



ANAT2451

Functional Anatomy for Health and Exercise Science

Course Outline
Term 1, 2023

School of Medical Sciences
Faculty of Medicine & Health

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1. Staff

Position	Name	Email
Course Convenor	Dr Rachel Berry	r.berry@unsw.edu.au
Co-convenor	Dr Stanley Serafin	s.serafin@unsw.edu.au
Lecturer	Dr Varun Sahni	v.sahni@unsw.edu.au

If you would like an appointment with any of the teaching staff, please arrange this via email. If you have a general question relating to the course content, please post on the discussion forum or send your question to the course email address – anat2451@unsw.edu.au.

2. Course information

Units of credit: 6

Pre-requisite(s): ANAT1551 (Introductory Anatomy for Health & Exercise Science) OR ANAT2111 (Introductory Anatomy)

Teaching times and locations:

Lectures	Practical sessions	Tutorials
Pre-recorded	Thursday AND Friday	Friday
It is strongly recommended you watch the appropriate lecture recording PRIOR to attending your practical and tutorial classes	9am-11am OR 11am-1pm Biological Sciences Lab 7, Level 1 (Anatomy Lab)	2-3pm OR 4pm-5pm Matthews 104

For further information please consult the ANAT2451 online timetable available at <https://timetable.unsw.edu.au/2023/ANAT2451.html#S1>.

2.1 Course summary

This course covers the musculoskeletal anatomy of the human trunk, lower limb and upper limb in relation to its function in movement. Anatomical principles are studied in relation to the analysis and description of movement. The course includes study of the functional aspects of muscles and joints, and consideration of the mechanical properties of tissues. Laboratory classes involve the study of prosected specimens, X-rays and surface anatomy.

2.2 Course aims

1. To develop students' knowledge of the musculoskeletal anatomy of the trunk, upper limb and lower limb.
2. To develop students' understanding of the functional principles underlying joint movements and muscle actions in the trunk, upper limb and lower limb.
3. To develop students' understanding of the ways in which the structure and function of muscles and joints relates to human movement.

2.3 Course learning outcomes (CLO)

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

1. Identify musculoskeletal anatomical structures of the back, upper and lower limbs
2. Demonstrate an understanding of the relationship between structure and function of the anatomical structures and neurovasculature of the back, upper limb, and lower limbs.
3. Analyse the factors that contribute to mobility, stability and/or dislocations, and limit movement of each of the joints of the back, upper and lower limbs.
4. Apply anatomical knowledge to evaluate functional movement of the limbs, muscle testing and to understand the effect of peripheral nerve lesions.
5. Demonstrate an ability to work in teams and assume accountability for learning

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Identify musculoskeletal anatomical structures of the back, upper and lower limbs	Spot tests, Theory exam, TBL assessments
CLO 2	Demonstrate an understanding of the relationship between structure and function of the anatomical structures and neurovasculature of the back, upper limb, and lower limbs.	Continuous assessment quizzes, Spot tests, Theory exam, TBL assessments
CLO 3	Analyse the factors that contribute to mobility, stability and/or dislocations, and limit movement of each of the joints of the back, upper and lower limbs.	Continuous assessment quizzes, Theory exam, TBL assessments

CLO 4	Apply anatomical knowledge to evaluate functional movement of the limbs, muscle testing and to understand the effect of peripheral nerve lesions.	Continuous assessment quizzes, Theory exam, TBL assessments
CLO 5	Demonstrate an ability to work in teams and assume accountability for learning	TBL Assessments

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This is a blended learning course (i.e., has both face-to-face and online learning activities) and consists of 8 hours per week of scheduled learning activities. These comprise a 2-hour lecture, two 2-hour practical laboratory classes, a 1-hour team-based learning session (tutorial), and at least 1 hour of an online activity each week.

Student interaction and engagement with the content of the course underpins all learning activities. Students are initially introduced to anatomical regions in the form of lectures incorporating multimedia-learning tools. With this theoretical knowledge, students engage in practical learning activities during the laboratory sessions where the teacher/tutor guides the student and encourages them to actively participate in their learning.

Students are always encouraged to question, observe, and share knowledge and experiences that help their learning and that of their peers. The anatomy laboratory is a wonderful and fascinating environment for discovery, and students are given every opportunity to explore cadaveric specimens, participate in active discussions, and resolve queries for themselves.

Lectures – This approach is used to present relatively large amounts of information within a given time on specific topics throughout the course. Lectures will be pre-recorded, and it is recommended that students watch the lecture prior to attending the practical and tutorial classes covering the same topic. Lecture notes will be available on the course Moodle site, so students should be able to think about and develop an understanding of the anatomical concepts as they are presented, rather than writing voluminous notes. However, there will be information and explanations presented in lectures in addition to those covered in the notes that students should take down if it helps them understand the material.

Laboratory practical sessions – The purpose of the practical sessions is to give students first-hand experience of the content covered. The anatomy laboratory is the best resource for learning anatomy and is a wonderful place of privilege, discovery and discussion. The laboratory sessions are small group sessions that allow students to explore prosected specimens of the musculoskeletal system. Although the tutor is present to oversee the activities in these sessions, these sessions are meant to be led by students working in groups of 3-4.

Tutorials – These sessions are designed for students to apply the concepts that they have learnt in the course and to develop the skills required to work effectively as part of a team. In these sessions students will work in small groups (that will be decided within the first few weeks of the course) and these groups will remain the same for the entire course. During tutorial time students will complete activities within their team that will contribute to their final assessment in this course. Individual

contribution to the activities will be evaluated by the team and will contribute to a student's final grade in this course. Students will also be asked to complete an evaluation of each of the group members' performance during team-based activities.

Virtual Anatomy Adaptive Tutorials (VAnAT) – The VAnAT will be made available to students periodically via a link in Moodle during this course. These are virtual tutorials based on high quality images of prosected specimens. The tutorials consist of a series of interactive questions, and students are expected to apply the content covered in lectures and laboratory sessions to answer these. VAnAT are also a useful resource to consolidate and revise course content. Sessions are structured to encourage student participation in activities and to enhance their learning. Students will benefit most if they complete these tutorials consistently. The tutorials focus on applying the principles of functional anatomy of the limbs.

Independent study – There is insufficient time in the lectures, tutorials and practicals for students to develop a deep understanding of the concepts covered in this course. To achieve the learning outcomes that will be assessed, students will need to revise the material presented in the course regularly and do additional reading beyond the lecture materials to learn effectively. Relevant additional resources, including textbook chapters, will be cited in lecture and practical sessions.

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 in this course total approximately 70 hours throughout the term and students are expected (and strongly recommended) to contribute the remaining number of hours in team learning activities, self-directed learning, and additional study.

Attendance at practicals and tutorials is important and highly encouraged for satisfactory completion of the course and achieving the learning outcomes. It is expected that students attend at least 80% of all practical and tutorial classes. If absent from a laboratory or tutorial, students are encouraged to notify staff using the course email address as soon as possible. Attendance will be recorded in tutorial classes to ensure students are contributing to team-based assessment items. If a student is unable to attend a tutorial, or sit or submit an assessment on time, they are required to apply for Special Consideration via myUNSW and provide a medical certificate or other suitable documentation as evidence of being unfit to submit.

For details on the Policy on Class Attendance and Absence see [Advice for Students](#) and the [Policy on Class Attendance and Absence](#).

The practical class is an opportunity for students to develop graduate attributes by behaving in an ethical, socially responsible, and professional manner within the class. Students must take due care with biological and hazardous material and make sure all equipment is left clean and functional. In the interests of safety, special attention should be paid to any precautionary measures recommended in the notes. If any accidents or incidents occur, they should be reported immediately to the demonstrator in charge of the class who will record the incident and recommend what (if any) further action is required. For more details see [Advice for Students-Practical Classes](#) and the Dissecting Room Rules.

3.3 Ethical behaviour and human remains

A central form of learning in this course is to study prosected (i.e., professionally dissected) human anatomical specimens. These are prepared from the remains of people who have donated their bodies to UNSW so that students and their peers can study the human body. This is an extraordinarily generous act by these donors and their families and is a special and wonderful privilege. Treating these remains with the utmost care and respect is mandatory, and it is our responsibility to these donors and their families – it is also good ethical practice and is mandated by law.

4. Course schedule and structure

The table below provides a basic overview of the course schedule including the weekly topic, online activities and the due date of assessment tasks. There is a more comprehensive week-by-week timetable available under the 'Key Information and Course Documents' tab on Moodle and located in the student Course Manual.

Week	Topic	Online activities	Assessment Task
Week 1	Pectoral girdle and shoulder	Practice quiz, VanAT	Quiz 1
Week 2	Brachial plexus and arm	Practice quiz, VanAT	Quiz 2
Week 3	Elbow and forearm	Practice quiz, VanAT	Quiz 3
Week 4	Wrist and hand	Practice quiz, VanAT	Quiz 4 TBL assignment 1
Week 5	Upper limb revision	Practice quiz, VanAT, Practice spot test 1	Quiz 5 Spot test 1 (upper limb)
Week 6	Flexi week		
Week 7	Pelvis, hip joint and gluteal region	Practice quiz, VanAT	Quiz 6
Week 8	Thigh and knee	Practice quiz, VanAT	Quiz 7
Week 9	Leg, ankle and foot	Practice quiz, VanAT	Quiz 8
Week 10	Vertebral column and muscles of the back and abdomen	Practice quiz, VanAT Practice theory exam, Practice spot test 2	Quiz 9 TBL assignment 2 Peer review

Spot test 2 (lower limb and back) and the theory exam will be held during the university exam period

Exam Period: 28 April – 11 May

Supplementary Exam Period: 22 May – 26 May

5. Assessment

5.1 Assessment tasks

- | | |
|--|-----|
| a. Continuous assessment quizzes | 10% |
| b. Spot tests (mid-term and end-of-term) | 35% |
| c. Theory exam | 30% |
| d. Team-based learning (TBL) assessments | 25% |

Continuous assessment quizzes

Description & feedback & process: This assessment task comprises weekly multiple-choice quizzes that cumulatively are worth 10% of the course mark. These quizzes are administered in weeks 1-5 and 7-10 via Moodle. The 8 highest scoring assessment marks will be used to calculate the final grade. No resits or supplementary continuous assessment will be provided. Students will have one attempt at each quiz, which is open every week from Monday 5pm until the following Monday 4.59pm.

The continuous assessment quizzes test practical and theoretical knowledge acquired in the course and the application of this knowledge. Feedback is provided immediately and will be available for students to review throughout the duration of the course. Students will need an electronic device to complete this assessment (e.g., mobile phone, tablet, or computer).

Links to learning outcomes: CLO 2, 3, 4

Assessment weight: 10%

Spot tests

Description & feedback & process: This assessment task contains two parts worth 17.5% each (35% in total). The assessment is a practical spot test that assesses the knowledge and skills acquired during practical classes. Results will be posted on Moodle and feedback will be provided via Moodle and (for the mid-term spot test) during the week 7 practical session. Students may seek further individualised feedback by sending a request to the course email address.

Spot tests assess your ability to identify, correctly name and answer questions related to, significant structures in prosected human specimens, models, and radiographs. Spot test 1 will be held during the week 5 Friday practical session and will cover information from lectures and practical sessions for the topics covering the upper limb. Spot test 2 will be held in the examination period and will cover information from lectures and practical sessions for the topics covering the lower limb, vertebral column, and muscles of the back and abdomen. Feedback will be provided via the course mark. Students may seek further individualised feedback by sending a request to the course email address.

Links to learning outcomes: CLO 1, 2

Assessment weight: 35%

Theory examination

Description & feedback & process: This assessment is worth 30% and comprises of a 2-hour written examination conducted during the examination period. It is designed to assess deeper learning (i.e., the ability to inter-relate information and concepts) and critical thinking by requiring students to apply concepts studied in the course to solve problems related to anatomy. The examination contains a

combination of multiple choice and short answer questions that test a student's understanding of the concepts covered in the ENTIRE COURSE. Feedback will be provided to students via their performance mark. Students may seek further individualised feedback by sending a request to the course email address.

Links to learning outcomes: CLO 1, 2, 3, 4, 5

Assessment weight: 30%

Team Based Learning Assessment

Description & feedback & process: This assessment consists of a series of team tasks. During the first few weeks of the course the class will be divided into small teams of students. Each team will have a mixture of abilities and backgrounds. The use of team-based learning is designed to improve the learning experience through peer-teaching in an interactive discussion facilitated by a tutor. Students will stay in the same teams for the duration of the course and will work together to complete team assessments. Team-based assessments will include three components:

- **Team activities** that focus on application of the week's content. These are administered during weeks 2,3,5,7 and 9 and cumulatively contribute 5% towards the total course mark. Feedback to the questions is provided immediately during class to allow students to ask questions and clarify misconceptions.
- **Two team assignments** that focus on the application of content and students' ability to integrate knowledge across different disciplines. The two team assessments are worth 7.5% each (15% in total) and students are required to work together to demonstrate analytical and problem-solving skills as well as effective teamwork. Feedback to the questions is provided immediately during class to allow students to ask questions and clarify misconceptions.
- **Peer review** that reflects on the contribution of team members to the overall success of the team. Peer evaluation assesses effective teamwork, critical thinking and reflective skills and is worth 5% of the total mark in the course. It is completed online in week 10 of the course. Feedback is provided to students via their performance mark.

Links to learning outcomes: CLO 1, 2, 3, 4, 5

Assessment weights: 25%

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 Task	Assessment Criteria and Level of Achievement				
	FL (0-49%)	PS (50-64%)	CR (65-74%)	DI (75-84%)	HD (85-100%)
Continuous assessment quizzes	Demonstrates a limited understanding of the required practical and theoretical knowledge of human anatomy to practise in the field of exercise physiology. Displays a limited ability to apply this knowledge to solve problems related to anatomy	Demonstrates a basic understanding of the required practical and theoretical knowledge of human anatomy to practise in the field of exercise physiology. Displays a basic ability to apply this knowledge to solve problems related to anatomy	Demonstrates a good understanding of the required practical and theoretical knowledge of human anatomy to practise in the field of exercise physiology. Displays a good ability to apply this knowledge to solve problems related to anatomy	Demonstrates an excellent understanding of the required practical and theoretical knowledge of human anatomy to practise in the field of exercise physiology. Displays an excellent ability to apply this knowledge to solve problems related to anatomy	Demonstrates an exceptional understanding of the required practical and theoretical knowledge of human anatomy to practise in the field of exercise physiology. Displays an exceptional ability to apply this knowledge to solve problems related to anatomy
Spot tests	Demonstrates a limited ability to correctly name and answer questions related to significant structures in prosected human specimens, models, and radiographs	Demonstrates a basic ability to correctly name and answer questions related to significant structures in prosected human specimens, models, and radiographs	Demonstrates a good ability to correctly name and answer questions related to significant structures in prosected human specimens, models, and radiographs	Demonstrates an excellent ability to correctly name and answer questions related to significant structures in prosected human specimens, models, and radiographs	Demonstrates an exceptional ability to correctly name and answer questions related to significant structures in prosected human specimens, models, and radiographs
Theory exam	Exhibits a limited level of deeper learning and critical thinking and a has a limited ability to apply concepts studied in the course to solve problems related to anatomy	Exhibits a basic level of deeper learning and critical thinking and a has a basic ability to apply concepts studied in the course to solve problems related to anatomy	Exhibits a good level of deeper learning and critical thinking and a has a good ability to apply concepts studied in the course to solve problems related to anatomy	Exhibits an excellent level of deeper learning and critical thinking and a has an excellent ability to apply concepts studied in the course to solve problems related to anatomy	Exhibits an exceptional level of deeper learning and critical thinking and a has an exceptional ability to apply concepts studied in the course to solve problems related to anatomy
TBL assessments	Displays a limited capacity to work effectively as part of a team. Exhibits limited analytical, problem-solving, critical thinking and reflective skills	Displays a basic capacity to work effectively as part of a team. Exhibits basic analytical, problem-solving, critical thinking and reflective skills	Displays a good capacity to work effectively as part of a team. Exhibits good analytical, problem-solving, critical thinking and reflective skills	Displays an excellent capacity to work effectively as part of a team. Exhibits excellent analytical, problem-solving, critical thinking and reflective skills	Displays an exceptional capacity to work effectively as part of a team. Exhibits exceptional analytical, problem-solving, critical thinking and reflective skills

5.3 Submission of assessment tasks

All assessment tasks should be submitted via Moodle, except for spot tests. Spot tests will be conducted face-to-face, and answer papers will be collected at the end of the test.

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

During this course feedback may be provided to students in a variety of ways, including but not limited to written comments, verbal advice, formal grades, peer feedback and guided self-evaluations. Channels for providing feedback can be face-to-face, online and by other recorded means, and may be provided to students on either an individual, class or cohort basis. Feedback need not be linked solely to a completed assessment but may also be given generally in connection with learning activities and as part of ongoing assessment tasks.

This is a challenging course. The Course Convenor and other teaching staff will endeavour to make this course interesting, relevant and a rewarding learning experience for you. Problem based questions have been included at the end of each practical in your course manuals – you are encouraged to work through these to provide yourself with feedback on your progress throughout the course.

During the practical sessions, you will have an opportunity to try some practice spot-test-style questions. Answers for these will be provided as feedback to you on your progress and are to be used as a formative assessment tool. Prior to your formal spot tests, you will also be provided with 2 practice online spot tests that will aid your preparation for these assessments. They will provide you with feedback on your ability to identify anatomical structures and your understanding of the relationship between the structure and function of these.

The weekly practice quizzes and continuous assessment quizzes are designed to give you continuous feedback on your progress towards achieving the Course Learning Outcomes. Answers to the practice quizzes will be provided immediately following submission, and feedback to the continuous

assessment quizzes will be supplied via a formal grade. In addition, the Virtual Adaptive Anatomy Tutorials (VAnATs) will be made available via a link in Moodle. These will provide you with immediate feedback and assist you with reflecting on your progression towards achieving the Course Learning Outcomes.

During tutorial classes you will complete a series of team-based learning (TBL) activities and submit 2 TBL assignments. These tasks will require you to demonstrate analytical and problem-solving skills, critical thinking, and effective teamwork. You will be given feedback on your contribution towards the success of the team via the peer review and should reflect on this evaluation of your performance by your peers. Feedback will be provided via Moodle and should be used to assess your progression towards achieving the Course Learning Outcomes.

Prior to your formal theory exam, you will be provided with a practice online theory exam that will aid your preparation for this assessment. Feedback will be given immediately following submission and will assist you to reflect on your progress towards achieving the Course Learning Outcomes.

6. Academic integrity, referencing and plagiarism

The University regards plagiarism 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.

The School of Medical Sciences will not tolerate plagiarism or other forms of academic misconduct. **Academic misconduct includes, but is not limited to:**

- **copying answers from another student during a quiz or a spot test.**
- **using textbooks, lecture or other materials during closed-book tests.**
- **sharing quiz password information with another student who is absent from class without express authorisation of teaching staff,**
- **asking a fellow student to sign an attendance roll for you when you are absent or signing an attendance sheet for an absent student.**

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

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

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>.

The [UNSW Student Code](#) outlines the standard of conduct expected of students with respect to their academic integrity and plagiarism.

7. Readings and resources

See also [Learning Resources](#).

In addition to the **Course Manual**, you will need a textbook **AND** an atlas of human anatomy for this course.

Prescribed Resources:

- One of the following textbooks:
 - Moore K.L., & Agur A. M. R., Dalley A.F. (2018) **Clinically Oriented Anatomy**. 8th ed. Lippincott Williams & Wilkins: Baltimore; OR
 - Drake, R.L., Vogl, W. & Mitchell, A.W.M. (2019). **Gray's Anatomy for Students**. 4th ed. Philadelphia. London: Elsevier/Churchill Livingstone (available through the library).
- One of the following anatomical atlases:
 - Gest T.R. (2020) **Atlas of Anatomy**. 2nd ed. Lippincott, Williams and Wilkins OR
 - Abrahams, PH, Spratt, JD, Loukas M, and van Schoor A-N (2018) **McMinns & Abrahams' Clinical Atlas of Human Anatomy**. 8th ed. Philadelphia.

Recommended resources:

- Hamill, J., Knutzen, K.M., Derrick, T.R. (2022). **Biomechanical Basis of Human Movement**, 5th Edition, Lippincott, Williams & Wilkins.
- Neumann, D. A. (2017) **Kinesiology of the Musculoskeletal System: Foundation for Rehabilitation**. 3rd ed. Philadelphia.

Online resources

- Virtual Anatomy Adaptive tutorials – accessed via the course Moodle site
- Anatomy videos – accessed via the course Moodle site
- Acland's anatomy videos – accessed via the UNSW Library (**strongly recommended**)
- Arnold's Glossary of Anatomical Terms -

See medicallsciences.med.unsw.edu.au/students/undergraduate/learning-resources. For general advice on studying and learning online, see the [Guide to Online Study](#) and [Transitioning to Online Learning](#).

Revision Facilities

The Anatomy Museum is located on the ground floor of the Wallace Wurth East. The museum contains a variety of bottled anatomical dissections. Please do not remove the museum jars from the shelves. The museum also contains computers loaded with anatomy software and internet access. Access to the museum is by swipe card and is restricted to anatomy students only, between 8.30 a.m. and 5.30 p.m. Monday to Friday. NO photography is allowed in the Anatomy Museum. Rooms G06/G07 in Wallace Wurth East contain computers with a variety of anatomical software and can be used to access the Virtual Adaptive Anatomy Tutorials (VAnATs). Access to these rooms is by student swipe card only. Students may use the computers, **provided the rooms are not required for other classes**.

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

Medicine and Science Teaching Laboratory		Anatomy Practical Classes for Medical and Science Students D26 Ian Jacobs Building L1 LAB08A/07
Student Risk Assessment		

Hazards	Risks	Controls
Chemical Formaldehyde Methylated spirits 2-phenoxyethanol Physical Cold temperature Heavy and sharp models (e.g. bone/plastic) Biological Fungi Bacteria (tetanus) Hepatitis B and C	Corrosive Flammable Irritant Cold Penetrating wound or foot injury Infection	<ul style="list-style-type: none"> Low concentrations of chemicals used Adequate air changes and ventilation provided Safety Data Sheets for chemicals available <ul style="list-style-type: none"> Always wear a laboratory coat Wear enclosed shoes with full coverage of dorsum of foot Wear protective eyewear <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 hand sanitisers provided 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 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:**.....

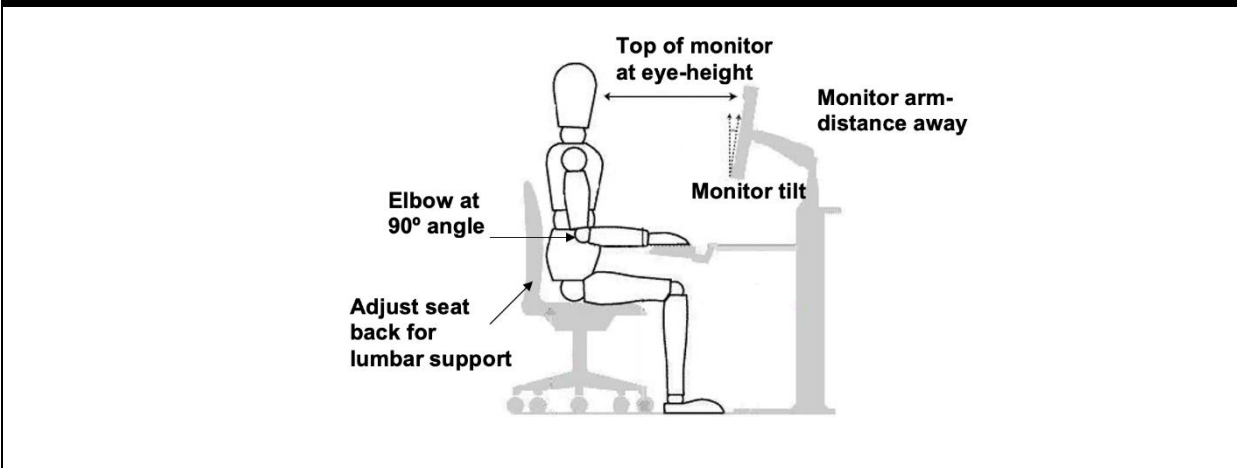
Student number:



Hazards

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	

Workstation set-up



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: