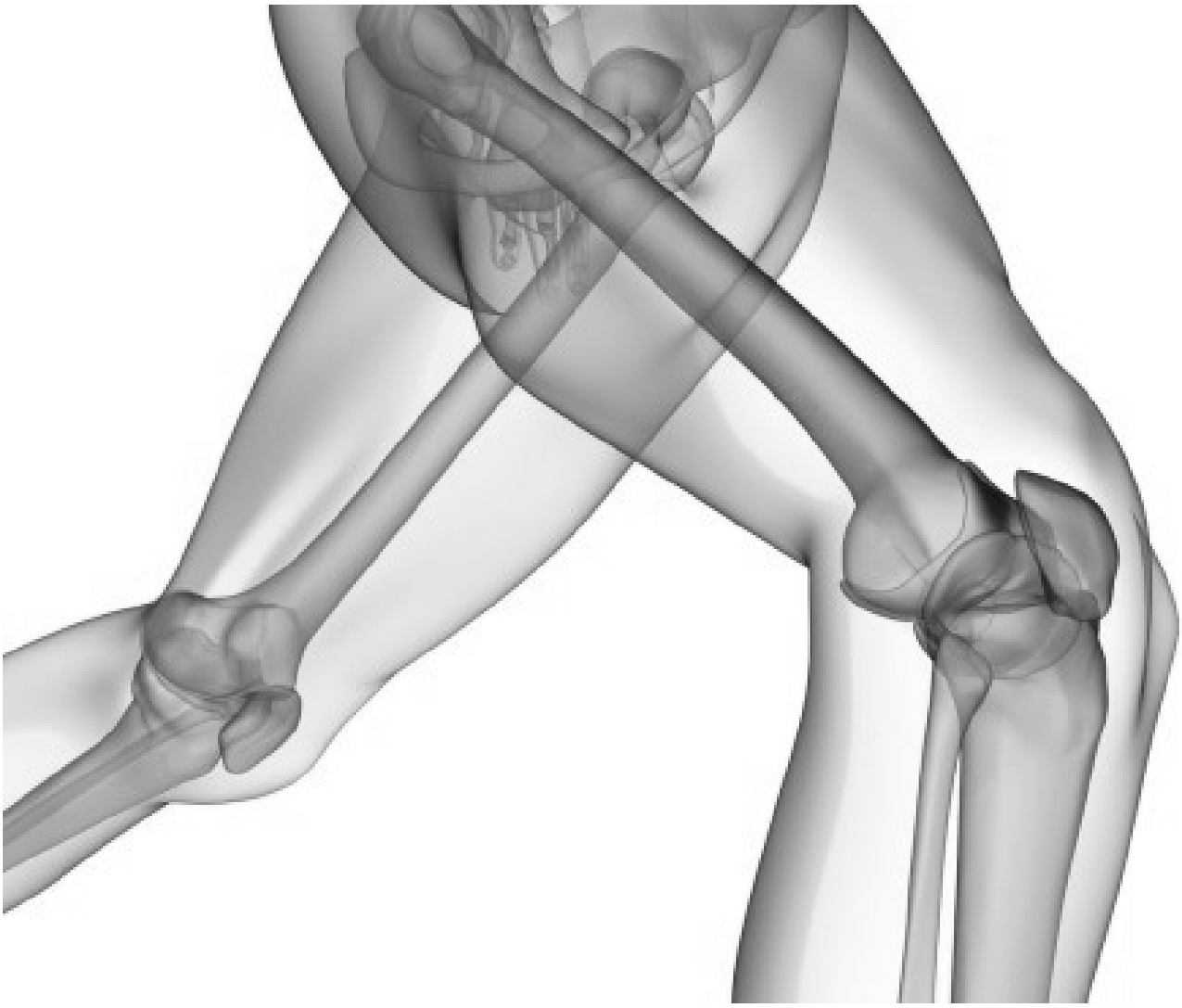

Image adapted from: proactivpeople.com.au

ANAT3141: FUNCTIONAL ANATOMY OF THE LIMBS

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*In the case that on-campus classes resume, it is your responsibility to make sure that you read and sign the **Student Risk Assessment Form (page 14)** included in this outline before you attend your first practical session in the dissecting room. Keep the signed form in your Laboratory 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

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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 learning course delivered online and consists of 7 hours per week of scheduled learning activities. These comprise two hours of recorded lectures, a two-hour online laboratory practical and a two-hour tutorial (including a one-hour team-based learning session), and at least one hour of a self-study 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 68 hours throughout the term 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 colorful 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** 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, online models, radiography and surface anatomy images.

The course aims to:

1. provide students with an understanding of the organisational structure of the upper and lower limbs, and its embryological and evolutionary development
2. develop students understanding of the functional principles underpinning joint movements and muscle actions of the upper and lower limbs
3. develop students understanding of the variations in limb anatomy and its application to medical imaging
4. apply organisational structure of limb anatomy to develop an understanding surface/living anatomy

How the course relates to other courses?

ANAT3141, *Functional Anatomy of the Limbs*, covers the musculoskeletal anatomy of the limbs, and directly relates to and complements the Level III course, *Functional Anatomy of the Head, Neck and Trunk* (ANAT3131) in addition to other level III anatomy courses: *Visceral Anatomy* (ANAT3121) and *Neuroanatomy* (ANAT3411).

These courses build on the Level II anatomy course offerings: *Anatomy for Medical Science* (ANAT1521), *Histology: Basic and Systematic* (ANAT2241) and *Embryology: Early and Systematic Development* (ANAT2341).

More generally, anatomy courses complement the subjects offered by other areas within the School of Medical Sciences (i.e. Physiology, Pharmacology and Pathology) and School of Health Sciences, as well as courses taught in biological science, biomolecular science and genetics, psychology, biomechanics, vision science, food science and nutrition, medical microbiology and immunology, and biomedical engineering.

Prerequisite courses

ANAT2111 or ANAT1521 or ANAT2511

Student learning outcomes

This course focuses on the organization and structure of the musculoskeletal system that underpins function especially in movement. Student engagement particularly through the anatomy laboratory practical and tutorial sessions 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. Demonstrate knowledge of the anatomy of the upper limbs, and apply this to understand the principles related to joint movement and biomechanics
2. Demonstrate and apply knowledge of the anatomy of the lower limbs and apply this to understand the principles related to joint movement and biomechanics
3. Demonstrate an understanding of the development of the limbs, and their evolutionary adaptations for function
4. Apply knowledge of limb organisation to interpretation of medical imaging data Demonstrate an understanding of the surface/living anatomy of the limbs

In addition to these, the University of New South Wales (UNSW) has developed a list of attributes that its graduates should possess upon graduation – these are referred to as the '**Graduate Attributes'.** *'Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future' (Bowden et al., 2000).* These generic graduate attributes for UNSW can be found at: https://teaching.unsw.edu.au/graduate-capabilities

In addition to these, the **graduate attributes for Science** students, which are:

- **Research, inquiry and analytical thinking abilities.** Technical competence and discipline specific knowledge. Ability to construct new concepts or create new understanding through the process of critical analysis, problem solving, research and inquiry.
- **Capability and motivation for intellectual development.** Capacity for creativity, critical evaluation and entrepreneurship. Ability to take responsibility for and demonstrate commitment to their own learning, motivated by curiosity and an appreciation of the value of learning.
- **Ethical, Social and Professional Understanding.** Ability to critically reflect upon broad ethical principles and codes of conduct in order to behave consistently with a personal respect and commitment to ethical practice and social responsibility. Understanding of responsibility to contribute to the community. Respect and value social, multicultural, cultural and personal diversity.
- **Communication.** Effective and appropriate communication in both professional (intra and

inter disciplinary) and social (local and international) contexts.

- **Teamwork, collaborative and management skills.** Ability to recognise opportunities and contribute positively to collaborative scientific research, and to perceive the potential value of ideas towards practical applications. Demonstrate a capacity for self-management, teamwork, leadership and decision making based on open-mindedness, objectivity and reasoned analysis in order to achieve common goals and further the learning of themselves and others.
- **Information literacy**. Ability to make appropriate and effective use of information and information technology relevant to their discipline.

Course Structure and Attendance

The course activities include Seminars, laboratory and tutorial sessions (see below), in addition to self-guided learning activities. It is strongly recommended that students review all pre-recorded seminars as they provide the basis for the subsequent practical 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.

Seminar	Laboratory	Tutorial
Pre-recorded for 9am Monday	Monday 2pm–4pm	Thursday 2pm–4pm
It is strongly recommended that you watch the appropriate seminar recording (access via Moodle) prior to attending your laboratory and tutorial classes.	Online or Biological Sciences Lab 7, Level 1 (Anatomy Lab)	Online

THE CLASS SCHEDULE CAN BE FOUND ON PAGE 16

Seminars – This approach is used to present relatively large amounts of information within a given time on specific topics throughout the course. Seminars will be pre-recorded and available online prior to the scheduled seminar time. 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 seminars in addition to the detail presented on the slides, so you should take notes if these discussions help you to understand the material.

Laboratory practical sessions – The purpose of the practical sessions is to give students the opportunity to explore the content covered. These sessions offer the best opportunity to learn anatomy and a wonderful (virtual) place of privilege, discovery and discussion. The resources allow students to explore (images/models of) prosected specimens of the musculoskeletal system. Should covid restrictions ease to enable on campus classes during weeks 7-10, in-person laboratory classes may be offered for those that wish to participate. Clearer messaging will be conveyed closer to the date via announcements in Moodle and during classes.

Online tutorials – These online sessions are designed for you to apply the concepts that you have learnt in the seminars and practical laboratory classes. There will be some time dedicated for interaction to provide you with an opportunity to clarify or reinforce the ideas that have been presented in lectures and practical sessions. You should take these opportunities to think about the information that has been presented and ask questions to enhance your understanding. In addition, during these sessions, you will work in small groups of about 5 students each on Team Based Learning activities. You will be presented with discussion questions based on case studies or movement analysis images, surface anatomy applications and you will work in these groups to find solutions to these. This work will be submitted for assessment. The focus of these activities will be to apply the principles of functional anatomy of the limbs.

Virtual Anatomy Adaptive Tutorials (VAnAT) – The VAnAT will be made available to students periodically during this course via a link in Moodle. These are virtual tutorials based on high quality images of prosected specimens. The VAnATs are a series of interactive questions based on applying the content covered in lectures and practical sessions, and are a useful resource in revising and consolidating course content. You will benefit most if you do these VAnATs consistently. Some of these VAnATs may be covered during allocated time within the course timetable, such as during Tutorial sessions.

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, on which you 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 and develop higher-level thinking skills related to anatomy. Relevant additional resources, including textbook chapters, will be cited in lecture and practical sessions.

Teaching rationale and strategies

Student interaction and engagement with the content of the course underpins all learning activities. Students are initially introduced to an 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. Tutorial classes are designed to revise and apply the anatomical knowledge attained through seminar and laboratory sessions, such as clinical cases, and involved team-based learning activities.

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.

Recommended Texts and other Resources

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

Recommended text

Moore K.L., Dalley A.F. & Agur A. M. R. (2017) **Clinically Oriented Anatomy** (8th ed.). Lippincott Williams & Wilkins: Philadelphia. ISBN: 9781496347213

OR

Vogl, W., Drake, R.L., Mitchell, A.W.M. & Gray, H. (2019). **Gray's Anatomy for Students**. (4th ed.). Elsevier Philadelphia. ISBN: 9780323393041

Recommended Atlas

Gest T.R. (2019) **Atlas of Anatomy** (2nd ed.). Lippincott, Wilkins & Wilkins: Philadelphia. ISBN: 9781496338228

(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**. (7th edition). Elsevier, London. ISBN: 9780723436973

Other useful textbooks

Hamill, J. Knutzen, K.M. & Derrick, T. (2021). **Biomechanical Basis of Human Movement** (5th ed.). Wolters Kluwer Health, USA. ISBN: 9781975144654

Rohen, J.W., Yokochi, C, Lutjen-Drecoll, E. (2021). **Photographic Atlas of Anatomy** (9th ed). Wolters Kluwer Health, USA. ISBN: 9781975151348

Online resources

- Virtual Anatomy Adaptive tutorials (VAnAT) – accessed via the course Moodle site
- Anatomy videos – accessed via UNSW Box, links provided in Moodle site
- Acland's anatomy videos – accessed via the university library, links provided in Moodle site
- Arnold's Glossary of Anatomical Terms, link provided in Moodle site

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

Revision Facilities (on campus)

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 anatomy students only, 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). Students may use them, provided **the rooms are not required for other classes**. Again these are accessible by swipe card only.

Assessment

a.	Continuous Assessment	20%
b.	Spot Test 1	20%
c.	Spot Test 2	20%
c.	Theory exam	40 %

Continuous assessment (a)

Continuous assessments are usually in the form of short tests consisting of multiple-choice questions (MCQ) given at the beginning of tutorial sessions, and in the form of team activities during the tutorial sessions.

In these assessments, you will need to:

- demonstrate a thorough knowledge of the anatomical features of the limbs
- analyse and evaluate the involvement of muscles and other anatomical features in movement and stability
- understand links between functional anatomy, biomechanics and clinical conditions related to the limbs
- demonstrate practical laboratory skills in anatomy and an understanding of the ethics of working with human remains questions.

Spot test

Two spot tests will assess your ability to identify significant structures and their relations and answer short theory questions related to these. In a spot test, students will be presented with (online images of) prosected human specimens, models and radiographs and will be asked to identify labeled structures on the specimen and answer questions related to these structures. Your course convener will provide you with information on the number of stations and time allowed at least two weeks before the assessment.

Spot test 1 will be conducted in week 7 and cover all of the upper limb.

Spot test 2 will be conducted in the final exam period and cover all of the lower limb.

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 examination period (Friday, 26 Nov to Thursday, 9 Dec 2021). The final examination will consist of multiple-choice questions and short answer questions.

Supplementary Examinations

It is intended that supplementary exams for the School of Medical Sciences in Term 3, 2021 will be held between the 10 January to Friday, 14 January 2022. If you are eligible for these, you will be notified of the exact date and time as soon as possible after the final exam marks have been resolved. Please note, supplementary and deferred examinations may have a significant oral component.

Enrolment and administrative help

Staff in the School of Medical Sciences Student Administration Office 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 online via the UNSW Student Portal Web Forms: http://unsw.to/webforms

Official Communication

All official communication 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.

Attendance at practical classes and tutorials 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 this document and the Student Risk Assessment Form (page 14). 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

Special Consideration

Please see UNSW-Special Consideration

The supplementary exams for the School of Medical Sciences in Term 3, 2021 will be held between the 10 January to Friday, 14 January 2022.
If you unavoidably miss any assessment, you must lodge a Special Consideration application online via myUNSW. If your request for consideration is granted an alternative assessment may be organised that 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.

Other support services:

Key Dates: https://student.unsw.edu.au/dates
UNSW Student Life Hub: https://student.unsw.edu.au/hub#main-content
Student Support and Development: https://student.unsw.edu.au/support
IT, eLearning and Apps: https://student.unsw.edu.au/elearning
Student Support and Success Advisors: https://student.unsw.edu.au/advisors
Equitable Learning Services: https://student.unsw.edu.au/els

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 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 laboratory manual – 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 multiple choice question quizzes are 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 Moodle. These will provide you with immediate feedback and are to be used as a formative assessment tool.

Course and teaching evaluation and development

Student feedback is welcome and taken seriously. A Student Experience survey (myExperience) will be distributed in the final weeks of the course to formally gather student feedback. The feedback received is used to enhance the course, as described on the Moodle page.

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 Student Experience Surveys are usually at the end of the course, this student the representative panel is an opportunity for issues to be addressed while the course is still progressing so that it is rewarding and engaging to the current cohort of students.

Care and respect of prosected material

You are learning from human material prepared from people who have generously donated their bodies for the benefit of science and medicine. Skilled staff members have dissected the specimens to allow you, the student, to see anatomical structures in fine detail. Apart from caring for the specimens, it is important for all students learning Anatomy to have and show utmost respect for the specimens at all times, in the Anatomy Teaching Laboratories and in the Anatomy Museum (G09, Wallace Wurth Building). Great care should always be exercised when handling specimens, in order to preserve their delicate structure.

Some specific points:

• Always use only blunt forceps to handle specimens and probes to point to structures, i.e. never pull at any parts of the specimen.

• It is illegal for any anatomical material to be removed from the premises of the Department of Anatomy for any purpose whatsoever (except of course, for the funeral). All anatomy specimens are microchipped for identification and record keeping and tracking and verification purposes.

• Photography and video recording are not permitted in the Anatomy Teaching Laboratories, or in the Anatomy Museum. Electronic devices such as smart phones and tablets are only to be used with the permission of an academic staff.

• CCTV will be recording in the Anatomy Teaching Laboratories.

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. The dissected specimens 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, the solution 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 that have the texture of firm plastic.

Student Risk Assessment

Medicine and Science Teaching Laboratory Student Risk Assessment	UNSW SYDNEY	Gross Anatomy Practical Classes for Medical and Science Students Bioscience Building Level 1 LAB08A/07

Hazards	Risks	Controls
Physical Cold temperature (16°C) Sharp bone/plastic **Biological** Fungi, bacteria (tetanus), hepatitis B and C **Chemical** Formaldehyde Methylated spirits 2-phenoxyethanol	Cold Penetrating wound of foot Infection Corrosive/Flammable Flammable Irritant	• Wear laboratory coat over appropriate warm clothing • Wear enclosed shoes with full coverage of the dorsum of the foot • Wear protective eyewear • Wear face mask (if required) • Have appropriate immunisation • Do not eat, drink or smoke in the Anatomy Lab • 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 • Use disinfectant and wipes for cleaning models • Always wash hands with liquid soap and dry thoroughly with disposable paper towel before leaving (hand sanitisers also available) • Low concentrations of chemicals used • Chemicals used in well ventilated area • Safety Data Sheets for chemicals available

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 (and/or fire wardens) 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 (if applicable).
- Remove your gloves and dispose in the biowaste bins provided.
- Wash your hands and instruments thoroughly with the soap and dry your hands with paper towel.
- Remove your laboratory coat when you leave the Anatomy Lab.

Ethics Approval

This type of practical has been previously considered and approved by the UNSW Human Research Ethics Advisory Panel (HC180115).

Declaration

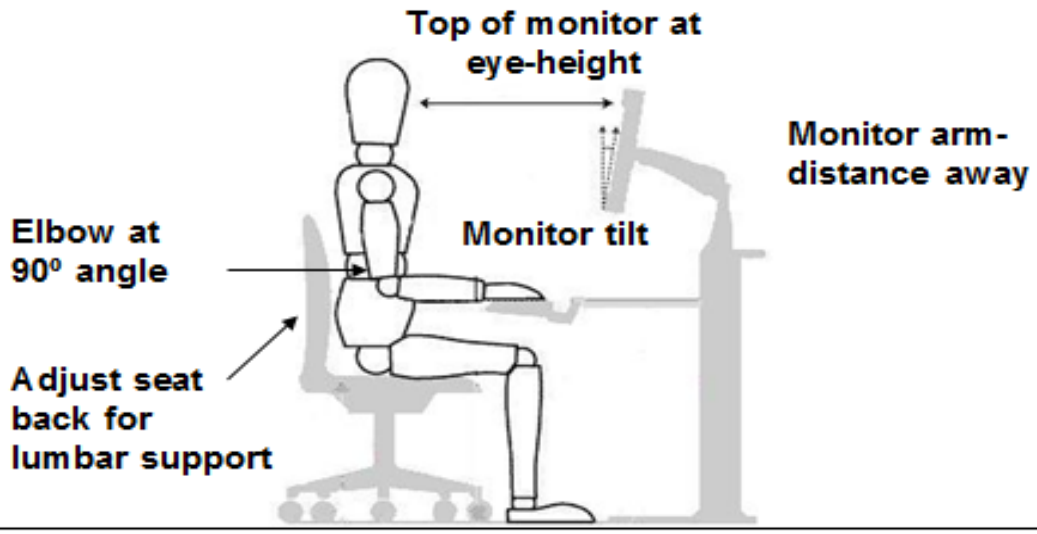
I have read and understand the safety requirements for this practical class, and I will observe these requirements.

Signature:…… **Date**:……
Student number: .....

ANAT-SRA-Med&SciStudent relates to RA-MED-06. Date for review: 01/02/2022

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:.....

ANAT3141- course schedule – T3- 2021

Week	Commencing	Seminar Pre-recorded and on Moodle. Monday 9am Q&A	Laboratory Practical Monday 2-4pm	Tutorial Thursday 2-4pm
1	13-Sep	Pectoral and Shoulder Regions: Bones, Joints and Muscles	Pectoral and Shoulder Regions	Shoulder
2	20-Sep	Axilla and Arm Regions: Muscles, Spaces; Elbow Region: Cubital Fossa and Joints	Arm and Elbow Regions	Elbow
3	27-Sep	Forearm: Muscles	Forearm Region	Wrist
4	4-Oct	Wrist Region: Bones, Joints & Spaces; Hand	Public Holiday 4 Oct	Wrist and Hand
5	11-Oct	Upper Limb Innervation and Vasculature	Nerves and Vessels (Upper Limb)	Nerve Lesions (Upper Limb)
6	18-Oct	**Flexibility Week (Mid-Term Break)**		
7	25-Oct	Pelvic Girdle and Gluteal Region: Bones, Joints and Muscles	**Practical Test 1** + Gluteal Region & Hip Joint	Hip
8	1-Nov	Thigh Regions: Bones, Joints and Muscles, Femoral Triangle; Knee Joint	Thigh Region	Knee
9	8-Nov	Leg Region: Compartments and Muscles; Ankle Joint and Foot	Leg, Ankle and Foot Regions	Ankle
10	15-Nov	Lower Limb Innervation and Vasculature; Gait	Nerves & Vessels (Lower Limb)	Nerve Lesions (Lower Limb)
11	22 Nov	**Study Period**		
		Final Exam period		