

# **PHSL3221**

## **Endocrine, Reproductive and Developmental Physiology**

**Course Outline  
Term 3, 2022**

**School of Medical Sciences  
Faculty of Medicine & Health**

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# 1. Staff

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## Other Teaching Staff (Lecturers)\*:

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A/Prof Gavin Sacks	Clinical Director IVF Australia	Please arrange contact through Dr Gibson
Dr Greg Smith	Dept of Pharmacology, School of Biomedical Sciences	<a href="mailto:g.smith@unsw.edu.au">g.smith@unsw.edu.au</a>
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## 2. Course information

Units of credit: 6 UoC

Pre-requisite(s): PHSL2101 or PHSL2121 or PHSL2501 AND PHSL2201 or PHSL2221 or PHSL2502

Teaching times and locations: <https://timetable.unsw.edu.au/2022/PHSL3221.html>

### 2.1 Course summary

This course has been developed with the aim of stimulating your interest and expanding your knowledge in the areas of endocrinology, reproduction, fertility and fetal development. The endocrine and reproductive physiology component builds on areas covered in Physiology 1B. The study of developmental physiology examines a wide range of organ systems and endocrine functions in the fetus, newborn and pregnant woman, and in this part of the course you will draw on your knowledge of these systems and processes from the relevant parts of Physiology 1A and 1B, and also your understanding of basic anatomy and biochemistry.

### 2.2 Course aims

This course aims to develop your understanding of the structure, function, control and pathophysiology of endocrine systems; the mechanisms associated with male and female reproduction and fertility and an understanding of normal fetal growth and development, post-natal adaptation and survival, and maternal physiology. As well, the course aims to develop your skills in teamwork, problem solving, communicating with peers, making presentations, independent learning, data analysis and report writing; and to stimulate an interest in and appreciation of biomedical research.

### 2.3 Course learning outcomes (CLO)

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

1. Demonstrate an understanding of each of the three course themes: function and control of endocrine systems; male and female reproduction and fertility; fetal growth, development and adaptation to life after birth
2. Contribute effectively in a group to discuss and offer solutions to a scientific or relevant clinical scenario
3. Identify areas in your knowledge of physiology that could be improved, and carry out the self-directed learning necessary to "fill the gaps"
4. Research scientific information and communicate it to your colleagues and academic staff in written and oral formats

## 2.4 Relationship between course learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Demonstrate an understanding of each of the three course themes: function and control of endocrine systems; male and female reproduction and fertility; fetal growth, development and adaptation to life after birth.	Problem based learning Endocrine assignment Mid-term examination Final examination
CLO 2	Contribute effectively in a group to discuss and offer solutions to a scientific or relevant clinical scenario.	Problem based learning
CLO 3	Identify areas in your knowledge of physiology that could be improved, and carry out the self-directed learning necessary to “fill the gaps”.	Problem based learning Endocrine assignment
CLO 4	Research scientific information and communicate it to your colleagues and academic staff in written and oral formats	Problem based learning Endocrine assignment

## 3. Strategies and approaches to learning

### 3.1 Learning and teaching activities

A variety of learning and teaching strategies are used in this course:

**Lectures and Seminars** introduce aspects of core material and insights into recent research and current practice. Until recently, the course convenor conducted research in fetal and developmental physiology. The course co-convenor conducts research in endocrinology and metabolism. We are also fortunate to have a large number of guest lecturers who are expert in their particular area of research or clinical practice. This means that you will gain an insight into both the basics and the latest issues relating to each of the course themes.

The **problem based learning tutorials** (PBLs) will form a large part of your study of endocrinology. These are designed not only to develop your knowledge of endocrine physiology [Learning outcome 1], but also to encourage the development of self-directed learning, teamwork, and communication and presentation skills [Learning outcomes 2, 3, 4]. More information about PBL tutorials is given later in these notes.

**Practical sessions** are designed to give you a deeper understanding of particular aspects of the course. The practical class ‘*Gestational diabetes and screening in pregnancy*’ enables you to carry out a glucose tolerance test, to learn more about gestational diabetes (a condition affecting about 10% of pregnant women in Australia) and to examine screening principles including sensitivity, specificity, positive predictive value and negative predictive value. The class “*Two peas in a pod*” enables you to consider twinning and

aspects of paternity testing. We hope that students will be able *visit to the neonatal intensive care unit* at the Royal Hospital for Women, Randwick for a 'once in a lifetime' opportunity to see how our understanding of fetal and neonatal physiology is applied to treating preterm infants. However, a video has been made in the neonatal intensive care unit in case this site visit is not possible due to the current status of the pandemic.

### 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.

The course timetable is attached at the end of these notes and can also be found on Moodle. All lectures and seminars will be recorded, but you are expected to attend live events (whether face-to-face or online) for their full duration. We will let you know ahead, but in general this will be the live online seminars (Thursdays 1-3pm) and the face-to-face practical class slots (Wednesday 2-5 pm). Attendance for activities scheduled in the practical class times are particularly important as these will not be recorded.

**Problem based learning tutorials.** PBLs form a major part of your learning for the Endocrinology and Reproductive components of this course. You are relying on other members of your group to attend all sessions, carry out the necessary research and report back to the group, and they are relying on you to do the same. For both of these reasons attendance at all PBL sessions is compulsory. Non-attendance for other than documented medical or other serious reasons, or unsatisfactory performance, will result in an additional assessment or in ineligibility to pass the course.

## 4. Course schedule and structure

Lecture(s):	Pre-recorded. Online asynchronous. 2h equivalent.
Pracs/PBLs:	Face-to-face. Wednesdays 2-5 pm.
Seminar:	Thursdays 1 pm - 3 pm. Live online.

<b>WEEK 1</b>			
Pre-recorded		Course information and assessment requirements Concepts in endocrinology	Convenors Dr K Gibson
Wednesday 14/9	2 pm	PBL 1.1 (Mat 308/309/311/312)	PBL tutors
Thursday 15/9	1 pm	Insulin action and nutrient metabolism	Prof N Turner
	2 pm	The role of glucagon in metabolism and disease	Dr G Smith
<b>WEEK 2</b>			
Pre-recorded		Gut Hormones Growth	Dr L Liu Dr V Birzniece
Wednesday 21/9	2 pm	PBL 1.2/PBL2.1 (Mat 308/309/311/312)	PBL tutors
Thursday 22/9	1 pm	Hormonal effects of water immersion	Dr K Gibson
	2 pm	Hypothalamic regulation of body weight	Dr K Ip
<b>WEEK 3</b>			
Pre-recorded		Calcium metabolism Hypersecretion: catecholamines and serotonin	Dr V Birzniece Dr K Gibson
Wednesday 28/9	2 pm	PBL 2.2/PBL 3.1 (Mat 308/309/311/312)	PBL tutors
Thursday 29/9	1 pm	Endocrine functions of white adipose tissue	Dr A Brandon
	2 pm	Update on the renin angiotensin system	Dr K Gibson
<b>WEEK 4</b>			
Pre-recorded		Androgens and anabolic steroids Menopause and Andropause	Dr V Birzniece Dr K Gibson
Wednesday 5/10	2 pm	PBL 3.2/PBL 4.1(Mat 308/309/311/312)	PBL tutors
Thursday 6/10	1 pm	Puberty	Dr K Gibson
	2pm	Biological sex and variation	Dr K Gibson
<b>WEEK 5</b>			
Pre-recorded		Regulation of fertility Fertility and Assisted reproductive Technology	Dr A Finch Dr A Clark
Wednesday 12/10	2 pm	PBL 4.2 (Mat 308/309/311/312)	PBL tutors
Thursday 13/10	1 pm	Sexual reproduction – past, present and future	A/Prof G Sacks
	2 pm	Practice exam questions and feedback	Convenors
<b>WEEK 6</b>			
Flexibility week – No classes			
<b>WEEK 7</b>			
Pre-recorded		Introduction to Fetal Physiology Fetal circulation and response to hypoxia	Dr K Gibson Dr K Gibson
<b>Wednesday 26/10</b>	<b>2 pm</b>	<b>Midsession Exam</b>	
Thursday 27/10	1 pm	Maternal physiology	Dr K Gibson
	2 pm	Free slot – assignment preparation	
<b>WEEK 8</b>			
Pre-recorded		Placenta Fetal endocrinology	Dr K Gibson Dr K Gibson
<b>Wednesday 2/11</b>	<b>9 am</b>	<b>Endocrine Assignment due (submit in Moodle)</b>	
Wednesday 2/11	2 pm	Gestational Diabetes & Screening in pregnancy WW 115	Convenors
Thursday 3/11	1 pm	Regulation of fetal fluids	Dr K Gibson
	2 pm	Free slot – “Ghost in your genes”	
<b>WEEK 9</b>			
Pre-recorded		Fetal breathing Parturition	Dr K Gibson Dr K Gibson

Wednesday 9/11	2pm	Two peas in a pod WW 115	Dr K Gibson
Thursday 10/11	1pm 2pm	Developmental Origins of Health and Disease Epigenetics	Dr C Maloney Dr C Maloney
<b>WEEK 10</b>			
Pre-recorded		Neonatal Intensive Care Lactation and early infant nutrition	Dr K Lui Dr K Gibson
Wednesday 16/11	2 pm	Neonatal Nursery (virtual visit)	Convenors
Thursday 17/11	1 pm 2 pm	Adaptation to life after birth Practice exam questions and feedback	Dr K Gibson Dr K Gibson

Exam Period: 25 November – 8 December

Supplementary Exam Period: 9 January – 13 January

## 5. Assessment

### 5.1 Assessment tasks

Assessment task	Length	Weight	Due date and time
<b>Assessment 1:</b> Problem based learning		15%	PBL sessions in weeks 1-5
<b>Assessment 2:</b> Endocrine assignment	2000 words	15%	9 am Wednesday 2 <sup>nd</sup> November (Week 8)
<b>Assessment 3:</b> Mid-term exam (Endocrine)	90 min	30%	2 pm Wednesday 26 <sup>th</sup> October (Week 7)
<b>Assessment 4:</b> Final exam (Repro, Fetal & Development)	120 min	40%	Final exam period

#### 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

The assessment components in this course are designed to help you to develop the skills outlined in the learning outcomes, as well as assessing your knowledge.

Problem Based Learning Classes. Your participation and presentations in three of the four problem based learning (PBL) classes contributes 15% to your final mark. A description of problem based learning and its assessment is included on the following pages.

Endocrine Assignment. This written report based on a case study in endocrinology will contribute to 15% of your final mark and should be submitted via Moodle by **9 am Wednesday 2<sup>nd</sup> November (Week 8)**. Details about this assignment and the marking criteria are available in the Assessments Hub in Moodle. This



exercise addresses the specific learning outcomes 1a, 3 and 4 (above). Please note that late submission of this assignment will incur a penalty.

Mid-term Exam. This exam is 90 min duration and will be held at **2 pm Wednesday 26th October (Week 7)**, and covers all material relating to the Endocrinology component of the course, including the first 3 PBLs. The exam will consist of multiple choice and short answer questions.

Final Exam The final exam is 120 min duration and will be held in the official examination period. It will assess all material related to the Reproduction, Fetal and Developmental Physiology components of the course. The exam will consist of multiple choice and short answer questions. The final exam period for Term 3 2022 is **Friday 25<sup>th</sup> November to Thursday 8<sup>th</sup> December 2022.**

## Problem Based Learning

### a) Introduction

Problem based learning provides an opportunity for you, working in a group with others, to determine what you need to know in order to solve a given problem. A facilitator/tutor is present in the class and you are provided with information relating to a clinical problem. The role of the facilitator is to maintain and/or provide direction for the group discussion, but not to lead the discussion. Each group will have approximately 10-12 students. Guidelines for how individuals within the group should interact will be discussed and determined by group members with guidance from the facilitator. Each group will have a Discussion Forum on Moodle which only members of their group and their tutor can access.

Throughout the group discussions a scribe lists relevant information extracted from the information provided, and from the group discussion, under the following three headings:

- i. **Known Information:** A summary of the important facts related to the case.
- ii. **Hypotheses:** Possible hypotheses generated from the summarised information and the group discussion.
- iii. **Learning Objectives:** During the group discussion you set Learning Objectives, a list of topics/questions, which will require further investigation and later reporting to the group. This is the most important part of the exercise. At the end of the first session for each PBL case the facilitator divides the list of topics/questions among the group. Each student researches a learning topic and the following week presents the information they have researched to their group.

This entire process aims to help you not only improve your understanding of endocrine and reproductive physiology (Learning Outcomes 1 above) but also addresses outcomes 2, 3 and 4.

### b) PBL presentations – how to minimise your group’s workload!

These PBL presentations will probably occupy the majority of the time away from class that you allocate to the first part of the course. You must keep in mind that you will come away from each PBL session with information from at least 9 other students. PBL content is assessed in the exam and so you need to make sure that you are providing each other with effective study materials. A big part of what makes a good presentation in this context (and this is included in the marking scheme, below) is conciseness. Think about how effective your handout will be as a study guide for the rest of the group. Make sure that you assimilate information from more than one source and ensure that you use your own words to avoid plagiarism. Once it is written, read it through and take out any unnecessary information. At the first PBL

session, discuss with your group what rules you want to establish for giving presentations. These rules should be revised after the first round of presentations if necessary. Start with the following basics:

***Basic rules for PBL presentations***

A strict five minute time limit (shorter if possible – remember that questions take extra time and that you need to get through ~10 presentations in 90 minutes).

1. Limit each presentation to 4 slides (not including title slide and references).
2. Limit handouts to a maximum of one page of text (diagrams can be extra if necessary).
3. Handouts and presentation slides should be posted to your group's PBL discussion forum prior to the relevant session.
4. A brief reference list is compulsory. Highlight any references you found particularly informative and which would be useful for the rest of the group to study from. Please use Vancouver referencing style.

**c) Assessment Criteria for Problem Based Learning Classes**

There are two major components in the assessment of the PBL classes:

- 1) **Class interaction.** For these sessions to work well, all members of the group need to participate in the discussion **to the best of their ability**. The facilitator will assess individuals on their **participation** in the group discussion of the topic. This assessment will take into consideration the contribution of the individual to group dynamics e.g. politeness, fairness, respect for the opinions of others, genuine interest in the learning process. If you are not used to working in a group and find this process intimidating, remember that making an effective contribution to the group can be something as simple as taking the initiative to read the information sheet aloud for the rest of the group, or asking somebody to repeat something that you did not understand. This would be regarded as "participated in discussion voluntarily" (see marking scheme below).
- 2) **Reporting.** The second part of the assessment involves the reporting back and discussion of the Learning Objectives, which were allocated in the previous session. The emphasis of the assessment of this component is on how you present the information, and your ability to answer questions on your topic.

**d) Are all four PBLs assessed? How will feedback be given?**

The first PBL is to be used to become familiar with the process of problem based learning and to get to know your group. After this PBL, your tutor will send you your assessment via email along with feedback regarding your participation and presentation. **This mark will not contribute to your final assessment.** The remaining 3 PBLs will be formally assessed and we encourage you to use the feedback from your tutor after the first PBL to improve your participation and presentation skills.

**e) How is problem-based learning assessed in the exam?**

You are not expected to have an intricate knowledge of all of the material covered during each PBL class for the midsession exam. However, you should be able to demonstrate a broad understanding of the learning

objectives outlined in each PBL, and be able to describe the physiology underlying each PBL case and the test results. In keeping with this, assessment of problem based learning in the exam will be largely by short answer questions, allowing you to demonstrate a broad understanding of the area, rather than by MCQs, which tend to assess specific aspects of your knowledge. Examples of questions relating to PBL classes in past exams are given at the end of this guide. MCQ questions in the formative assessment and practice exam on topics covered by the PBLs should also guide your learning.

**Marking scheme:**

***Class Interaction – Assessed by facilitator during session 1 of PBLs 1-4***

<b>Standard</b>	<b>Mark (out of 5)</b>	<b>Required Performance</b>
Very Poor	0-1	- no participation in class discussion; not obviously listening to other group members
Poor	2	- minimal participation; only participated in response to direct questioning
Adequate	3	- participated in discussion voluntarily;
Good	4	- voluntarily contributed to the group discussion; provided insightful comments or questions
Very Good	5	- major role in group discussion without dominating the group and still allowing other members of the group to contribute

***Reporting – Presentation assessed by facilitator during session 2 of PBLs 1-4***

<b>Standard</b>	<b>Mark (out of 10)</b>	<b>Required Performance</b>
Very Poor	0-2	- no research or preparation on allocated topic
Poor	3-4	- inadequate research on the allocated topic - explanation unclear or contains major errors
Adequate	5-7	- adequate research on the topic - mainly accurate information provided, although some errors noted - failure to comply with time limit, slide or handout requirements eg provided too much information, did not load presentation ahead.
Good	8-9	- topic researched thoroughly - information explained clearly, accurately and concisely - complied with time limit, slide and handout requirements - good understanding of topic and able to answer questions - able to relate their topic to the whole PBL
Very Good	10	- topic researched thoroughly - information explained clearly, accurately and concisely - information presented in an interesting or novel way - complied with time limit, slide and handout requirements - thorough understanding of topic and able to answer questions - able to relate their topic to the whole PBL

## 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

**Assessment 1:** You will receive **feedback on your PBL participation and presentations** in the form of emailed comments and marks after both sessions of the first PBL, and you can also **ask your PBL facilitator for feedback** regarding your presentations and participation in discussions. Your total PBL score will be made available to you on Moodle Gradebook within a week of the final PBL session.

**Assessment 2:** You will receive individual written feedback as well as marks against the specific marking criteria for your assignment. You can access this via the Turnitin Assignment in Moodle.

**Assessments 3 & 4:** To help you prepare for the two exams, formative assessment questions are available online (via Moodle). These questions are multiple choice and are of a similar nature to those that will be in the summative exams. It is strongly recommended that you use these as a guide when studying for these exams and to provide feedback to help you learn. As well, short answer questions from past exams will be made available to you on Moodle. You are encouraged to work through them to provide yourself with feedback on your progress. There will be a **practice exam questions and feedback session** before both the midterm and final exams. Following the exams, mark breakdown and feedback are provided on Moodle.

To promote your learning, you are encouraged to **ask questions during seminars and discussion classes** and on the **Discussion forum**.

## 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 referencing style for this course. More detail is provided in the Endocrine Assignment Instructions.

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.<sup>1</sup> 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

### a) Textbooks

There are no prescribed texts for this course. 'Ganong's Review of Medical Physiology' provides a very good coverage for the endocrine component of the course, while Harding & Bocking 'Fetal Growth and Development' is an excellent reference for developmental physiology. Blackburn's *Maternal, Fetal & Neonatal Physiology* is useful for the reproduction and developmental components of the course. The others are more specialist textbooks which could be consulted as a reference if necessary. These are held in print in the UNSW library or can be accessed online through the UNSW library catalogue or via the course Leganto page.

- Barrett KE, Barman SM, Brooks HL & Yuan JXJ. *Ganong's Review of Medical Physiology*. 26th edition, 2019. Lange. (Note: it is fine to use an earlier edition eg 23<sup>rd</sup> Edition onwards).  
<https://accessmedicine.mhmedical.com/book.aspx?bookid=2525>
- Blackburn ST. *Maternal, Fetal & Neonatal Physiology*. 4<sup>th</sup> Edition, 2013. Elsevier.  
<https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=2072142>
- Gardner DG & Shoback D. *Greenspan's Basic & Clinical Endocrinology*. 10<sup>th</sup> edition. 2018, Lange.  
<https://accessmedicine.mhmedical.com/book.aspx?bookid=2178>
- Harding, R and Bocking, AD. *Fetal Growth and Development*. 2001, Cambridge UP.  
[https://primoa.library.unsw.edu.au/primo-explore/fulldisplay?docid=UNSW\\_ALMA21119024850001731&context=L&vid=UNSW&lang=en\\_US&search\\_scope=SearchFirst&adaptor=Local%20Search%20Engine&tab=default\\_tab&query=any,contains,Fetal%20Growth%20and%20Development&offset=0](https://primoa.library.unsw.edu.au/primo-explore/fulldisplay?docid=UNSW_ALMA21119024850001731&context=L&vid=UNSW&lang=en_US&search_scope=SearchFirst&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,Fetal%20Growth%20and%20Development&offset=0)
- Holt RIG & Hanley, NA. *Essential Endocrinology and Diabetes*. 6<sup>th</sup> Edition. Wiley-Blackwell, 2012.  
<https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=822511>
- Johnson MH. *Essential Reproduction*. 8<sup>th</sup> edition. Wiley, 2018.  
<https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=5219467>
- Kovacs WJ & Ojeda, SR. *Textbook of Endocrine Physiology*. 6<sup>th</sup> Edition, Oxford UP, 2012.  
<https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=845972>

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

## b) Other Resources

- The learning activities may involve supplementary reference articles and printed lecture notes.
- For the PBLs you may find Harrison's online (a medical database, the online version of Harrison's Principles of Internal Medicine) and the Oxford Textbook of Medicine (electronic resource) useful resources. These can be accessed via the UNSW library catalogue or the course Leganto page.
- Hammer GD. *Pathophysiology of Disease: An Introduction to Clinical Medicine*. 8th Edition, 2019. Lange. <https://accessmedicine.mhmedical.com/book.aspx?bookId=2468>  
This is likely to be helpful for the PBLs and the Endocrine Assignment
- Moodle: Lecture notes, lecture and seminar recordings, course-related material such as timetables and outlines, as well as supplementary articles will be placed on Moodle. Marks for assessment tasks will also be posted here. Announcements will be made via Moodle and it is your responsibility to regularly check this site.  
See also: [Learning Resources](#) on the SoMS website.

## 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>