ANAT1451
Functional Anatomy & Biomechanics I

Course Outline
Term 2, 2023

School of Medical Sciences
Faculty of Medicine & Health
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1. Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Consultation times and locations</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convenor</td>
<td>Dr. Stanley Serafin</td>
<td><a href="mailto:s.serafin@unsw.edu.au">s.serafin@unsw.edu.au</a></td>
<td>By appointment</td>
<td>Email</td>
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<td>Co-convenor</td>
<td>Dr. Rachel Berry</td>
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<td>Email</td>
</tr>
<tr>
<td>A/Prof</td>
<td>Dr. Michael Lee</td>
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</tr>
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<td>Lecturer</td>
<td>Dr. Varun Sahni</td>
<td><a href="mailto:v.sahni@unsw.edu.au">v.sahni@unsw.edu.au</a></td>
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<td>Email</td>
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<tr>
<td>Lecturer</td>
<td>Dr. Blake Dickson</td>
<td><a href="mailto:b.dickson@unsw.edu.au">b.dickson@unsw.edu.au</a></td>
<td>By appointment</td>
<td>Email</td>
</tr>
</tbody>
</table>

2. Course Information

Units of credit: 6

Pre-requisite(s): Enrolment in program 3896 Exercise Science/Physiotherapy and Exercise Physiology OR 3897 Applied Exercise Science/Clinical Exercise Physiology

Teaching times and locations: please consult the course schedule below and the ANAT1451 online timetable available at https://timetable.unsw.edu.au/2023/ANAT1451.html

2.1 Course summary

Are you preparing to be a movement specialist, or seeking a deeper understanding of the upper and lower limb function and dysfunction? Immerse yourself in understanding functional anatomy of limb movement underpinned by foundational principles of biomechanics. In this course you will acquire a deep understanding of the neuromuscular anatomy of the limbs and their role in facilitating movement by integrating functional biomechanics. You will apply this knowledge to understand how movement may be compromised in musculoskeletal and nerve injury. Hands-on laboratory-based study involving human donor cadavers, medical imaging and surface anatomy will be complemented by adaptive online learning modules and case-based tutorials to understand normal function, clinical presentation and functional deficits.

2.2 Course aims

This course aims to provide you with a comprehensive knowledge of the functional anatomy of the upper and lower limbs underpinned by biomechanical principles. You will apply your knowledge of limb anatomy to interpret medical imaging and clinical presentations, and to predict the functional deficits of neuromusculoskeletal lesions.

2.3 Course learning outcomes (CLO)

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

1. demonstrate ethical principles of working with diverse groups of people and with human tissue,
2. apply anatomical terms to describe position, movement, body direction, regions, body planes or sections,
3. describe the musculoskeletal anatomy including origin, insertions, bony landmarks, joint structure and neurovascular supply of the upper and lower limbs,
4. apply anatomical knowledge to explain joint movement,
5. correlate functional anatomy with surface anatomy, medical imaging, clinical presentation and fundamental biomechanical principles,
6. describe the impact of body proportions and anatomical differences on movement,
7. explain how kinematics and kinetics can be used to understand human-environment and human-equipment interactions in relation to activities of daily living and human movement,
8. describe results from static and dynamic physical assessments and provide recommendations for movement or exercise modification.

2.4 Relationship between course and program learning outcomes and assessments

<table>
<thead>
<tr>
<th>Course Learning Outcome (CLO)</th>
<th>LO Statement</th>
<th>Related Tasks &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO 1</td>
<td>Demonstrate ethical principles of working with diverse groups of people and with human tissue</td>
<td>Tutorial work Integrated Practical Assessment</td>
</tr>
<tr>
<td>CLO 2</td>
<td>Apply anatomical terms to describe position, movement, body direction, regions, body planes or sections</td>
<td>Continuous Assessment Integrated Practical Assessment Exam</td>
</tr>
<tr>
<td>CLO 3</td>
<td>Describe the musculoskeletal anatomy including origin, insertions, bony landmarks, joint structure and neurovascular supply of the upper and lower limbs</td>
<td>Continuous Assessment Tutorial work Integrated Practical Assessment Exam</td>
</tr>
<tr>
<td>CLO 4</td>
<td>Apply anatomical knowledge to explain joint movement</td>
<td>Continuous Assessment Tutorial work Integrated Practical Assessment Exam</td>
</tr>
<tr>
<td>CLO5</td>
<td>Correlate functional anatomy with surface anatomy, medical imaging, clinical presentation and fundamental biomechanical principles</td>
<td>Continuous Assessment Tutorial work Integrated Practical Assessment Exam</td>
</tr>
<tr>
<td>CLO6</td>
<td>Describe the impact of body proportions and anatomical differences on movement</td>
<td>Continuous Assessment Tutorial work Integrated Practical Assessment Exam</td>
</tr>
<tr>
<td>CLO7</td>
<td>Explain how kinematics and kinetics can be used to understand human-environment and human-equipment interactions in relation to activities of daily living and human movement</td>
<td>Continuous Assessment Tutorial work Integrated Practical Assessment Exam</td>
</tr>
<tr>
<td>CLO8</td>
<td>Describe results from static and dynamic physical assessments and provide recommendations for movement or exercise modification</td>
<td>Continuous Assessment Tutorial work Integrated Practical Assessment Exam</td>
</tr>
</tbody>
</table>
3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course uses a blended learning framework and is underpinned by active learning principles. Face to face seminars and laboratory sessions integrate with self-directed interactive online videos and tutorials. Student learning in each topic culminates in an online quiz and a problem-based tutorial that incorporates collaborative learning and application of the concepts to clinical presentation and practice. Seminars will provide you with the framework for inquiry and learning in each topic. These sessions are interactive and provide an overview of the topic, highlighting important correlations of functional anatomy and biomechanics with clinical presentation and practice.

Interactive videos and tutorials are available for self-guided work during the entire course and provide students with an opportunity to master challenging concepts in each topic. The videos are supported by transcripts and embedded formative quizzes. The online tutorials incorporate video explanations, quiz-style questions, and cadaveric and medical imaging. Feedback is provided immediately and is response-specific.

Laboratory practical sessions provide students with a collaborative hands-on exploration of human donor prossections, medical imaging and surface anatomy related to each topic. This is a privileged experience of exploration, discovery and discussion facilitated by skilled tutors and near-peer demonstrators.

Problem-based tutorial sessions are face-to-face collaborative learning experiences designed for you to clarify and apply the knowledge and concepts gained in each topic to clinical and functional case studies, movement analysis and medical imaging.

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 hour per week.

It is expected that you will attend all face-to-face lectures, 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.
### 4. Course schedule and structure

<table>
<thead>
<tr>
<th>WEEK</th>
<th>START</th>
<th>LECTURES</th>
<th>LAB 1</th>
<th>LAB 2</th>
<th>TUTORIAL</th>
<th>SELF-DIRECTED ONLINE ACTIVITY</th>
<th>Related CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-recorded: available on Moodle</td>
<td>Anatomy Lab 7 Level 1 Biological Sciences</td>
<td>Anatomy Lab 7 Level 1 Biological Sciences</td>
<td>Physiotherapy Clinical Skills Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>29-May</td>
<td>Pectoral Girdle &amp; Shoulder</td>
<td>1: Bones, joints &amp; ligaments of pectoral girdle &amp; shoulder</td>
<td>2: Muscles &amp; blood vessels of pectoral girdle &amp; shoulder</td>
<td>Case-based tutorial 1</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>2</td>
<td>5-Jun</td>
<td>Brachial Plexus &amp; Arm</td>
<td>3: Bones, joints, ligaments &amp; muscles of the arm</td>
<td>4: Blood vessels of the arm &amp; brachial plexus</td>
<td>Case-based tutorial 2</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>3</td>
<td>12-Jun</td>
<td>Elbow &amp; Forearm</td>
<td>Public Holiday</td>
<td>5: Structures of the elbow &amp; forearm</td>
<td>Case-based tutorial 3</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>4</td>
<td>19-Jun</td>
<td>Wrist &amp; Hand</td>
<td>6: Bones, joints &amp; ligaments of the wrist &amp; hand</td>
<td>7: Muscles, blood vessels &amp; nerves of the wrist &amp; hand</td>
<td>Case-based tutorial 4</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>5</td>
<td>26-Jun</td>
<td></td>
<td>8: Revision</td>
<td>9: INTEGRATED PRACTICAL ASSESSMENT 1</td>
<td>Case-based tutorial 5</td>
<td>Practice Integrated Practical Assessment 1</td>
<td>1-8</td>
</tr>
<tr>
<td>6</td>
<td>3-Jul</td>
<td></td>
<td></td>
<td></td>
<td>FLEXIBILITY WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10-Jul</td>
<td>Pelvis &amp; Gluteal Region</td>
<td>10: Bones, joints &amp; ligaments of the pelvis &amp; gluteal region</td>
<td>11: Muscles, blood vessels &amp; nerves of the pelvis &amp; gluteal region</td>
<td>Case-based tutorial 6</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>8</td>
<td>17-Jul</td>
<td>Thigh &amp; Knee</td>
<td>12: Bones, joints &amp; ligaments of the thigh &amp; knee</td>
<td>13: Muscles, blood vessels &amp; nerves of the thigh &amp; knee</td>
<td>Case-based tutorial 7</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>9</td>
<td>24-Jul</td>
<td>Leg, Ankle &amp; Foot</td>
<td>14: Bones, joints &amp; ligaments of the leg, ankle &amp; foot</td>
<td>15: Muscles, blood vessels &amp; nerves of the leg, ankle &amp; foot</td>
<td>Case-based tutorial 8</td>
<td>Practice Quiz VAnAT</td>
<td>1-8</td>
</tr>
<tr>
<td>10</td>
<td>31-Jul</td>
<td></td>
<td>16: Revision</td>
<td>17: INTEGRATED PRACTICAL ASSESSMENT 2</td>
<td>Case-based tutorial 9</td>
<td>Practice Integrated Practical Assessment 2</td>
<td>1-8</td>
</tr>
</tbody>
</table>

**Exam Period**: 11 Aug – 24 Aug 2023  
**Supplementary Exam Period**: 4 Sep – 8 Sep 2023
5. Assessment

5.1 Assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment</td>
<td>20%</td>
<td>Weekly Monday at 5pm</td>
</tr>
<tr>
<td>Tutorial Work</td>
<td>20%</td>
<td>Weekly in Tutorial</td>
</tr>
<tr>
<td>Integrated Practical Assessment</td>
<td>30%</td>
<td>Week 5 and 10 in Wednesday Lab</td>
</tr>
<tr>
<td>Exam</td>
<td>30%</td>
<td>During exam period</td>
</tr>
</tbody>
</table>

**Continuous Assessment**

This assessment task comprises weekly quizzes that cumulatively are worth 20% of the course mark. This is a continuous assessment quiz released at end of each week (9 quizzes in total, the five highest quiz marks contribute to this assessment mark). Students will have one attempt at each quiz. No resits or supplementary continuous assessments will be provided.

The continuous assessment quizzes test practical and theoretical knowledge acquired in the course and the application of this knowledge. The aim of this assessment is to ensure you attain an understanding of the concepts in each topic and to identify any concepts for immediate remediation. Individualised feedback is provided at the end of the assessment time. Cohort feedback is provided at the next session led by an academic facilitator where misconceptions will be discussed.

**Tutorial Work**

This assessment task is worth 20% of the overall course mark. It has two components:

- **Pre-tutorial online activities**: These comprise weekly tasks that cumulatively are worth 10% of the overall course mark. Pre-tutorial online activities help you develop clinical reasoning skills by assessing your ability to apply functional anatomy and biomechanics concepts to case scenarios. Feedback is provided immediately via the course learning management system.

- **In-class tutorial activities**: These comprise weekly tasks that cumulatively are worth 10% of the overall course mark. In-class tutorial activities assess your ability to palpate bony and soft tissue landmarks on the surface of the body and apply knowledge of functional anatomy and biomechanics in assessing joint range of motion. Feedback is provided immediately in class during tutorial throughout the term.

**Integrated Practical Assessment**

This is an integrated practical assessment that occurs at mid- and end- of term. Each assessment is 1 hour 15 minutes long, and contributes to half of the weighting of this assessment item. It is based on the laboratory and tutorial practical concepts in the preceding weeks.

Individualised feedback is provided at the end of the assessment. Cohort feedback is provided at the next session led by an academic facilitator.

**Exam**

This is a final written examination that takes place during the examination period. It is worth 30% of the overall course mark. The task assesses the integration of theoretical and practical components of the course. It is designed to assess deeper learning and critical thinking by requiring students to apply concepts studied in the course to solve problems. Cohort feedback is provided once the exams are completed in the form of a post in the course learning management system.

**Further information**

UNSW grading system: [https://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)
### 5.2 Assessment criteria and standards

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level of Attainment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Functional</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Assessment 1:</strong></td>
<td>Limited understanding of required knowledge and concepts.</td>
<td>Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to content to case scenarios</td>
<td>Exhibits breadth and depth of understanding of concepts in the knowledge domain.</td>
<td>Exhibits accurate and elaborated breadth and depth of understanding of concepts in the knowledge domain. Can apply concepts well to clinical scenarios.</td>
</tr>
<tr>
<td><strong>Continuous</strong></td>
<td>Inaccurate understanding and explanation of concepts discussed during the week’s activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment 2:</strong></td>
<td>Inaccurate understanding and explanation of concepts; Cannot explain concepts in own words.</td>
<td>Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to case scenarios</td>
<td>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</td>
<td>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 biomechanical principles</td>
</tr>
<tr>
<td><strong>Tutorial Work</strong></td>
<td>Limited understanding of required knowledge of practical concepts. Inaccurate understanding and explanation of concepts discussed in lectures and laboratory sessions; Cannot explain concepts in own words.</td>
<td>Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of practical concepts.</td>
<td>Exhibits breadth and depth of understanding of practical concepts. 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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Assessment 3:</strong></td>
<td>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.</td>
<td>Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to clinical problems.</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Integrated</strong></td>
<td>Developing</td>
<td>Functional</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td>Limited understanding of required knowledge of practical concepts. Inaccurate understanding and explanation of concepts discussed in lectures and laboratory sessions; Cannot explain concepts in own words.</td>
<td>Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of practical concepts.</td>
<td>Exhibits breadth and depth of understanding of practical concepts. 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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Assessment 4:</strong></td>
<td>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.</td>
<td>Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to clinical problems.</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Exam</strong></td>
<td>Developing</td>
<td>Functional</td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Can reproduce accurately required facts and definitions. Has adequate breadth, but limited depth of understanding of concepts as evidenced in application to clinical problems.</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
5.3 Submission of assessment tasks

Late Submission
UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per day (including Saturday, Sunday and public holidays). For example, if an assessment task is worth 30 marks, then 1.5 marks will be lost per day (5% of 30) for each day it is late. So, if the grade earned is 24/30 and the task is two days late the student receives a grade of 24 – 3 marks = 21 marks.

Late submission is capped at 5 days (120 hours). This means that a student cannot submit an assessment more than 5 days (120 hours) after the due date for that assessment.

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.

5.4 Feedback on assessment
This is a challenging course. Feedback on learning is a regular feature of the course. During laboratory and tutorial sessions feedback is provided by peers and academic facilitators regularly as you complete various activities individually and collaboratively.

Assessment 1: Continuous Assessment - Individualised feedback is provided at the end of the assessment time. Cohort feedback is provided at the next session led by an academic facilitator and misconceptions discussed. You will be able to access online activities to remediate any misconceptions or troublesome concepts.

Assessment 2: Tutorial Work – Individualised feedback on the weekly pre-tutorial online modules is provided immediately via the course learning management system. Feedback on the weekly in-class tutorial activities is provided immediately during tutorial throughout the term.

Assessment 3: Integrated Practical Assessment - Individualised feedback is provided at the end of the assessment. Cohort feedback is provided at the next session led by an academic facilitator.

Assessment 4: Exam - Cohort feedback is provided once the exams are completed in the form of a post in the course learning management system.

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 Vancouver or 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. 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 https://subjectguides.library.unsw.edu.au/elise

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.

7. Readings and resources
In addition to the lab manual, you will need a textbook AND an atlas of human anatomy for this course.

Recommended text

Recommended Atlas
   OR

Other useful textbooks are:

Online resources
6. Virtual Anatomy Tutorials – accessed via the learning management system
7. Anatomy videos – accessed via UNSW Box
8. Acland’s anatomy videos – accessed via the university library
9. Arnold’s Glossary of Anatomical Terms
10. Complete Anatomy – accessed via the university library

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8. Administrative matters
Student enquiries should be submitted via student portal https://portal.insight.unsw.edu.au/web-forms/.

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 assessments

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Risks</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical</strong></td>
<td>Corrosive</td>
<td>Low concentrations of chemicals used</td>
</tr>
<tr>
<td></td>
<td>Flammable</td>
<td>Adequate air changes and ventilation provided</td>
</tr>
<tr>
<td></td>
<td>Irritant</td>
<td>Safety Data Sheets for chemicals available</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td>Cold temperature</td>
<td>Always wear a laboratory coat</td>
</tr>
<tr>
<td></td>
<td>Heavy and sharp models</td>
<td>Wear enclosed shoes with full coverage of dorsum of foot</td>
</tr>
<tr>
<td></td>
<td>(e.g. bone/plastic)</td>
<td>Wear protective eyewear</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biological</strong></td>
<td>Infection</td>
<td>Ensure appropriate immunisation is current</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wear a face mask (if required)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wear disposable gloves when handling wet specimens and do not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cross-contaminate models or bones with wet specimens</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not bring in any food or drinks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not place anything into your mouth (e.g. pen)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use disinfectant provided for cleaning models and surfaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use hand sanitisers provided regularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wash hands with soap and dry thoroughly before leaving</td>
</tr>
</tbody>
</table>

### Personal Protective Equipment (required)
- Lab. Coat
- Closed in footwear
- Safety Glasses
- Gloves
- Mask

### 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 are portable First Aid Kits located in LAB08A and LAB07.

### 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 lab staff immediately.
- Replace stools under the tables (if applicable).
- Remove your gloves and dispose in the biowaste bins provided.
- Wash your hands thoroughly with soap and dry with paper towels 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: ............................

ANAT-SRA-Med&SciStudent relates to RA-MED-06. Date for review: 01/02/2024
Student Risk Assessment

Hazards

<table>
<thead>
<tr>
<th>Ergonomics</th>
<th>Musculoskeletal pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical</td>
<td>Electrical shock/Fire</td>
</tr>
<tr>
<td>Biological</td>
<td>Infection</td>
</tr>
</tbody>
</table>

- 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

Workstation set-up

- Monitor arm-distance away
- Top of monitor at eye-height
- Monitor tilt
- Elbow at 90° angle
- Adjust seat back for lumbar support

Personal Protective Equipment

*Face masks may be required. Please follow 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 a portable kit in the 08A Laboratory.

Clean up and waste disposal

No apparatus or chemicals used in these rooms.

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

Signature: ___________________________ Date: ___________________________

Student number: ___________________________