



# HLTH213

## Anatomy of Head, Neck and Trunk

S1 Day 2016

*Dept of Chiropractic*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Anneliese McGown

[anneliese.mcgown@mq.edu.au](mailto:anneliese.mcgown@mq.edu.au)

C5C 360

Anneliese McGown

[anneliese.mcgown@mq.edu.au](mailto:anneliese.mcgown@mq.edu.au)

Goran Strkalj

[goran.strkalj@mq.edu.au](mailto:goran.strkalj@mq.edu.au)

Credit points

3

Prerequisites

HLTH108(P)

Corequisites

Co-badged status

Unit description

This unit builds on the basic anatomy taught in HLTH108. The regional anatomy of the head, neck and trunk is examined in detail. The unit utilises an integrated approach within which relevant gross anatomy, histology and embryology are studied. It is clinically oriented and focuses on surface and applied anatomy. The unit includes a significant practical component in which prosected cadavers, models, medical images, surface anatomy and clinical cases are studied. Students are expected to show an appreciation and respect for those who have bequeathed their bodies to science.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.

Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.

Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.

Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.

Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## Assessment Tasks

Name	Weighting	Due
<u>Assignment 1</u>	10%	Wednesday, 6 April
<u>Assignment 2</u>	10%	Wednesday, 1 June
<u>Practical Test 1</u>	20%	Week 7
<u>Practical Test 2</u>	20%	Week 13
<u>Final Examination</u>	40%	Exam period
<u>Attendance</u>	0%	none

### Assignment 1

Due: **Wednesday, 6 April**

Weighting: **10%**

Assignment topics will be given during the first lecture. The assignments will be a short essay related to selected topics in head and neck anatomy. It is to be written in a journal article format. Late submission will penalised at 10% per day or part thereof.

On successful completion you will be able to:

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.
- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk

as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.

- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.
- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## Assignment 2

Due: **Wednesday, 1 June**

Weighting: **10%**

Assignment topics will be given during the a lecture in week 6. The assignments will be a short essay related to selected topics in anatomy of the trunk. It is to be written in a journal article format. Late submission will penalised at 10% per day or part thereof.

On successful completion you will be able to:

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.
- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.
- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## Practical Test 1

Due: **Week 7**

Weighting: **20%**

All identification activities conducted during the practical classes are examinable. These activities include identifying structures on images, bones, models, prosections, radiographs, CT and MRI images. There will be 14 stations, each with three identifications (questions). You will be allowed 1.5 minutes per station. Students are rotated through the 14 stations with one student per station.

On successful completion you will be able to:

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.
- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.
- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## Practical Test 2

Due: **Week 13**

Weighting: **20%**

See description for practical test 1.

On successful completion you will be able to:

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.
- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.
- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## Final Examination

Due: **Exam period**

Weighting: **40%**

The final examination will cover content from the entire semester. It will test knowledge and comprehension of theory. Questions will include multiple choice questions, true or false questions, annotated diagrams and short answer questions.

On successful completion you will be able to:

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and

trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.

- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.

## Attendance

Due: **none**

Weighting: **0%**

In order to pass this unit, you must attend at least 80% of all practical and tutorial classes.

On successful completion you will be able to:

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.
- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.
- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## Delivery and Resources

This unit is characterised by a moderate degree of flexibility. Material will be delivered through:

1. One 2-hour lecture, Tuesday 8-10am, Weeks 1-13
2. One 1-hour lecture, Thursday 9am-10am, Weeks 1-13
3. One 2-hour laboratory class per week, Weeks 1-13
4. One 1-hour tutorial class per week, Weeks 2-13
5. Three to four-hours per week self-instructional learning, set readings from the text and

exercises on lecture topics

### **Class times and locations**

Please enter your choice for practical and tutorial classes on e-student. Once you are on the attendance list for that practical, you may not change to another. If you appear at another practical, you will be turned away. Under exceptional circumstances, practical times can be changed, but **ONLY** if you have contacted the Scientific Officer, and have permission to make a swap.

#### ***Lectures (attend BOTH)***

Day	Start	End	Duration	Room
Tuesday	08:00	10:00	2-hours	E7B T3
Thursday	09:00	10:00	1-hour	C5C T1

#### ***Practical class - Wednesday (attend ONE)***

Type	Start	End	Duration	Room
Wet lab 1	09:00	11:00	2-hours	F10A lab (ASAM)
Wet lab 2	11:00	13:00	2-hours	F10A lab (ASAM)
Wet lab 3	14:00	16:00	2-hours	F10A lab (ASAM)
Wet lab 4	16:00	18:00	2-hours	F10A lab (ASAM)
Wet lab 5	18:00	20:00	2-hours	F10A lab (ASAM)

#### ***Tutorial class (attend ONE)***

##### ***Thursday***

Type	Start	End	Duration	Room
Tutorial 1	11:00	12:00	1-hour	W6B 354
Tutorial 2	12:00	13:00	1-hour	W6B 354

Tutorial 3	13:00	14:00	1-hour	W6B 354
Tutorial 4	14:00	15:00	1-hour	W6B 354
Tutorial 5	16:00	17:00	1-hour	E5A 120

## **Friday**

Type	Start	End	Duration	Room
Tutorial 6	09:00	10:00	1-hour	W5C 221
Tutorial 7	10:00	11:00	1-hour	W5C 213
Tutorial 8	13:00	14:00	1-hour	W6B 382

## **Unit website**

You can log in to the iLearn website for this unit through [ilearn.mq.edu.au](https://ilearn.mq.edu.au)

All lectures will be posted on the iLearn website for this unit. You will also find a link to Echo 360 recordings of the lectures on this website.

## **Required and recommended resources**

### **Core:**

- HLTH213 Course Manual – available at Co-op bookshop. Macquarie University Printery **(required)**
- Drake RL & Lowrie (2009) *Gray's Anatomy for Students*. 2<sup>nd</sup> ed. Elsevier.
- Abrahams PH, Boon J & Spratt JD (2009) *McMinn's Clinical Atlas of Human Anatomy*. 6<sup>th</sup> ed. Mosby/Saunders Elsevier. **OR**
- [Rohen](#) JW, [Yokochi](#), C & [Lütjen-Drecoll](#), E (2006) *Color Atlas of Anatomy: A Photographic Study of the Human Body* 6<sup>th</sup> ed. Lippincott Williams & Wilkins, Philadelphia.

### **Further Reading:**

- Hansen JT. *Netter's Anatomy Flash Cards: with student consult online access* 2<sup>nd</sup> ed. Saunders, 2006.
- Lumley JSP (1996) *Surface Anatomy: The Anatomical Basis of Clinical Examination* 2<sup>nd</sup> ed. Churchill Livingstone, Edinburgh.



**Websites (correct and functional as of 4<sup>th</sup> February, 2015):**

<http://pegasus.cc.ucf.edu/~Brainmd1/brain2.html>

A tutorial designed to teach you about various parts of the brain's structure and function by the University of Central Florida

[http://science.tjc.edu/images/heart\\_model/](http://science.tjc.edu/images/heart_model/)

Labelled images of the heart by P. Gregory of Tyler Junior College

<http://www.medicalstudent.com/>

This website contains links to numerous online medical texts,

<http://msjensen.cehd.umn.edu/webanatomy>

This website by the University of Minnesota contains tests you can use to assess yourself on various topics in anatomy.

<http://www.gwc.maricopa.edu/class/bio201/muscle/mustut.htm>

An online tutorial of the anatomy of skeletal muscle.

<http://www.wesnorman.com/>

An online website containing images and textual information on regional anatomy as well as practice questions. By Wes Norman PhD DSc, formerly of Georgetown University.

<http://www.gwc.maricopa.edu/class/bio201/skeleton.htm>

Online osteology tutorials by J Crimando PhD of GateWay Community College, Phoenix, Arizona.

<http://daphne.palomar.edu/ccarpenter/skeletal%20system%20powerpoint%20quizzes.htm>

This website contains downloadable slides and quizzes on the osteology of the head, neck and trunk as well as on the upper and lower extremities.

<http://www.anatomyatlases.org/AnatomicVariants/AnatomyHP.shtml>

An online anatomy atlas.

<http://www.getbodysmart.com/>

An online human anatomy and physiology textbook.

<http://www.doctorslounge.com/studlounge/mnemonics/anatomy.htm>

A list of anatomy mnemonics.

<http://www.innerbody.com/anim/heart.html>

This website contains information about the heart and cardiovascular system.

[http://www.nlm.nih.gov/research/visible/visible\\_human.html](http://www.nlm.nih.gov/research/visible/visible_human.html)

A link to the National Institutes of Health Visible Human Project. This is an attempt to create a complete, three-dimensional representation of the normal human body.

## Unit Schedule

Week	Lectures (Tues & Thurs)	Practical class (Wed)	Tutorial (Thurs)
1 28/ 02.	<ol style="list-style-type: none"><li>1. Introduction to the unit. Osteology</li><li>2. Musculoskeletal features of head and neck</li><li>3. Cervical Vertebrae and supply</li></ol>	Skull, Cervical vertebrae	
2 07/ 03.	<ol style="list-style-type: none"><li>1. Temporomandibular joint</li><li>2. Vascular features of the head and neck - Arterial</li><li>3. Vascular features of the head and neck - Venous</li></ol>	Muscles of head and neck TMJ and scalp	Osteology, Muscles of head and neck

3 14/03	<ol style="list-style-type: none"> <li>1. Lymphatic features of the head and neck</li> <li>2. Cervical plexus and nerves, sympathetic supply</li> <li>3. Cranial nerves – an overview (1)</li> </ol>	Blood vessels of head and neck, meninges and dural venous sinuses	Blood vessels and lymphatics of head and neck
4 21/03	<ol style="list-style-type: none"> <li>1. Cranial nerves – an overview (2)</li> <li>2. Parotid, temporal and infratemporal regions, pterygopalatine fossa</li> <li>3. Nose and paranasal sinuses</li> </ol>	Nerve supply of head and neck	Nerve supply of head and neck
5 29/03.	<ol style="list-style-type: none"> <li>1. Pharynx,</li> <li>2. Larynx and the anatomy of phonation</li> <li>3. Oral cavity</li> </ol>	Parotid, temporal & infratemporal regions,	Parotid, temporal & infratemporal regions, TMJ

6 04/04	<ol style="list-style-type: none"> <li>1. Eye/orbit</li> <li>2. Ear</li> <li>3. Revision</li> </ol>	Nose, paranasal sinuses,  Pharynx and larynx  <b>Assignment 1 due 06/04/2016</b>	Nose and paranasal sinuses
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#### Midsemester break

7 26/04.	<ol style="list-style-type: none"> <li>1. Embryology of the structures of the head and neck</li> <li>2. Trunk wall: thorax</li> <li>3. Trunk wall: abdomen</li> </ol>	<b>Practical Test 1</b>	Oral cavity  Pharynx and larynx
8 02/05	<ol style="list-style-type: none"> <li>1. Viscera of the thorax</li> <li>2. Viscera of the thorax</li> <li>3. Viscera of the thorax</li> </ol>	Thoracic and abdominal walls	Trunk walls of thorax and abdomen
9 09/05	<ol style="list-style-type: none"> <li>1. Abdominal cavity and peritoneum</li> <li>2. Viscera of abdomen</li> <li>3. Viscera of abdomen</li> </ol>	Viscera of the thorax, lungs and mediastinum	Viscera of thorax – lungs and mediastinum
10 16/05	<ol style="list-style-type: none"> <li>1. Viscera of abdomen</li> <li>2. Viscera of abdomen</li> <li>3. Pelvis and perineum</li> </ol>	Viscera of abdomen – GIT and related organs	Viscera of abdomen – GIT

11 23/ 05	<ol style="list-style-type: none"> <li>1. Pelvis and perineum</li> <li>2. Neurovascular supply, lymphatic drainage of trunk</li> <li>3. Urinary System</li> </ol>	Pelvis and perineum  Neurovascular/lymphatic supply of trunk	Pelvis and perineum  Neurovascular/lymphatic supply of trunk
12 30/ 05	<ol style="list-style-type: none"> <li>1. Reproductive system - Male</li> <li>2. Reproductive system - Female</li> <li>3. Embryology of trunk</li> </ol>	Urinary and reproductive system  Revision  <b>Assignment 2 due 01/06/2016</b>	Urinary and reproductive system
13 06/ 06	<ol style="list-style-type: none"> <li>1. Revision of the trunk</li> <li>2. Revision head and neck</li> <li>3. Revision head and neck</li> </ol>	<b>Practical test 2</b>	Test 2 results and discussion

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they

are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## **Disruption to Studies Policy**

### **Serious and unavoidable disruption:**

The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through [Campus Wellbeing and Support Services](#).

If a supplementary examination is granted as a result of the disruption to studies process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculty Supplementary exams are normally scheduled.)

***If you are granted a supplementary exam via the Disruption to Studies process, you will have to write a supplementary exam in the supplementary exam period. In this scenario, only your supplementary exam mark will count towards your final exam mark, irrespective of whether or not you attended the final exam in the normal examination period. The submission of a Disruption to Studies form should not be used as a 'just in case' strategy.***

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. You are expected to ensure that you are available until the end of the teaching semester that is the final day of the official examination period.

## **Student Support**

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## **Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## **Assessment tasks**

- Practical Test 1
- Practical Test 2
- Attendance

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcome**

- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Practical Test 1
- Practical Test 2
- Attendance

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Demonstrate a comprehensive understanding of the anatomy of the head, neck and trunk including the structure and function of the bones, joints, muscle, venous and lymphatic drainage as well as nerve and bloody supply of these structures.
- Demonstrate an understanding of the embryology and age-related changes which occur

in the structure and function of the head, neck and trunk.

- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Practical Test 1
- Practical Test 2
- Final Examination
- Attendance

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Assessment tasks**

- Assignment 2
- Practical Test 1
- Practical Test 2
- Attendance

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of the embryology and age-related changes which occur



in the structure and function of the head, neck and trunk.

- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Final Examination

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an ability to use basic anatomical knowledge of the head, neck and trunk as well as critical thinking and research skills to thoroughly evaluate theoretical clinical case studies.
- Demonstrate an ability to assess, interpret and explain radiographic, MRI and CT images of the head, neck and trunk using appropriate anatomical terminology.

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Practical Test 1
- Practical Test 2
- Final Examination
- Attendance

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### **Learning outcome**

- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

### **Assessment tasks**

- Practical Test 1
- Practical Test 2

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

## **Changes from Previous Offering**

No substantive changes have been made to the offering of this unit in 2016.

## **Changes since First Published**

Date	Description
09/02/2016	Update to disruption to studies policy