# HLTH213
Anatomy of Head, Neck and Trunk

S1 Day 2017

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
Convenor
Anneliese Hulme
anneliese.hulme@mq.edu.au
C5C 360
By appointment

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. 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.
2. Demonstrate an understanding of the embryology and age-related changes which occur in the structure and function of the head, neck and trunk.
3. 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.

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

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

**General Assessment Information**

**ASSIGNMENT**

Assignment details will be given in week 2.

Assignments will be submitted through turnitin through ilearn.

It is expected that the academic honesty policy ([http://mq.edu.au/policy/docs/academic_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)) be followed at all times. Breaches of the academic honesty policy may result in disciplinary procedures for the involved student.

References should be cited using the Harvard style of referencing ([http://libguides.mq.edu.au/content.php?pid=459099&sid=3759396](http://libguides.mq.edu.au/content.php?pid=459099&sid=3759396)).

Late submission will be penalised at 10% per day or part thereof.

Extensions to assessment due dates may be granted under extenuating circumstances. Application for extensions must be made under the disruption to studies policy ([http://students.mq.edu.au/student_admin/exams/disruption_to_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the disruption and prior to the submission date of the assignment. Resubmission of assignments will not be considered under usual circumstances.

**PRACTICAL EXAMINATIONS**

Practical examinations will be held in the usual scheduled practicals in weeks 8 and 13. You must attend the class you are enrolled in unless permission has been granted by Campus well being.

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 practical exam is missed a supplementary exam will only be considered under the disruption to studies policy ([http://students.mq.edu.au/student_admin/exams/disruption_to_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the disruption.

**IN CLASS QUIZZES**

Quizzes will be held in scheduled practical classes. Only five out of the six quiz marks will contribute to your final grade. If a practical class is missed that has a quiz a supplementary quiz
THEORY EXAMINATIONS

The University Examination period for Semester 1, 2017 is from June 12th to June 30th 2017.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

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.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for disruption to studies. Information about unavoidable disruption and the disruption to studies process is available at http://students.mq.edu.au/student_admin/exams/disruption_to_studies/, applied for through www.ask.mq.edu.au within 5 days of the disruption.

If you attend and complete an examination or assessment you are declaring that you are fit to sit that assessment and disruption from studies will not normally be granted.

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 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. The supplementary exam may be in a different format to the original exam and you will be notified of this when you are granted a supplementary exam. Only your supplementary exam mark will be counted towards your final exam mark.
If you apply for Disruption to Study for your final examination, you must make yourself available for the week of July 24 – 28, 2017. If you are not available at that time, there is no guarantee an additional examination time will be offered. Specific examination dates and times will be determined at a later date.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>10%</td>
<td>Week 7 - Wednesday, 12 April</td>
</tr>
<tr>
<td>In laboratory quizzes</td>
<td>10%</td>
<td>Weeks 2, 4, 6, 9, 10, 12</td>
</tr>
<tr>
<td>Practical Test 1</td>
<td>20%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Practical Test 2</td>
<td>20%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>Exam period</td>
</tr>
<tr>
<td>Attendance</td>
<td>0%</td>
<td>none</td>
</tr>
</tbody>
</table>

Assignment 1

Due: **Week 7 - Wednesday, 12 April**
Weighting: **10%**

Assignment topics will be given during the second week of lectures. 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.

This Assessment Task relates to the following 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.
• Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

In laboratory quizzes
Due: Weeks 2, 4, 6, 9, 10, 12
Weighting: 10%
Quizzes will be given in the scheduled laboratory classes in the first 15 mins of each class and will cover material from lecture and practical class up to (but not including) that day. Your mark will only be counted if you are enrolled in that class unless special permission has been sought and granted from the lab manager. There will be 6 quizzes during the semester, the best of 5 will be counted for your final grade (2% each). They will be held in weeks 2, 4, 6, 9, 10 and 12 of semester.

This Assessment Task relates to the following 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.
• Demonstrate an appreciation for and respect of people who choose to bequeath their body for research or teaching purposes.

Practical Test 1
Due: Week 8
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.
This Assessment Task relates to the following 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 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.

This Assessment Task relates to the following 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 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.

This Assessment Task relates to the following 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.

**Attendance**

**Due:** none  
**Weighting:** 0%

It is expected that you attend a minimum of 70% of practical classes in order to deemed to have made a serious attempt of this unit. Attendance will be marked at the start of the practical and tutorial classes. You must attend the class in which you enrolled. Students must not change their class time after the conclusion of week 1.

In special circumstances, students may apply (with the appropriate documentation) in writing, for requests regarding changes. For changes regarding tutorials these requests must be submitted directly to the unit convener, for requests to practical classes these requests are to be submitted to the laboratory manager.

This Assessment Task relates to the following 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.

• 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, Monday 8-10am, Weeks 1-13
2. One 1-hour lecture, Tuesday 8am-9am, 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. 3-4 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 Lab Manager, and have permission to make a swap.

Lectures (attend BOTH)

<table>
<thead>
<tr>
<th>Day</th>
<th>Start</th>
<th>End</th>
<th>Duration</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>08:00</td>
<td>10:00</td>
<td>2-hours</td>
<td>X5B T1</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08:00</td>
<td>09:00</td>
<td>1-hour</td>
<td>E7B Mason Theatre</td>
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Practical class - Wednesday (attend ONE)

<table>
<thead>
<tr>
<th>Type</th>
<th>Start</th>
<th>End</th>
<th>Duration</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wet lab 1</td>
<td>08:00</td>
<td>10:00</td>
<td>2-hours</td>
<td>F10A lab (ASAM)</td>
</tr>
<tr>
<td>Wet lab 2</td>
<td>10:00</td>
<td>12:00</td>
<td>2-hours</td>
<td>F10A lab (ASAM)</td>
</tr>
<tr>
<td>Wet lab 3</td>
<td>13:00</td>
<td>15:00</td>
<td>2-hours</td>
<td>F10A lab (ASAM)</td>
</tr>
<tr>
<td>Wet lab 4</td>
<td>15:00</td>
<td>17:00</td>
<td>2-hours</td>
<td>F10A lab (ASAM)</td>
</tr>
<tr>
<td>Wet lab 5</td>
<td>17:00</td>
<td>19:00</td>
<td>2-hours</td>
<td>F10A lab (ASAM)</td>
</tr>
<tr>
<td>Wet lab 6</td>
<td>19:00</td>
<td>20:00</td>
<td>2-hours</td>
<td>F10A lab (ASAM)</td>
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</table>
**Tutorial class (attend ONE)**

**Thursday**

<table>
<thead>
<tr>
<th>Type</th>
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<th>End</th>
<th>Duration</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial 1</td>
<td>09:00</td>
<td>10:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 2</td>
<td>10:00</td>
<td>11:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 3</td>
<td>11:00</td>
<td>12:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 4</td>
<td>12:00</td>
<td>13:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 5</td>
<td>13:00</td>
<td>14:00</td>
<td>1-hour</td>
<td>W5C 211</td>
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<tr>
<td>Tutorial 6</td>
<td>14:00</td>
<td>15:00</td>
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<td>W5C 309</td>
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**Friday**

<table>
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<th>Type</th>
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<th>End</th>
<th>Duration</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>Tutorial 7</td>
<td>09:00</td>
<td>10:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 8</td>
<td>10:00</td>
<td>11:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 9</td>
<td>11:00</td>
<td>12:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 10</td>
<td>12:00</td>
<td>13:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 11</td>
<td>13:00</td>
<td>14:00</td>
<td>1-hour</td>
<td>W5C 221</td>
</tr>
<tr>
<td>Tutorial 12</td>
<td>14:00</td>
<td>15:00</td>
<td>1-hour</td>
<td>W5C 221</td>
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</table>

**Unit website**

You can log in to the iLearn website for this unit through [ilearn.mq.edu.au](http://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**
Unit guide HLTH213 Anatomy of Head, Neck and Trunk

Core:

- HLTH213 Course Manual – available at Co-op bookshop. Macquarie University Printery (required)

Further Reading:

- Hansen JT. Netter’s Anatomy Flash Cards: with student consult online access 2nd ed. Saunders, 2006.

Websites (correct and functional as of 4th February, 2015):

  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

  This website contains links to numerous online medical texts,

- [http://msjensen.cehd.umn.edu/webanatomy](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](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%20quzzes.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.


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures (Mon &amp; Tues)</th>
<th>Practical class (Wed)</th>
<th>Tutorial (Thurs/Fri)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>27/02.</td>
<td></td>
<td>No tutorial</td>
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<tr>
<td></td>
<td>1. Introduction to the unit.</td>
<td>Skull, Cervical vertebrae</td>
<td></td>
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<tr>
<td></td>
<td>2. Musculoskeletal features of head and neck</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3. Cervical Vertebrae and supply</td>
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<tr>
<td>2</td>
<td>06/03.</td>
<td></td>
<td>Osteology,</td>
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<tr>
<td></td>
<td>1. Temporomandibular joint</td>
<td>Muscles of head and neck</td>
<td>Muscles of head and neck</td>
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<tr>
<td></td>
<td>2. Vascular features of the head and neck - Arterial</td>
<td>TMJ and scalp</td>
<td></td>
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<tr>
<td></td>
<td>3. Vascular features of the head and neck - Venous</td>
<td><strong>QUIZ 1 (in class)</strong></td>
<td></td>
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<tr>
<td>3</td>
<td>13/03</td>
<td></td>
<td>Blood vessels and lymphatics of head and neck</td>
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<tr>
<td></td>
<td>1. Lymphatic features of the head and neck</td>
<td>Blood vessels of head and neck, meninges and dural venous sinuses</td>
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<tr>
<td></td>
<td>2. Cervical plexus and nerves, sympathetic supply</td>
<td></td>
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<td></td>
<td>3. Cranial nerves – an overview (1)</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Nerve Supply</td>
<td>Nerve Supply</td>
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<tr>
<td>4/20/03</td>
<td>1. Cranial nerves – an overview (2)</td>
<td>Nerve supply of head and neck</td>
<td>Nerve supply of head and neck</td>
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<td>2. Parotid, temporal and infratemporal regions, pterygopalatine fossa</td>
<td>Quiz 2 (in class)</td>
<td></td>
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<tr>
<td></td>
<td>3. Nose and paranasal sinuses</td>
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<tr>
<td>5/27/03</td>
<td>1. Pharynx, Larynx and the anatomy of phonation</td>
<td>Parotid, temporal &amp; infratemporal regions, TMJ</td>
<td>Parotid, temporal &amp; infratemporal regions, TMJ</td>
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<tr>
<td></td>
<td>2. Oral cavity</td>
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<tr>
<td>6/03/04</td>
<td>1. Eye/orbit</td>
<td>Nose, paranasal sinuses, Pharynx and larynx</td>
<td>Nose and paranasal sinuses</td>
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<tr>
<td></td>
<td>2. Ear</td>
<td>Quiz 3 (in class)</td>
<td></td>
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<tr>
<td></td>
<td>3. Revision</td>
<td></td>
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<tr>
<td>7/10/04</td>
<td>1. Embryology of the structures of the head and neck</td>
<td>Thoracic and abdominal walls</td>
<td>No tutorials - Easter</td>
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<tr>
<td></td>
<td>2. Trunk wall: thorax</td>
<td>Head &amp; Neck revision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Trunk wall: abdomen</td>
<td>Assignment 1 due 12/04/2017</td>
<td></td>
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<tr>
<td>Midsemester break</td>
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<tr>
<td>8/01/05</td>
<td>1. Viscera of the thorax</td>
<td>Practical test 1</td>
<td>Trunk walls of thorax and abdomen</td>
</tr>
<tr>
<td></td>
<td>2. Viscera of the thorax</td>
<td></td>
<td>Pray test 1 results and feedback</td>
</tr>
<tr>
<td></td>
<td>3. Viscera of the thorax</td>
<td></td>
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</tr>
<tr>
<td>9/08/05</td>
<td>1. Abdominal cavity and peritoneum</td>
<td>Viscera of the thorax, lungs and mediastinum</td>
<td>Viscera of thorax – lungs and mediastinum</td>
</tr>
<tr>
<td></td>
<td>2. Viscera of abdomen</td>
<td>Quiz 4 (in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Viscera of abdomen</td>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Main Topics</td>
<td>Revision/Quiz Information</td>
<td>Additional Information</td>
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<td>-----------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>10/05</td>
<td>Viscera of abdomen, Pelvis and perineum</td>
<td>Viscera of abdomen – GIT and related organs</td>
<td>Viscera of abdomen – GIT</td>
</tr>
<tr>
<td>11/05</td>
<td>Neurovascular supply, lymphatic drainage of trunk, Urinary System, Reproductive system - Male</td>
<td>Pelvis and perineum – Neurovascular/lymphatic supply of trunk</td>
<td>Pelvis and perineum</td>
</tr>
<tr>
<td>12/05</td>
<td>Reproductive system - Female, Embryology of trunk, Revision for practical</td>
<td>Urinary and reproductive system</td>
<td>Urinary and reproductive system</td>
</tr>
<tr>
<td>13/06</td>
<td>Revision of the trunk, Revision head and neck</td>
<td>Practical test 2</td>
<td>Test 2 results and feedback</td>
</tr>
</tbody>
</table>

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://mq.edu.au/policy/docs/) 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/

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.*

*If you apply for Disruption to Study for your final examination, you must make yourself available for the week of July 24 – 28, 2017. If you are not available at that time, there is no guarantee an additional examination time will be offered. Specific examination dates and times will be determined at a later date.*
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/](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 Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Equity 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.

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

**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
- In laboratory quizzes
- Practical Test 1
- Practical Test 2
- Final Examination
- 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
- In laboratory quizzes
- Practical Test 1
- Practical Test 2
- Final Examination
- Attendance

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.

Assessment tasks

- Assignment 1
- In laboratory quizzes
- Practical Test 1
- Practical Test 2
- Final Examination
- Attendance

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
• In laboratory quizzes
• 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
• Assignment 1
• In laboratory quizzes
• Practical Test 1
• Practical Test 2
• Attendance

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

• Assignment 1
• In laboratory quizzes
• 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
• In laboratory quizzes
• Practical Test 1
• Practical Test 2
• 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:
Learning outcome

- 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.

Assessment tasks

- Assignment 1
- In laboratory quizzes
- Final Examination
- Attendance

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.

Assessment tasks

- Assignment 1
- In laboratory quizzes
- Practical Test 1
- Practical Test 2
- Attendance

Changes from Previous Offering

This offering is similar to that of Semester 1, 2016. However, there will no longer be 2 assignments. There will be 1 assignment and 6 quizzes (5 count as 2% each, total 10%) that will be conducted in your scheduled laboratory time in weeks 2, 4, 6, 9, 10, 12.

The assignment will be due in week 7, and practical exam 1 will now be held in week 8.