



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1016MSC
<b>Course Name:</b>	Anatomy & Physiology Systems I
<b>Trimester:</b>	<b>Trimester 2, 2022</b>
<b>Program:</b>	<b>Diploma of Health Sciences</b>
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Jos de Schepper
<b>Document modified:</b>	19-06-2022

### Course Description

Anatomy & Physiology Systems I is a 10 Credit Point course situated within the first trimester of the Diploma of Health Science. The Diploma of Health Science is designed to provide students with a pathway to:

- further university studies in the Health Sciences, or
- direct employment.

A number of major body systems will be covered within Anatomy & Physiology Systems I, integrating anatomy with physiology. This course includes lectorials and laboratory experiences in the study of the musculoskeletal system, nervous system, endocrine and reproductive systems, it will provide foundational knowledge for students destined to undertake advanced studies in anatomy and physiology and will develop knowledge of analytical laboratory skills.

### Assumed Knowledge

There is no assumed prior knowledge required for this course

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Jos de Schepper	jos.deschepper@staff.griffithcollege.edu.au

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Anatomy & Physiology Systems I aims to help students build up a working knowledge of the developmental, histological, anatomical and physiological functions of the 4 human body systems. Clinically relevant discussions of each system will also be incorporated into the course. Students are required to integrate information from both the online labs and the learning content of each system studied.

This course, and Anatomy & Physiology Systems II, aims to provide a solid foundation of anatomy and physiology knowledge onto which future studies in the fields of medicine, oral health and dentistry, pharmacy, exercise science and biomedical science can be built. It also aims to enthuse students about the wonders of the human body and induct them into the world of Health.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply anatomical and physiological terms as they relate to the human body;
2. Identify and describe the anatomical features and physiological functions of various systems (i.e.. skeletal system, muscular system, nervous system, endocrine system, and reproductive system) of the body;
3. Demonstrate knowledge in laboratory procedures including, human tissue handling, and identification of anatomical structures on human cadaveric material.



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



## 3. Learning Resources

### 3.1 Required Learning Resources

- Marieb, E.N. & Hoehn, K. Human Anatomy & Physiology Global + A Brief Atlas of the Human Body + Mastering A&P with eText 10<sup>th</sup> edition (ISBN 9781488689109) or 11<sup>th</sup> edition (ISBN 9781488657719).  
The online version for the above textbook can be found at <https://www.pearson.com.au/9781292260938>
- Marieb, E.N. & Mitchell, S. Laboratory Manual for Foundation Year Health Custom Edition 2<sup>nd</sup> edition (ISBN 9781488609954) or 3<sup>rd</sup> ed. (ISBN 9781488626050)

Both of these texts above are available in a value package.

- Lab Workbook and Workshop workbook - available on the 1016MSC-course site in the Griffith College Student Portal

Laboratory Rules document is part of the lab workbook, which is available on the course site via the Griffith College Student Portal.

## 3.2 Recommended Learning Resources

Pearson Online course environment 'Mastering Anatomy and Physiology'. Griffith College offers 1016MSC-students free access to this interactive learning platform; how to get access to this platform will be explained in the first couple of weeks of the trimester

## 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Information about your Learning

### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Laboratories

The laboratories are **COMPULSORY**. They run for a total of **2 hours each week as detailed below**.

**Satisfactory completion** of laboratories will be required; details will be provided during the lab sessions. Lab marks will be allocated for Lab Exam 1 in week 4, Lab Exam 2 in week 8, and Lab Exam 3 in week 13. A medical certificate is required within a week of any missed lab (if a student fails to attend any laboratory session). Missing one or more lab sessions of the respective modules being assessed in each Lab Exam (without the required supporting documentation) could lead to not passing the course.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### **Course Learning Materials**

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






### Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
					
<b>Module 1: Intro to A&amp;P and Skeletal System</b>					
<b>1</b>	-Introduction to course: Course administration, assessment, delivery method -Classification and review of bone function -Features & functions of the axial skeleton	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
<b>2</b>	-Features & functions of the appendicular skeleton -Joints -Details of knee, shoulder & hip joints	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
<b>Module 2: Muscular System</b>					

3	-Muscular System -Gross anatomy & naming -Regional functional anatomy	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
4	-Physiology of muscle contraction; -Muscle contraction & smooth muscle	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	<b>Lab exam 1 (TBC)</b>	1 & 2
<b>Module 3: Nervous System</b>					
5	-Nervous system & nervous tissue -Brain and Spinal Cord	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	<b>Module 1+2 exam</b>	1 & 2
6	-Peripheral nervous system/reflexes/autonomic nervous system	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
7	-Autonomic nervous system (Sympathetic and Parasympathetic)	Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
<b>Module 4: Special Senses</b>					
8	-Special Senses	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	<b>Lab exam 2 (TBC)</b>	1 & 2
<b>Module 5: Endocrine System</b>					

<b>9</b>	-Endocrine System overview and hormone function -Hypothalamus and Pituitary	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	<b>Module 3+4 exam</b>	1 & 2
<b>10</b>	-Structure & function of other major endocrine glands	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
<b>Module 6: Reproductive System</b>					
<b>11</b>	-Reproductive System (Male and female reproductive system)	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
<b>12</b>	-Pregnancy & Development	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	<b>Lab exam 3 (TBC)</b>	1 & 2
<b>13/ 14</b>				<b>Module 5+6 exam</b>	



## 4.2. Practical Laboratory Classes

Practical laboratory classes commence in Week 2 and are delivered until Week 10. Topics are detailed in 4.1 Learning Experience Simulation Laboratory sessions. Please look out for the timetable details.



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Week
1	Exam 1	20%	1 & 2	Week 5
2	Exam 2	20%	1 & 2	Week 9
3	Exam 3	20%	1 & 2	Week 13
4	Lab Exam 1	15%	3	Week 4
5	Lab Exam 2	15%	3	Week 8
6	Lab Exam 3	10%	3	Week 13

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Exam 1 – assessing Module 1&2 (20%)

**Task Type:** Restricted closed book Moodle quiz (only hard copy notes allowed)

**Due Week:** 5

**Weight:** 20%

**Length:** 50 minutes (on average 1 minute per MCQ and 5 minutes per SAQ)

**Task Description:** Timed 30 randomised Multiple-Choice Questions (1 mark each) and 4 randomised Short Answer Questions (3 marks each) designed to assess knowledge of mainly physiology content

**Criteria and Marking:** Students are assessed on Intro to A&P, Skeletal System and Muscular System (Module 1+2). **Students may seek feedback after the deferred exam 1 is completed.**

**Submission:** Online Moodle quiz, invigilation with front facing camera

#### 2. Evidence of Learning Task 2: Exam 2 - assessing Module 3&4 (20%)

**Task Type:** Restricted closed book Moodle quiz (only hard copy notes allowed)

**Due Week:** 9

**Weight:** 20%

**Length:** 50 minutes (on average 1 minute per MCQ and 5 minutes per SAQ)

**Task Description:** Timed 30 randomised Multiple-Choice Questions (1 mark each) and 4 randomised Short Answer Questions (3 marks each) designed to assess knowledge of mainly physiology content

**Criteria and Marking:** Students are assessed on Nervous System and Special Senses (Module 3+4). **Students may seek feedback after the deferred exam 2 is completed.**

**Submission:** Online Moodle quiz, invigilation with front facing camera

### 3. Evidence of Learning Task 3: Exam 3 - assessing Module 5&6 (20%)

**Task Type:** Restricted closed book Moodle quiz (only hard copy notes allowed)

**Due Week:** final exam week (week 13)

**Weight:** 20%

**Length:** 50 minutes (on average 1 minute per MCQ and 5 minutes per SAQ)

**Task Description:** Timed 30 randomised Multiple-Choice Questions (1 mark each) and 4 randomised Short Answer Questions (3 marks each) designed to assess knowledge of mainly physiology content

**Criteria and Marking:** Students are assessed on Endocrine System and Reproductive System (Module 5+6).

**Students may seek feedback after the deferred exam 3 is completed.**

**Submission:** Online Moodle quiz, invigilation with front facing camera

### 4. Evidence of Learning Task 4: Lab exam 1 - assessing Module 1 and 2 (Skeletal System and Muscular System) (15%)

**Task Type:** Closed book Moodle quiz

**Due Week:** 4

**Weight:** 15%,

**Length:** 20 min

**Task Description:** Timed randomised labelling questions and short closed answer questions designed to assess knowledge of laboratory content, mainly anatomy-based content (30 questions worth 1 mark each, 20 min quiz; 40 seconds on average per question; no backtracking))

**Criteria and Marking:** Students are assessed on cadaveric structures of the **Skeletal System, Muscular System. Students may seek feedback after the deferred lab exam 1 is completed.**

**Submission:** Online Moodle quiz, invigilation with camera from behind at an angle

### 5. Evidence of Learning Task 5: Lab exam 2 - assessing Module 3 and 4 (Nervous System and Special Senses)(15%)

**Task Type:** Closed book Moodle quiz

**Due Week:** 8

**Weight:** 15%,

**Length:** 20 min

**Task Description:** Timed randomised labelling questions and short open answer questions designed to assess knowledge of laboratory content, mainly anatomy-based content (30 questions worth 1 mark each, 20 min quiz; 40 seconds on average per question; no backtracking))

**Criteria and Marking:** Students are assessed on **the Nervous System and Special Senses, Students may seek feedback after the deferred lab exam 2 is completed.**

**Submission:** Online Moodle quiz, invigilation with camera from behind at an angle

### 6. Evidence of Learning Task 6: Lab exam 3 - assessing Module 5 and 6 (Endocrine System and Reproductive System, including Pregnancy and Development) (10%)

**Task Type:** Closed book Moodle quiz

**Due Week:** 13

**Weight:** 10%,

**Length:** 14 min

**Task Description:** Timed randomised labelling questions and short open answer questions designed to assess knowledge of laboratory content, a variety of histology slides, diagrams, and labeling questions (20 questions worth 1 mark each, 14 min quiz; 40 seconds on average per question; no backtracking)

**Criteria and Marking:** Students are assessed on **the Endocrine System and Reproductive System (incl. Pregnancy and Development). Students may seek feedback after the deferred lab exam 3 is completed.**

**Submission:** Online Moodle quiz, invigilation with camera from behind at an angle

In order to pass this Course, students must:

**A. Attempt all assessment items**

**B. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the Due Week, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the Due Week are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the Due Week. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enroll.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

This course follows Griffith College and Griffith University Workplace Health and Safety Laboratory guidelines.

The aim of workplace health and safety is to make sure that people do not get sick or injured at the workplace. The legislation dealing with this in Queensland is called the Workplace Health and Safety Act, 1995. Anyone who can affect workplace health and safety has an obligation under this Act.

As a student, you have an obligation to yourself and others to undertake activities in a safe manner. You must follow instructions which are provided for safety. You must not put yourself or anyone else at risk. Care especially needs to be taken when you are performing activities which can affect others. Additional Laboratory Rules if applicable will be available on the course site via the Griffith College Digital Campus.

It is imperative that students follow all health and safety procedures & clinical nursing guidelines, as well as any staff instructions given whilst in the lab.

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