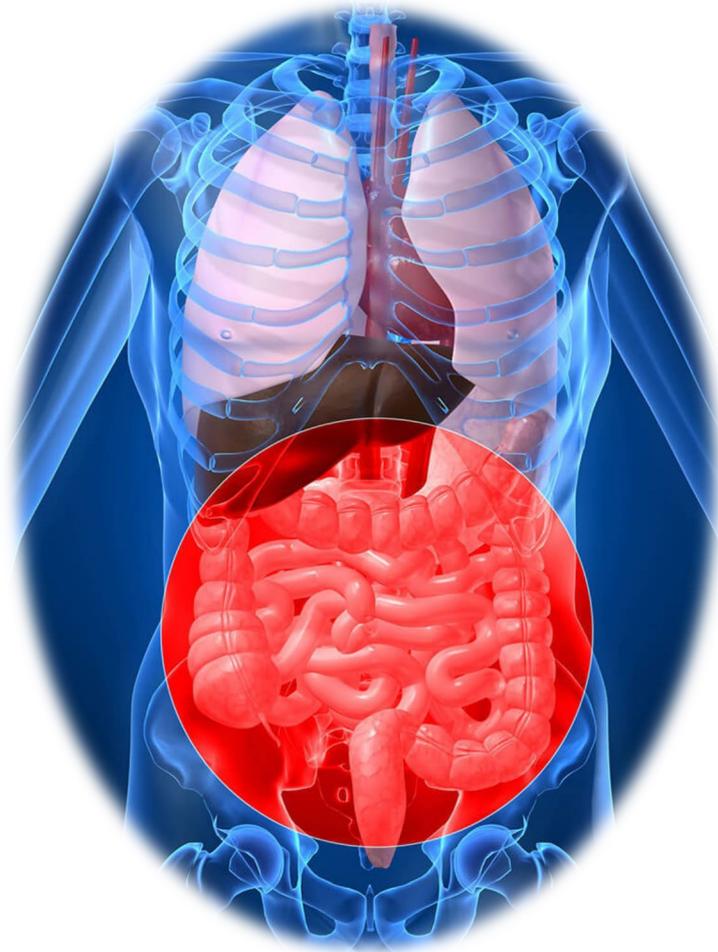


ANAT3121

Visceral Anatomy



Course Outline
Term 1, 2022

School of Medical Sciences
Faculty of Medicine & Health

Table of Contents

1. Academic Staff	3
2. Course information	3
2.1. Course summary	3
2.2 Course aim	3
2.3 Course learning outcomes (CLO)	4
2.4 Relationship between course learning outcomes and assessments	4
3. Strategies and approaches to learning	5
3.1 Learning and teaching activities	5
3.2 Expectations of students	5
4. Course schedule and structure	6
5. Assessment	8
5.1 Assessment tasks and feedback	8
5.2 Assessment criteria and standards	10
5.3 Submission of assessment tasks	12
6. Academic integrity, referencing and plagiarism	12
7. Readings and resources	14
8. Administrative matters	14
8.1 General Information	14
8.2 Communication	15
8.3 Grievance Resolution Officer	15
8.4 Student Representatives	15
9. Additional support for students	15
10. Student Risk Assessment	16
11. Ethical behaviour and human remains	19

1. Academic Staff

Position	Name	Email	Contact Details
Course Convenor	Professor Nalini Pather	n.pather@unsw.edu.au	Room 220, Level 2 Wallace Wurth (C27)
Co-convenor	Dr Kalli Spencer	k.spencer@unsw.edu.au	Room 206, Level 2 Wallace Wurth (C27)

A full list of academic staff supporting your learning in this course is available in the course Moodle site. Appointments and consultation with academic staff should be arranged **via email**. The course email address is VisceralAnatomy@unsw.edu.au

Please email from your **official UNSW student account**, include your **student number, course code** and state the **reason for your email** clearly. Except for questions of private/personal context, all questions/queries preferably should be posted in Teams.

2. Course information

Units of credit: 6 Units of Credit
Pre-requisite (s): ANAT1521/2111 OR ANAT2511

This is a blended course delivered by the Discipline of Anatomy within the School of Medical Sciences for Science, Medical Science, and other students intending to study medicine and health science programmes. The course builds on prior introductory to anatomy courses (such as ANAT1521 and ANAT2111) and complements the level III anatomy courses offered in the Department of Anatomy (ANAT3131, ANAT3141 and ANAT3411).

Teaching times and locations are available on <http://timetable.unsw.edu.au/2022/ANAT3121.html> and on the course Moodle

2.1. Course summary

Are you preparing for a career in medicine, allied health, biomedical research? Are you keen to understand the structure of the human organ (viscera) systems through an exploration of cadaveric donor specimens and medical imaging technology?

This course will provide you with a comprehensive understanding of the functional and clinical anatomy of the viscera (organs) in the human body from both a topographical and systems perspective. The focus is on the organ systems in the human trunk (respiratory, cardiovascular, gastrointestinal, urinary, reproductive, lymphatic, and autonomic nervous systems) and their functional integration with each other. Through the course, you will construct a 3-dimensional understanding of the human body and be enabled to apply this to medical imaging, cross-sectional and clinical anatomy.

2.2 Course aim

This course aims to provide you with a comprehensive understanding of the functional anatomy of the viscera (organs) in the human trunk from both a topographical and systems perspective, and to apply this knowledge to interpret medical imaging, cross-sectional and clinical anatomy.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Demonstrate a sound knowledge of the anatomy of the visceral systems of the body, including the related autonomic nervous system and the lymphatic system.
2. Apply knowledge of the anatomy of the organ systems to construct a 3-dimensional perspective of the human body and apply this to interpreting cross-sectional anatomy and radiological images.
3. Relate clinical problems and potential treatments to the anatomy that underpins those conditions
4. Research and critically evaluate literature and media and reflect on their content through self-directed learning and teamwork.

In addition to the above CLOs, ANAT3121 will provide you with opportunities to develop [attributes identified by UNSW](#) as important for its future graduates. These include self-directed learning, independent and collaborative enquiry, critical thinking, professionalism, entrepreneurial leadership, and respect of diversity.

2.4 Relationship between course learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Assessment
CLO 1	demonstrate a sound knowledge of the anatomy of the visceral systems of the body, including the related autonomic nervous system and the lymphatic system.	<ul style="list-style-type: none"> • Continuous Assessment, • Integrated Practical Assessments • Assignment • Final Examination
CLO 2	apply knowledge of the anatomy of the organ systems to construct a 3-dimensional perspective of the human body and apply this construct to interpret cross-sectional anatomy and radiological images.	<ul style="list-style-type: none"> • Continuous Assessment, • Integrated Practical Assessments • Assignment • Final Examination
CLO 3	relate clinical problems and potential treatments to the anatomy that underpins those conditions	<ul style="list-style-type: none"> • Integrated Practical Assessments • Assignment • Final Examination
CLO 4	research and critically evaluate literature and media and reflect on their content through self-directed learning and teamwork.	<ul style="list-style-type: none"> • Integrated Practical Assessments • Assignment

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course uses a blended learning framework that is underpinned by active learning principles. Teaching activities (seminars, practical sessions, and tutorials) integrate with self-directed online activities (videos, worksheets, and interactive formative quizzes). Student learning in each module culminates in a problem-based tutorial that incorporates collaborative learning and application of the concepts to medicine and health contexts.

Seminars

The seminars are designed to provide you with an overview of the main concepts that will be the focus of the week's learning activities and practical sessions. These are interactive sessions and build on the concepts you were introduced to in ANAT1521/2111. It is advisable that students attend and/or view all seminars before the laboratory session of the week.

Laboratory/Practical sessions

The laboratory classes complement the seminars. These are key active learning sessions conducted in small groups and led by a facilitator. There is a significant body of research to indicate that this is the best method for the learning of anatomy. These sessions will provide you with a unique hands-on opportunity to explore the wonder of the human body through the use of human donor specimens, cross-sectional and medical imaging, virtual reality and other immersive technology. An examination of surface anatomy is included in most sessions, as is the opportunity to examine ultrasound imaging.

Tutorial sessions

Tutorials are interactive sessions focussing on application of concepts to functional and clinical problems and include medical imaging and cross-sectional anatomy. Some tutorials will focus on clarifying difficult anatomical concepts.

You are encouraged to use the online discussion forums for questions and discussion related to the course content. Please engage in this discussion by answering and commenting on questions and queries from your peers. The course conveners will respond to unanswered questions in this forum.

Question forums

Each week there will be discussion forum on MS Teams where you can ask questions related to any topic (questions containing personal information should be emailed to the convenor directly). These forums are a place for you to ask questions and interact with your peers by answering questions. It is expected that students engage in the discussion and attempt to answer most questions posted.

3.2 Expectations of students

Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities total approximately 50 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

It is expected that for every timetabled hour of learning activity, you will need at least an hour of additional self-directed study. To assist your self-directed study, online learning modules are available in each topic. To master the course content, it is expected that you will engage with these for at least one additional untimetabled hour per week.

It is expected that you will attend all seminars, practical, and tutorial sessions. Each of these sessions are interactive and active participation is recommended. Laboratory and tutorial sessions, as well as the group assignment are collaborative learning experiences and is framed on being accountable for your learning and that of your peers. For some of these sessions, pre-work is required. This expectation will be clearly outlined in the course learning management system (Moodle).

The course utilises social learning platforms such as Microsoft Teams and Padlet. It is expected that you will engage with these platforms in a respectful and professional manner.

Please remember that email should be sent from your **official UNSW student account**, include your **student number, course code** and state the **reason for your email** clearly.

4. Course schedule and structure

This course consists of 68 hours of teaching contact. You are expected to take an additional 50 hours of non-class contact hours to complete assessments, readings, and exam preparation.

The weekly format is as follows:

1. Interactive Seminar: Mondays 11am-1pm, Ainsworth Building (J17) G03
2. Laboratory Session 1: Tuesdays & Wednesdays 10-12pm, Anatomy Labs 1st floor, Ian Jacobs Building (D26), Lab 08
[Please note that lab coats, closed shoes and masks are required for all laboratory sessions.](#)
3. Tutorial: Fridays 11am-1pm; Mathews Building (F23) 105 & Ian Jacobs Building (J17) G07
4. Self Directed Learning Activity: To be completed before the practical session, online

The course timetable is included below. **Any changes to the timetable will be communicated via the course Moodle and Teams.**

Please note that the course integrates the use of Moodle and MS Teams. **It is suggested that you download the MS Teams app available via UNSW IT before the course commences.**

While it is expected that the seminars will be recorded please note that this cannot be guaranteed. **It is strongly recommended that students attend all seminars as they form the basis for the practical content for the week, and the continuous assessment.**

2022 ANAT3121 | COURSE SCHEDULE VISCERAL ANATOMY AND IMAGING

WEEK		SELF-DIRECTED ACTIVITY To complete before the practical session	AINSWORTH G03 & MS TEAMS		ANATOMY LABORATORY (LAB 07)		MAT105 & BIOSCI G07	
			SEMINAR MONDAYS 11-1PM		LAB 1 TUES 10-12PM	LAB 2 WED 10-12PM	TUTORIAL FRI 11AM-1PM	
Module 1 – Thoracic Cavity	1	14/02-22/02	1. Thorax Osteology Review	S1 Thoracic Wall & Diaphragm (NP)	S2 Thoracic Cavity: Pleura & Lungs (NP)	L1 Thoracic wall & Diaphragm	L2 Pleura, Lungs and Trachea	Thoracic Inlet Respiration Mechanics The Chest X-Ray
	2	21/02 - 25/02	2. The Breast	S3 Superior Mediastinum (NP)	S4 Anterior & Posterior Mediastinum (NP)	L3 Superior Mediastinum	L4 Anterior & Posterior Mediastinum	The Breast Mediastinum Thoracic cross-sections & Imaging
	3	28/02 - 04/03	3. Autonomic Innervation of Viscera	S5 Middle Mediastinum & Heart (NP)	S6 Middle Mediastinum & Heart II (NP)	L5 Middle Mediastinum - I	L6 Middle Mediastinum II	Heart & Cardiac Imaging Heart Conducting System & Innervation
Module 2 – Abdominal Cavity	4	07/03 - 11/03	4. Abdominal Aorta & Branches 5. Posterior Abdominal Wall	S7 The Abdominal Walls and Inguinal Canal (KS)	S8 The Abdominal Cavity and Peritoneum (NP)	L7 Abdominal walls & Inguinal Canal	L8 Peritoneal Cavity & Peritoneum	Inguinal Hernias Peritoneal Disposition Autonomic Innervation
	5	14/03 - 18/03	6. Abdominal Venous Drainage & Portal Venous Anastomosis	S9 Foregut & associated organs I (NP)	S10 Foregut & associated organs II (NP)	L9 Abdominal Oesophagus, Stomach, Spleen & Blood Supply	L10 Liver, Gallbladder, Pancreas & Duodenum	Abdominal Blood Supply Portal Venous Anastomosis Abdominal Cross Sections
	6	21/03 - 27/03	7. Autonomic Innervation of Abdomen and Pelvis	FLEXI WEEK				
	7	28/03 - 01/04	8. Bone Pelvis 9. Pelvic Walls & Diaphragm	S11 Small & Large Intestines (KS)	S12 Kidneys, Ureter & Bladder (KS)	L11 Intestines & Blood Supply	L12 Kidneys, Ureters & Bony Pelvis	Peritoneal pouches Review Blood Supply Autonomic Innervation
Week 7, 29/03		TUESDAY @5PM MID-TERM INTEGRATED PRACTICAL ASSESSMENT (Scope: Week 1-6)						
Module 3 – Pelvic Cavity	8	04/04 - 08/04	10. Urethra 11. Spermatic Cord & Testes	S13 Biological Male Pelvic Organs (KS)	S14 Biological Female Pelvic Organs (NP)	L13 Bladder, Urethra, Pelvic Walls & Diaphragm	L14 Biological Male Pelvis	Pelvic Organ Relations Biological Male Reproductive Glands
	9	11/04 - 15/04	12. Rectum & Anal Region	S15 Perineum (KS)	S16 Pelvic Neurovascular Structures (KS)	L15 Biological Female Pelvis	L16 Perineum	GOOD FRIDAY
	10	18/04 - 22/04	13. Lymphatic Drainage of Trunk	EASTER MONDAY		L17 Rectum & Anal Canal	L18 Pelvic Neurovascular Structures	Pelvic Cross Sections Pelvic Imaging Lymphatic Drainage
29/04-12/05		EXAM PERIOD: INTEGRATED PRACTICAL ASSESSMENT 2 (Scope: Week 7-10) + WRITTEN EXAM (Week 1-10)						

5. Assessment

5.1 Assessment tasks and feedback

The pass mark for this course is **50%**.

It is compulsory to attempt all assessment activities to pass this course.

Assessment task	Length	Weight	Mark	Due date and time
Assessment 1: Continuous Assessment	10 mins x 5 = 50 mins	20	100	End of each week, as indicated in schedule
<p>Online quizzes at the end of each week are based on the related learning activities and aim to encourage you to self-manage your mastery of the CLOs. These assessments usually include multiple choice questions (MCQs). The five best quiz marks contribute to the final course mark. <i>You will receive weekly automated and individualised at the end of the assessment period.</i></p>				
Assessment 2: Mid-term Integrated Practical Assessment	40 mins	20	100	29 March 2022 @5pm
<p>The integrated assessment focusses on assessing your mastery of the practical content and skills in the first 6 weeks of the course. This assessment includes identifying structures on specimens and medical images as well as relating practical concepts to theoretical and clinical contexts. <i>Performance outcomes as well as generalised cohort feedback regarding assessment items will be provided once the marks are finalised and reported.</i></p>				
Assessment 3: Group Assignment		20	100	Week 8, 10 April 2022 Week 10, 22 April 2022
<p>You will work in a collaborative team to research a clinical or health topic related to the concepts covered in the course. As part of the assessment, your group is required to negotiate a topic with the course convenors. Some topic suggestions are provided as a guide. The format of the final submission includes a team-produced information resource (past examples and marking rubric are provided) and an individual reflection on the development of your teamwork skills during the task (500 words). <i>In weeks 4, 7 and 9 team members will provide you with formative feedback on your teamwork skills using the rubric provided. From each feedback round, you will identify a personal learning goal for discussion with their team members at the subsequent meeting.</i> <i>Feedback process on the final submission: You will receive feedback on your submission from a peer-group and the academic facilitators. You will receive feedback on your reflection on teamwork skills from the academic facilitators</i></p>				
Assessment 4: Final Examination		40%:	100	Exam Period
Part I: Integrated Practical Paper, 15%	30 mins	15		
Part II: Written Exam Paper, 25%	2 hours	25		
<p>Part I: Integrated Practical Assessment The integrated assessment focusses on assessing your mastery of the practical content and skills in the first 6 weeks of the course. This assessment includes identifying structures on specimens and medical images as well as relating practical concepts to theoretical and clinical contexts.</p> <p>Part II: Written Exam Paper This is a two-hour comprehensive assessment covering the entire course content. <i>Individual performance outcome will serve as feedback. General cohort feedback is provided via the course learning management system.</i></p>				

Exam Period: 29 April – 12 May 2022

Supplementary Exam Period: 23 May – 27 May 2022

Please note that the census date is Week 4 Sunday, 13 March 2022.

Before this date, you will receive feedback each week after the weekly quiz and from the weekly formative assessment tasks. Informal feedback will also be provided during the tutorial sessions.

Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Assessment of Attributes	Level of Attainment			
	Developing	Functional	Proficient	Advanced
Assessment 1: Continuous Assessment	Limited understanding of required knowledge and concepts. Inaccurate understanding and explanation of concepts discussed in lectures and laboratory sessions	Can reproduce significant facts and definitions. Has adequate breadth, but limited depth of understanding of concepts as evidenced in application of concepts and identifying features	Exhibits breadth and depth of understanding of concepts in the knowledge domain. Able to apply concepts to new contexts	Exhibits accurate and elaborate breadth and depth of understanding of concepts in the knowledge domain. Can apply concepts well to clinical scenarios and medical imaging.
Assessment 2: Integrated Practical Assessment	Inaccurate understanding and explanation of concepts discussed in course. Cannot identify features in new contexts. Unable to apply knowledge to health scenarios	Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of application of practical concepts.	Exhibits breadth and depth of understanding of practical concepts. Can use terminology accurately in new contexts and can discuss concepts appropriately in own words.	Exhibits accurate and elaborated breadth and depth of understanding of concepts in the knowledge domain. Can apply concepts well to clinical scenarios. Can justify application of concepts to health scenarios using on anatomical and functional principles
Assessment 3: Group Assignment: <i>Product</i>	Inaccurate understanding and explanation of concepts discussed in lectures and laboratory sessions; Cannot explain concepts in own words.	Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to clinical problems.	Able to assimilate and analyse information from a range of scientific reports, literature, and media. Exhibits breadth and depth of understanding of concepts in the knowledge domain. Can use terminology accurately in new contexts and can discuss concepts appropriately in own words. Demonstrates an appreciation of the limits of their own understanding	Able to critically evaluate information from a range of scientific reports, literature and media. Exhibits accurate and elaborated breadth and depth of understanding of concepts in the knowledge domain. Can apply concepts well to clinical scenarios. Can justify application of concepts based on anatomical and functional principles. Demonstrates a mature awareness of the limits of their own understanding
<i>Process</i>	Limited understanding of professionalism in the laboratory and in collaborative teamwork; Rarely provides useful ideas when participating in group work and in class discussion. Provides work that needs to be checked by team members.	Communicates ideas and relates positively to others. Can listen to the ideas of others and respond to them. A satisfactory group member who does what is required.	Communicates most effectively and explains ideas clearly. Actively listens to others and responds appropriately, reflecting a personal understanding of the viewpoint expressed. A strong group member who tries hard!	Balances listening and responding. Synthesizes what has been heard and evaluates or elaborates in responses to other ideas offering alternative perspectives. A definite leader who contributes a lot of effort and is able to assume different roles to suit the needs of the team.
Assessment 4: Final Exam	Limited understanding of required knowledge and concepts. Inaccurate understanding and explanation of concepts discussed in lectures and laboratory sessions; Cannot explain concepts in own words.	Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to clinical problems.	Exhibits breadth and depth of understanding of concepts in the knowledge domain. Can use terminology accurately in new contexts and can discuss concepts appropriately in own words. Demonstrates an appreciation of the limits of their own understanding	Exhibits accurate and elaborated breadth and depth of understanding of concepts in the knowledge domain. Can apply concepts well to clinical scenarios. Can justify application of concepts based on anatomical and functional principles

Teamwork: Self and Peer Assessment and Feedback				
	Poor 1 point	Fair 2 points	Good 3 points	Excellent 4 points
Being Prepared and Contributions	Rarely provides useful ideas when participating in the group and in classroom discussion. May not attend, communicate regarding progress, and/or not engage	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort and adapts to suit the needs of the team.
Quality of Work	Provides work that usually needs to be checked\redone by others to ensure quality.	Provides work that occasionally needs to be checked\redone by other group members to ensure quality.	Provides high quality work.	Provides work of the highest quality.
Attitude	Often is publicly critical of the project or the work of other members of the group. Sometimes has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).
Working with Others	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	Often listens to, shares with, and supports the efforts of others, but occasionally is not a good team member.	Usually listens to, shares with, and supports the efforts of others. Does not cause disharmony in the group.	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.
Monitors Group Effectiveness	Rarely monitors the effectiveness of the group and does not work to make it more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Routinely monitors the effectiveness of the group and makes suggestions to make it more effective.
I valued this team members contribution most ...				

5.3 Submission of assessment tasks

Late Submission

Late submissions will be penalized at 5% per day capped at five days (120 hours). Students will not be permitted to submit their assessments after this date.

Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Considerations.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

More information can be found on the [Special Consideration website](#).

Special consideration sought more than three days after an assessment deadline in a course WILL NOT be accepted except in TRULY exceptional circumstances.

You must obtain and attach Third Party documentation (e.g. medical certificates) before submitting the application. Failure to do so may result in the application being rejected. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration. Once completed, submit to [UNSW Student Central](https://student.unsw.edu.au/central) (<https://student.unsw.edu.au/central>). In addition to this, you should also inform the course convenor that you have applied for special consideration.

UNSW has a Fit to Sit / Submit rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. If you miss an assessment and have applied for Special Consideration, this will be considered when your final grade is determined. You should note that marks derived from completed assessment tasks may be used as the primary basis for determining an overall mark e.g. by extrapolating from your percentile rank on those tasks. Where appropriate, supplementary examination may be offered. **You will be notified about the date and time for this assessment.**

Normally, if you miss an exam (without medical reasons) you will be given an absent fail. If you start an exam late no time extension will be granted. Please refer to student.unsw.edu.au/special-consideration for further details regarding special consideration.

Educational Adjustments

Those students who have a condition that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of their course, or with an Advisor in the Equitable Learning Services unit (formerly Disability Support Services) (9385 4734 or <https://student.unsw.edu.au/els>). Students that have been granted an Equitable Learning Plan (ELP) should email this to the Course Convenors as soon as possible in the term.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Please use APA referencing style for this course.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,

responsibility, and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The Current Students site <https://student.unsw.edu.au/plagiarism>, and
- The ELISE training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

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 penalised 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.

Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own. Examples include:

Copying	Using the same or remarkably similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.
Inappropriate paraphrasing	Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
Collusion	Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes <ul style="list-style-type: none"> ▪ students providing their work to another student before the due date, or for the purpose of them plagiarising at any time ▪ paying another person to perform an academic task and passing it off as your own ▪ stealing or acquiring another person's academic work and copying it ▪ offering to complete another person's work or seeking payment for completing academic work. This should not be confused with academic collaboration.
Inappropriate citation	Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.
Self-plagiarism	'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks and are encouraged to seek advice from

7. Readings and resources

Students in this course are expected to have an anatomy textbook and an atlas. Online versions of the texts are accessible via UNSW Library.

Recommended Textbooks (any one)

Sinntamby C, Last RJ. 2011. Last's Anatomy, Regional and Applied, 12th edition. Elsevier (available online via UNSW library) **or**

Moore KL, Dalley AF, Agur AM. *Clinically Oriented Anatomy*, 8th edition, Lippincott Williams & Wilkins (available in UNSW library on Level 6) **or**

Drake RL, Vogl W, Mitchell AWM, *Gray's Anatomy for Students*, 3rd edition, Elsevier Churchill Livingstone (available online via in UNSW library)

Recommended Atlas (any one)

Rohen JW, Yokochi C, Lutjen-Drecoll. *Color Atlas of Anatomy*, Lippincott Williams & Wilkins, 8th edition
Netter FH. *Atlas of Human Anatomy*, Novartis, 6th edition

Agur AMR, Lee MJ. *Grant's Atlas of Anatomy*, Lippincott Williams & Wilkins, 13th edition

Abrahams PH, Boon JM, Spratt JD. *McMinn's Clinical Atlas of Human Anatomy*, Mosby Elsevier, 7th edition

Logan BM (2016). Logan's Illustrated Human Anatomy, 1st ed., CRC press. Available Online [here](#)

Reference Books

Susan Standing (Editor). *Gray's Anatomy. The anatomical basis of clinical practice*. Elsevier. 42nd Edition

Dean D and Herbener TE, "Cross Sectional Human Anatomy: Including images from the National Library of Medicine's Visible Human Project", 2007, Lippincott Williams & Wilkins.

Robert D. Acland, *Acland's Cross-Sectional Navigator*, Lippincott Williams And Wilkins.

Software Resources

A list of resources available through the UNSW Library and/or the Department of Anatomy is found on the course Moodle Page. These include:

- ANAT3121 Leganto Guide
- Primal Pictures: 3D interactive anatomy database
- Acland's Video Atlas
- Complete Anatomy

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

UNSW Library holds a variety of 3D anatomical models for students: These are housed in My Course Reserve, level 2.

8. Administrative matters

Student enquiries should be submitted via student portal <https://portal.insight.unsw.edu.au/web-forms/>

8.1 General Information

The Department of Anatomy is part of the School of Medical Sciences and is within the Faculty of Medicine & Health. **Professor Nalini Pather** is the Head of Anatomy and appointments to see her may be made through email (N.Pather@unsw.edu.au).

8.2 Communication

All students are advised that email is the official means by which the School of Medical Sciences at UNSW will communicate with you. All email messages will be sent to your official UNSW email address (e.g. z1234567@unsw.edu.au) and, if you do not wish to use the University email system, you MUST arrange for your official mail to be forwarded to your chosen address. Email correspondence with the University should be from your UNSW email address to reduce identity confusion.

The University recommends that you check your mail at least every other day. Facilities for checking email are available in the School of Medical Sciences and in the University library. Further information and assistance are available from the IT Service Centre (02) 9385 1333.

All current timetables, notices, and information relevant to you will be available on Moodle. It is your responsibility to check Moodle regularly.

8.3 Grievance Resolution Officer

In case you have any problems or grievance about the course, you should try to resolve it with the Course Convenors. If the grievance cannot be resolved in this way, you should contact the School of Medical Sciences Grievance Officer, Prof Nick Di Girolamo (n.digirolamo@unsw.edu.au).

8.4 Student Representatives

Two student representatives from each cohort represent the students in this course on the Department Student-Staff Liaison Committee. These representatives are expected to liaise with course convenors and student cohort, and to meet department committees as required; usually 2 times per term. During these meetings representatives will have the opportunity to report on any feedback relating to the course that has been gathered from peers either verbally or via email. Being a student representative gives you the opportunity to provide a voice for your student cohort, demonstrate your leadership, and is a role that can be listed on your CV.

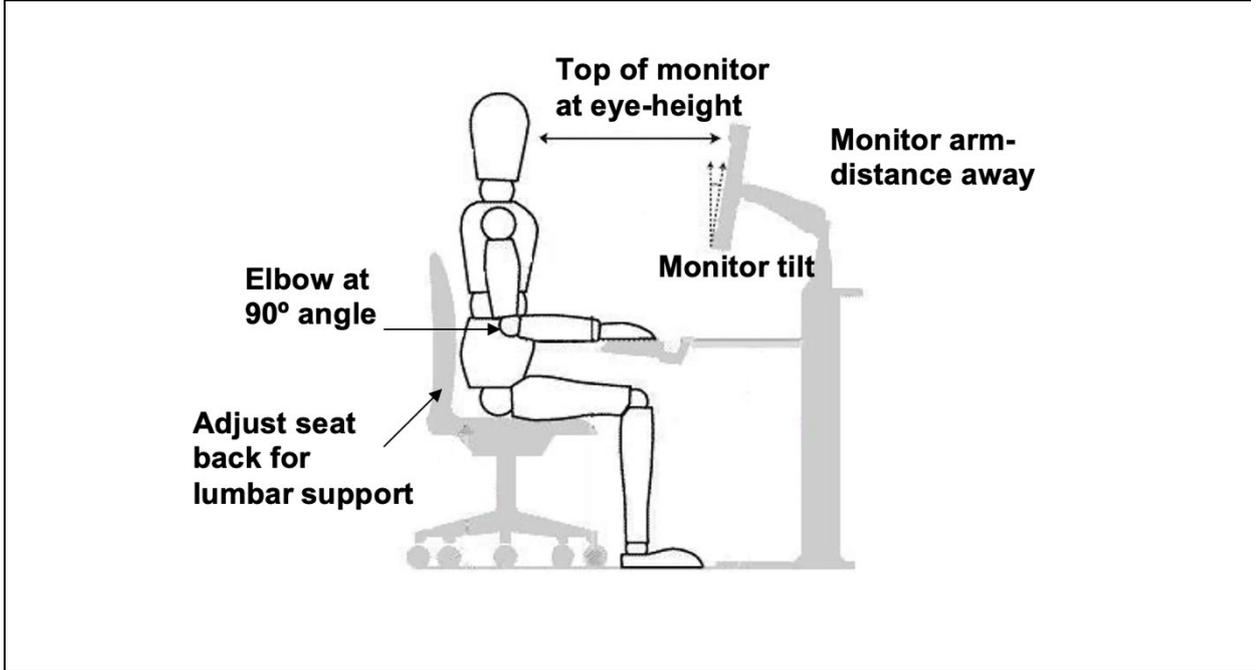
9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- *Student Wellbeing and Health* <https://www.student.unsw.edu.au/wellbeing>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>
- *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 (Formerly Disability Support Unit)*: <https://student.unsw.edu.au/els>
- *Transitioning to Online Learning* <https://www.covid19studyonline.unsw.edu.au/>
- *Guide to Online Study* <https://student.unsw.edu.au/online-study>

10. Student Risk Assessment

Medicine and Science Teaching Laboratory Student Risk Assessment	 UNSW SYDNEY	Practical Classes (Dry and Computer) for Medicine and Science Students C27 Wallace Wurth Building G06/07 D26 Ian Jacobs Building, Lab 08B
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Workstation set-up		
Ergonomics	Musculoskeletal pain	<ul style="list-style-type: none"> • Correct workstation set-up • Check electrical equipment is in good condition before use • All portable electrical equipment tested and tagged • Disinfectants and wipes available for use before and after the practical
Electrical	Electrical shock/Fire	
Biological	Infection	



Personal Protective Equipment
Face masks may be required. Please following the instructions provided at the time of entry.
Emergency Procedures
In the event of an alarm, follow the instructions of the academic in charge. The initial sound (beep) is advising you to prepare for evacuation. During this time pack up your personal belongings. The second sound (whoop) gives instruction to leave. The assembly point is on the lawn in front of the Chancellery. In the event of an injury inform the academic in charge (and/or lab staff). First aider and fire warden contact details are on display by the lifts on the floor and in each room. There is a wall mounted First Aid Kit located at the end of the G06 or 08A Laboratory.

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

Declaration
I have read and understand the safety requirements for this practical class, and I will observe these requirements.
Signature:
Student number:
Date:

ANAT-SRA-Med&SciStudent relates to RA-MED-06. Date for review: 01/02/2023



Hazards	Risks	Controls
<p>Chemical Formaldehyde Methylated spirits 2-phenoxyethanol</p> <p>Physical Cold temperature Heavy and sharp models (e.g. bone/plastic)</p> <p>Biological Fungi Bacteria (tetanus) Hepatitis B and C</p>	<p>Corrosive Flammable Irritant</p> <p>Cold Penetrating wound Foot injury</p> <p>Infection</p>	<ul style="list-style-type: none"> • Low concentrations of chemicals used • Adequate air changes and ventilation are provided • Safety Data Sheets for chemicals available • Ensure appropriate immunisation is current • Always wear a laboratory coat • Always wear enclosed shoes with full coverage of the dorsum of the foot • Wear protective eyewear or glasses • Wear a face mask (if required) • Wear disposable gloves when handling wet specimens and do not cross-contaminate models or bones with wet specimens • Do not handle food or drinks • Do not place anything into your mouth • Use disinfectant provided for cleaning models and surfaces • Use the provided hand sanitisers regularly • Wash hands with soap and dry thoroughly before leaving

Personal Protective Equipment required

 Lab. Coat	 Closed in footwear	 Safety Glasses	 Gloves	 Mask
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Emergency Procedures

In the event of an alarm, follow the instructions of the academic in charge. The initial sound (beep) is advising you to prepare for evacuation. During this time pack up your personal belongings. The second sound (whoop) gives instruction to leave. The assembly point is on the lawn in front of the Chancellery. In the event of an injury inform the academic in charge (and/or lab staff). First aider and fire warden contact details are on display by the lifts on the floor and in each room. There is a wall mounted First Aid Kit located at the end of the G06 or 08A Laboratory.

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 as this may result in fluid dripping 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 thoroughly with the soap provided.
- Remove your laboratory coat as you leave the room.

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:



Hazards	Risks	Controls
<p>Chemical Formaldehyde Methylated spirits 2-phenoxyethanol</p> <p>Physical Cold temperature Heavy and sharp models (e.g. bone/plastic)</p> <p>Biological Fungi Bacteria (tetanus) Hepatitis B and C</p>	<p>Corrosive Flammable Irritant</p> <p>Cold Penetrating wound Foot injury</p> <p>Infection</p>	<ul style="list-style-type: none"> ▪ Low concentrations of chemicals used ▪ Adequate air changes and ventilation are provided ▪ Safety Data Sheets for chemicals available <ul style="list-style-type: none"> ▪ Wear warm clothing as required ▪ Always wear a laboratory coat ▪ Wear long-sleeved surgical gown when working with fresh tissue and embalming ▪ Always wear enclosed shoes with full coverage of the dorsum of the foot ▪ Wear protective eyewear ▪ Use QlickSmart blade removal unit to remove scalpel blades <ul style="list-style-type: none"> ▪ Ensure appropriate immunisation is current ▪ Wear a face mask (if required) ▪ Wear disposable gloves when handling wet specimens and do not cross-contaminate models or bones with wet specimens ▪ Do not bring in any food or drinks ▪ Do not place anything into your mouth (e.g. pen) ▪ Use disinfectant provided for cleaning models and surfaces ▪ Use the provided hand sanitisers regularly ▪ Wash hands with soap and dry thoroughly before leaving

Personal Protective Equipment required

 Lab Gown	 Closed in footwear	 Safety Glasses	 Gloves	 Mask
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Emergency Procedures

In the event of an alarm, follow the instructions of the academic in charge. The initial sound (beep) is advising you to prepare for evacuation. During this time pack up your personal belongings. The second sound (whoop) gives instruction to leave. Follow the instructions of the academic in charge and the fire warden regarding the assembly point. In the event of an injury inform the academic in charge (and/or lab staff). First aider and fire warden contact details are on display near the entrance/exit doors. There is a wall mounted First Aid Kit located near the entrance/exit doors.

Clean up and waste disposal

- Refer to SWP-MED-MED-00093: GASU - Dissecting embalmed cadaveric material and SWP-MED-MED-00094: GASU - Recording and tracking dissection and waste.
- 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 thoroughly with the soap and dry your hands with paper towel.
- Remove your lab gown when you leave the Mortuary.

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:

11. Ethical behaviour and human remains

The learning activities in this course is centred around the study of human anatomical specimens that have been preserved and prepared from people who have donated their bodies to UNSW via a Bequeathal Program. Their donation makes it possible for you and your peers to study the human body. This is an extraordinary, generous act of these donors and their families and is a special privilege. Treating these remains with the utmost care and respect is mandatory, and our responsibility. It is good ethical practice and is mandated by NSW Law. The University operates the Bequeathal Program under the Code of Practice noted below, which all students are required to adhere to.

UNSW Department of Anatomy Code of Practice:

The University and Department of Anatomy recognises the magnitude of the contribution made by those who donate their bodies for the teaching of anatomy. We are committed to treating the human remains entrusted to our 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 and guidelines associated with the handling of human 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.

The Department of Anatomy hosts a thanksgiving service to commemorate those people who donated their bodies to enable our students to study anatomy. Families of donors are invited to attend this special ceremony. Staff and students participate in this event through readings of poetry, music and song, and in the laying of flowers as the name of each donor is read. If you would like to participate in this ceremony, please record your interest by emailing our Bequeathal Administrator (bequeathal@unsw.edu.au).

**2022 ANAT3121 | COURSE SCHEDULE
VISCERAL ANATOMY AND IMAGING**

WEEK		SELF-DIRECTED ACTIVITY To complete before the practical session	AINSWORTH G03 & MS TEAMS		ANATOMY LABORATORY (LAB 07)		MAT105 & BIOSCI G07	
			SEMINAR MONDAYS 11-1PM		LAB 1 WED 10-12PM	LAB 2 THURS 10-12PM	TUTORIAL FRI 9-11AM	
Module 1 – Thoracic Cavity	1	14/02-22/02	12. Thorax Osteology Review	S1 Thoracic Wall & Diaphragm (NP)	S2 Thoracic Cavity: Pleura & Lungs (NP)	L1 Thoracic wall & Diaphragm	L2 Pleura, Lungs and Trachea	Thoracic Inlet Respiration Mechanics The Chest X-Ray
	2	21/02 - 25/02	13. The Breast	S3 Superior Mediastinum (NP)	S4 Anterior & Posterior Mediastinum (NP)	L3 Superior Mediastinum	L4 Anterior & Posterior Mediastinum	The Breast Mediastinum Thoracic cross-sections & Imaging
	3	28/02 - 04/03	14. Autonomic Innervation of Viscera	S5 Middle Mediastinum & Heart (NP)	S6 Middle Mediastinum & Heart II (NP)	L5 Middle Mediastinum -I	L6 Middle Mediastinum II	Heart & Cardiac Imaging Heart Conducting System & Innervation
Module 2 – Abdominal Cavity	4	07/03 - 11/03	15. Abdominal Aorta & Branches 16. Posterior Abdominal Wall	S7 The Abdominal Walls and Inguinal Canal (KS)	S8 The Abdominal Cavity and Peritoneum (NP)	L7 Abdominal walls & Inguinal Canal	L8 Peritoneal Cavity & Peritoneum	Inguinal Hernias Peritoneal Disposition Autonomic Innervation
	5	14/03 - 18/03	17. Abdominal Venous Drainage & Portal Venous Anastomosis	S9 Foregut & associated organs I (NP)	S10 Foregut & associated organs II (NP)	L9 Abdominal Oesophagus, Stomach, Spleen & Blood Supply	L10 Liver, Gallbladder, Pancreas & Duodenum	Abdominal Blood Supply Portal Venous Anastomosis Abdominal Cross Sections
	6	21/03 - 27/03	18. Autonomic Innervation of Abdomen and Pelvis	FLEXIWEEK				
	7	28/03 - 01/04	19. Bone Pelvis 20. Pelvic Walls & Diaphragm	S11 Small & Large Intestines (KS)	S12 Kidneys, Ureter & Bladder (KS)	L11 Intestines & Blood Supply	L12 Kidneys, Ureters & Bony Pelvis	Peritoneal pouches Review Blood Supply Autonomic Innervation
Week 7, 29/03		TUESDAY @5PM MID-TERM INTEGRATED PRACTICAL ASSESSMENT (Scope: Week 1-6)						
Module 3 – Pelvic Cavity	8	04/04 - 08/04	21. Urethra 22. Spermatic Cord & Testes	S13 Biological Male Pelvic Organs (KS)	S14 Biological Female Pelvic Organs (NP)	L13 Bladder, Urethra, Pelvic Walls & Diaphragm	L14 Biological Male Pelvis	Pelvic Organ Relations Biological Male Reproductive Glands
	9	11/04 - 15/04	23. Rectum & Anal Region	S15 Perineum (KS)	S16 Pelvic Neurovascular Structures (KS)	L15 Biological Female Pelvis	L16 Perineum	GOOD FRIDAY
	10	18/04 - 22/04	24. Lymphatic Drainage of Trunk	EASTER MONDAY		L17 Rectum & Anal Canal	L18 Pelvic Neurovascular Structures	Pelvic Cross Sections Pelvic Imaging Lymphatic Drainage
29/04-12/05		EXAM PERIOD: INTEGRATED PRACTICAL ASSESSMENT 2 (Scope: Week 7-10) + WRITTEN EXAM (Week 1-10)						