



# HLTH213

## Anatomy of Head, Neck and Trunk

S1 Day 2018

*Dept of Chiropractic*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

#### Convenor

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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 <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.

## 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>).

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 Special Consideration policy (<https://students.mq.edu.au/study/my-study-program/special-consideration>), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the assessment 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 Special Consideration policy (<https://students.mq.edu.au/study/my-study-program/special-consideration>), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the assessment.

### 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 will only be considered under the Special Consideration policy (<https://students.mq.edu.au/study/my-study-program/special-consideration>), applied for through [www.ask.mq.edu.au](http://www.ask.mq.edu.au) within 5 days of the quiz. If a supplementary quiz is granted you must be available Wednesday in week 13 in your scheduled practical class for this supplementary.

### THEORY EXAMINATIONS

The University Examination period for Semester 1, 2018 is from June 11th to June 30th 2018.

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 circumstance. In these circumstances you may wish to consider applying for Special Consideration. Information about short-term, serious and unavoidable circumstances and the special consideration process is available at <https://students.mq.edu.au/study/my-study-program/special-consideration>, applied for through [www.ask.mq.edu.au](http://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 special consideration 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
- were beyond the student's control; and

- caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
- occurred during an event critical study period and were at least three (3) consecutive days duration or a total of 5 days within the teaching period and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

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 receive [special consideration](#) for the final exam, a supplementary exam will be scheduled in the interval between the regular exam period and the start of the next session. By making a special consideration application for the final exam you are declaring yourself available for a resit during the supplementary examination period and will not be eligible for a second special consideration approval based on pre-existing commitments. Please ensure you are familiar with the [policy](#) prior to submitting an application. You can check the supplementary exam information page on FSE101 in iLearn ([bit.ly/FSESupp](http://bit.ly/FSESupp)) for dates, and approved applicants will receive an individual notification one week prior to the exam with the exact date and time of their supplementary examination.

### **Fit to Sit Model**

Macquarie University operates under a 'Fit to Sit' model. This means that, in sitting an examination and/or in-class test or otherwise submitting an assessment, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to sit an examination or test, or otherwise submit an assessment. Therefore, if a student is feeling unfit to sit the examination or test, or otherwise submit the assessment, they should not do so.

Nonetheless, a student may submit an application for Special Consideration if they can demonstrate that:

- they were unfit to make reasonable judgement on their fitness to undertake the assessment, due to mental illness or other exceptional circumstances, or
- they were taken ill during the assessment (in the case of an examination or test), and this can be independently corroborated.

In cases where a student is taken ill during an examination/class test, the student must advise the examination supervisor, who will record the case on the Examination Room Report Form.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Assignment</u></a>	10%	No	Week 7 - Wednesday, 11 April
<a href="#"><u>In laboratory quizzes</u></a>	10%	No	Weeks 3, 4, 6, 7, 9, 11
<a href="#"><u>Practical Test 1</u></a>	20%	No	Week 8
<a href="#"><u>Practical Test 2</u></a>	20%	No	Week 13
<a href="#"><u>Final Examination</u></a>	40%	No	Exam period

### Assignment

Due: **Week 7 - Wednesday, 11 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 be 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.

### In laboratory quizzes

Due: **Weeks 3, 4, 6, 7, 9, 11**

Weighting: **10%**

Quizzes will be given in the scheduled laboratory classes in the first 15 mins of each class. 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 3, 4, 6, 7, 9 and 11 of semester. There will be an additional quiz (Quiz 0) held in week 2 which is for practice only.

Quiz Week Topic Quiz 0 2 Osteology and Cervical Vertebrae Quiz 1 3 Muscles of Head and Neck and TMJ Quiz 2 4 Blood Vessels, Meninges and Dural Venous Sinuses Quiz 3 6 Nerves Quiz 4 7 Eye, Ear, Pharynx and Larynx Quiz 5 9 Thorax Quiz 6 11 Abdomen, Pelvis and Perineum

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 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.

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.

## Delivery and Resources

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

1. One 1-hour lecture, Monday 8-9am, Weeks 1-13
2. One 2-hour lecture, Tuesday 8am-10am, Weeks 1-13
3. One 2-hour laboratory class per week, Weeks 1-13
4. One 1-hour tutorial class per week, Weeks 1-13
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)

Day	Start	End	Duration	Room
Monday	08:00	09:00	1-hours	Price Theatre
Tuesday	08:00	10:00	1-hour	E7B Mason Theatre

### Practical class - Wednesday (attend ONE)

Type	Start	End	Duration	Room
Wet lab 1	08:00	10:00	2-hours	F10A lab (ASAM)
Wet lab 2	10:00	12:00	2-hours	F10A lab (ASAM)
Wet lab 3	12:00	14:00	2-hours	F10A lab (ASAM)
Wet lab 4	14:00	16:00	2-hours	F10A lab (ASAM)
Wet lab 5	16:00	18:00	2-hours	F10A lab (ASAM)

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

#### **Thursday**

Type	Start	End	Duration	Room	Old building code
Tutorial 1	09:00	10:00	1-hour	10 Hadenfeld Ave, 211 Tut room	Y3A
Tutorial 2	10:00	11:00	1-hour	8 Sir Christopher Ondaatje Ave, 212 Tut room	E3B
Tutorial 3	11:00	12:00	1-hour	8 Sir Christopher Ondaatje Ave, 215 Tut room	E3B
Tutorial 4	12:00	13:00	1-hour	4 Western rd, 335 Tut room	W5C
Tutorial 5	13:00	14:00	1-hour	25a Wallys Walk, 208 Tut room	W6B
Tutorial 6	14:00	15:00	1-hour	11 Wallys Walk, 160 Tut room	E5A

#### **Friday**

Type	Start	End	Duration	Room	Old building code
Tutorial 7	09:00	10:00	1-hour	12 Second Wy, 307 Tut room	C5A
Tutorial 8	10:00	11:00	1-hour	8 Sir Christopher Ondaatje Ave, 215 Tut room	E3B
Tutorial 9	11:00	12:00	1-hour	9 Wallys Walk, 109 Tut room	E6A
Tutorial 10	12:00	13:00	1-hour	8 Sir Christopher Ondaatje Ave, 214 Tut room	E3B
Tutorial 11	13:00	14:00	1-hour	8 Sir Christopher Ondaatje Ave, 214 Tut room	E3B
Tutorial 12	14:00	15:00	1-hour	12 Second Wy, 401 Tut room	C5A

### **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 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 (Mon & Tues)	Practical class (Wed)	Tutorial (Thurs/Fri)
1 26/ 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	Osteology  Muscles of head and neck
2 05/ 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  <b>QUIZ 0 (Practice - In class)</b>	Blood vessels  TMJ
3 12/03	<ol style="list-style-type: none"> <li>1. Cervical plexus and nerves, sympathetic supply</li> <li>2. Cranial nerves – an overview (1)</li> <li>3. Cranial nerves – an overview (2)</li> </ol>	Blood vessels of head and neck, meninges and dural venous sinuses  <b>QUIZ 1 (In class)</b>	Nerve supply of head and neck
4 19/03	<ol style="list-style-type: none"> <li>1. Parotid, temporal and infratemporal regions, pterygopalatine fossa</li> <li>2. Nose and paranasal sinuses</li> <li>3. Oral cavity</li> </ol>	Nerve supply of head and neck  <b>QUIZ 2 (In class)</b>	Parotid, temporal & infratemporal regions  Nose and paranasal sinuses
5 26/ 03.	<ol style="list-style-type: none"> <li>1. Pharynx,</li> <li>2. Larynx and the anatomy of phonation</li> <li>3. Eye/orbit</li> </ol>	Parotid, temporal & infratemporal regions, nose, paranasal sinuses, oral cavity	NO TUTORIAL – EASTER
6 02/04	<ol style="list-style-type: none"> <li>1. NO MONDAY LECTURE</li> <li>2. Ear</li> <li>3. Lymphatic features of the head and neck</li> </ol>	Pharynx and larynx, eye and ear  <b>QUIZ 3 (In class)</b>	Oral cavity  Pharynx and larynx  Lymphatics of head and neck
7 9/04.	<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>	Revision Head & Neck  <b>QUIZ 4 (In class)</b>  <b>ASSIGNMENT 1 DUE</b>	Head and Neck Revision  Trunk walls - thorax and abdomen

Mid-semester Break (2 weeks)			
16/04-27/04			
8 30/04	<ol style="list-style-type: none"> <li>1. Viscera of the thorax (Mediastinum)</li> <li>2. Viscera of the thorax (Pleura/lungs)</li> <li>3. Viscera of the thorax (Heart)</li> </ol>	<p><b>Practical Test 1</b></p> <p>Practical</p>	<p>Practical test 1 results and feedback</p> <p>Trunk walls - thorax and abdomen</p>
9 07/05	<ol style="list-style-type: none"> <li>1. Abdominal cavity and peritoneum</li> <li>2. Viscera of abdomen (1)</li> <li>3. Viscera of abdomen (2)</li> </ol>	<p>Thoracic and abdominal walls</p> <p>Viscera of the thorax, lungs and mediastinum</p> <p><b>QUIZ 5 (In class)</b></p>	<p>Viscera of thorax – lungs and mediastinum</p>
10 14/05	<ol style="list-style-type: none"> <li>1. Viscera of abdomen (3)</li> <li>2. Pelvis and perineum (1)</li> <li>3. Pelvis and perineum (2)</li> </ol>	<p>Viscera of abdomen – GIT and related organs</p>	<p>Viscera of abdomen – GIT</p>
11 21/05	<ol style="list-style-type: none"> <li>1. Neurovascular supply, lymphatic drainage of trunk</li> <li>2. Urinary System</li> <li>3. Reproductive system - Male</li> </ol>	<p>Pelvis and perineum</p> <p>Neurovascular/lymphatic supply of trunk</p> <p><b>QUIZ 6 (In class)</b></p>	<p>Pelvis and perineum</p> <p>Neurovascular/lymphatic supply of trunk</p>
12 28/05	<ol style="list-style-type: none"> <li>1. Reproductive system - Female</li> <li>2. Embryology of trunk</li> <li>3. Revision for practical</li> </ol>	<p>Urinary and reproductive system</p> <p>Revision</p>	<p>Urinary and reproductive system</p>
13 04/06	<ol style="list-style-type: none"> <li>1. Revision</li> <li>2. Revision</li> </ol>	<p><b>Practical test 2</b></p>	<p>Practical test 2 results and feedback</p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://ask.mq.edu.au).

## Special Consideration Policy

### Serious and unavoidable disruption:

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

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- were beyond the student's control; and
- caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
- occurred during an event critical study period and were at least three (3) consecutive days duration or a total of 5 days within the teaching period and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

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 Special Consideration 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 Special Consideration 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 Special Consideration form should not be used as a 'just in case' strategy.***

***If you apply for Special Consideration for your final examination, you must make yourself available for the formal Faculty supplementary exam week. 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/>

## 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.

#### Assessment tasks

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

### 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
- In laboratory quizzes
- Practical Test 1
- Practical Test 2

## 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
- In laboratory quizzes
- Practical Test 1
- Practical Test 2

## 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
- In laboratory quizzes
- Practical Test 1
- Practical Test 2
- Final Examination

## 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
- In laboratory quizzes
- Final Examination

## 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
- In laboratory quizzes
- Practical Test 1
- Practical Test 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
- In laboratory quizzes
- Practical Test 1
- Practical Test 2
- Final Examination

## **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
- In laboratory quizzes
- 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.

## **Assessment tasks**

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

## **Changes from Previous Offering**

There are no major changes to this unit.