



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 1016MSC |
| Course Name: | Anatomy & Physiology Systems I |
| Trimester: | Trimester 2, 2024 |
| Program: | Diploma of Health Sciences |
| Credit Points: | 10 |
| Course Coordinator: | Amanda Smith |
| Document modified: | 28/04/2024 |

Course Description

Anatomy & Physiology Systems I is a course situated within the second trimester of the Diploma of Health Science. A crucial objective of this course is to equip students with proficient written and oral communication skills specifically pertaining to anatomical terminology and concepts of the human body. This enhancement of communication abilities is intended to pave the way for students to achieve entry to:

- Further university studies in the Health Sciences, or
- Direct employment.

This course provides an introduction and expansion of knowledge pertaining to five key human body systems: skeletal, muscular, nervous (including special senses), endocrine, and reproductive. With an integrated blend of anatomical and physiological study, students will acquire an in-depth comprehension of these systems and their interconnectedness.

While this course presents a certain level of academic rigor, it is instrumental in fostering students' critical thinking skills and demonstrating the symbiosis of structure and function within the human body. To facilitate a comprehensive learning experience, students are expected to actively participate in both lecture-based content and hands-on practical lab sessions involving human cadaveric specimens.

Assumed Knowledge

For optimal comprehension and success in this course, it is advised that students first complete the 1014MSC Cells, Tissues, and Regulation course. This prerequisite study will equip learners with a foundational understanding of cellular processes and homeostatic mechanisms, which are integral to the functioning of the human body's organs and systems. This prior knowledge will significantly aid in the exploration and understanding of the more complex topics covered in 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 |
|--------------|--|
| Amanda Smith | amanda.smith@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 laptop or tablet (mobile phones are not suitable). 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 is designed with the objective of enabling students to acquire a comprehensive and applied understanding of the developmental, histological, anatomical, and physiological aspects of five distinct human body systems. The course emphasizes the integration of theoretical knowledge from the Learning Content and practical insights gained from the practicum component. Additionally, the course will incorporate discussions of clinical relevance related to each system.

Together with Anatomy & Physiology Systems II, this course serves as a robust foundation for advanced studies in medicine, oral health and dentistry, pharmacy, exercise science, and biomedical science. It strives to inspire students by exploring the marvels of the human body and aims to effectively initiate students into the realm of Health Sciences.



2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Apply anatomical and physiological terminology accurately in relation to human body systems
2. Recognize primary bones, joints, and muscles including their characteristics in both the axial and appendicular skeletons. Understand the overall organization of the musculoskeletal system, the physiology behind human movement, and the mechanics of muscle contraction
3. Identify and explain the anatomical and physiological characteristics of the brain, spinal cord, as well as some selected peripheral nerves, including the cranial nerves. Additionally, accurately describe the autonomic nervous system and show comprehension of the physiology of basic reflexes
4. Identify and understand the structure and function of the special senses, with a focus on cellular mechanisms
5. Identify the structure and function of major endocrine glands including hormones and feedback mechanisms
6. Identify the anatomical features and understand the physiological functions of both male and female reproductive systems, including an overview of pregnancy and fetal development
7. Display proficiency in identification of anatomical structures on human cadaveric or plastinated specimens



2.3 Graduate Capabilities and Employability Skills

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

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

| Graduate Capabilities and Employability Skills | | | Focus within this course |
|--|-----------------------------------|--|--------------------------|
| Interacting with People | Teamwork | | |
| | Communication | | ✓ |
| | Respect for Culture and Diversity | | |
| Readiness for the Workplace | Problem Solving | | ✓ |
| | Planning and Organisation | | |
| | Creativity and Future Thinking | | |



3. Learning Resources

3.1 Required Learning Resources

1. **Learning Content Workbook** - available on the 1016MSC course site in the Griffith College Student Portal
2. **Practicum Workbook** - available on the 1016MSC course site in the Griffith College Student Portal
3. **Textbook** - Human Anatomy & Physiology, Global Edition by Marieb & Hoehn. The online version for the above textbook can be found at <https://www.pearson.com.au/9781292260938>
4. **Practicum Manual** - Laboratory Manual for Foundation Year Health (Custom Edition) by E.N. Marieb; K. Hoehn; L.A. Smith; M. Hutchinson; J.B. Mallatt; P. Brady Wilhel

Practicum rules document and induction information will be 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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.

Practical laboratories

The practicums run for a total of **2** hours each and are **COMPULSORY**. Dates and times are available on the Griffith College 1016MSC course site.

Satisfactory completion of practicums will be required; details will be provided during the lab sessions. Assessment for practicum content is split into two in-person exams. The practicum exams will run in week 6 and during the final exam block.

Failure to attend practicums - A medical certificate is required within three working days of any missed practicum. Missing one or more lab sessions 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (In Class, either in person or on Zoom – note that some programs do not offer Zoom links) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester.

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

| Week | Learning Content (Before Class) | Learning Experiences (In Class) | Learning Activities (After Class) | Evidence of Learning (Assessment) | Learning Outcome |
|---|---|---|---|---|---|
| |  |  |  |  |  |
| Module 1: Intro to A&P and Skeletal System | | | | | |
| 1 | -Introduction to course: Course administration, assessment, delivery method -Classification and review of bone function -Features & functions of the axial skeleton | 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 |
| 2 | -Features & functions of the appendicular skeleton -Joints -Details of knee, shoulder & hip joints | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 1: Skeletal system | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 2 |
| Module 2: Muscular System | | | | | |
| 3 | -Muscular System -Gross anatomy & naming -Regional functional anatomy | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 2: Muscular system | -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 | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 3: CNS | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 2 |

| | | | | | |
|-----------------------------------|---|---|---|---------------------------|-------|
| Module 3: Nervous System | | | | | |
| 5 | -Nervous system & nervous tissue -Central Nervous System (Brain and Spinal Cord) | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 4: Review session | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | Mid-Trimester Exam | 1 & 3 |
| 6 | -Peripheral nervous system/reflexes/autonomic nervous system | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities PRAC EXAM 1 | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | Practical Exam 1 | 1 & 3 |
| 7 | -Autonomic nervous system (Sympathetic and Parasympathetic) | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 5: PNS | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 3 |
| Module 4: Special Senses | | | | | |
| 8 | -Special Senses | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 6: Special Senses | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 4 |
| Module 5: Endocrine System | | | | | |
| 9 | -Endocrine System overview and hormone function -Hypothalamus and Pituitary | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 7: Endocrine & Repro | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 5 |

| | | | | | |
|-----------|---|---|---|--|-------|
| 10 | -Structure & function of other major endocrine glands | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities NO PRAC | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 5 |
|-----------|---|---|---|--|-------|

| | | | | | |
|--------------------------------------|--|--|---|---|-------|
| Module 6: Reproductive System | | | | | |
| 11 | -Reproductive System (Male and female reproductive system) | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities NO PRAC | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 6 |
| 12 | -Pregnancy & Development | Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities - Prac 8: Review | -Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete review questions | | 1 & 6 |
| 13 | | | | Practical Exam 2 Final Theory Exam | |

4.2 Cadaveric Practicum Sessions

Practicums commence in Week 2 and are delivered until Week 12. Topics are detailed in 4.1 Learning Experience Practicum sessions. Please look out for the timetable details.



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

| | Evidence of Learning (Assessment) | Weighting | Learning Outcome | Due Date |
|---|-----------------------------------|-----------|------------------|-----------------|
| | | | | |
| 1 | Mid-Trimester Theory Exam | 20% | 1 & 2 | Week 5 |
| 2 | Practical Exam 1 | 22% | 1, 2, 3, 7 | Week 6 |
| 4 | Practical Exam 2 | 18% | 1, 4, 5, 6, 7 | Final exam week |
| 5 | Final Theory Exam | 40% | 1, 3, 4, 5, 6 | Final exam week |

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Mid-trimester theory exam– assessing Module 1&2 (20%)

Task Type: Exam

Due Date: Week 5

Weight: 20%, Marked out of 60

Duration: 60 minutes

Exam Type: Closed book, invigilated

Task Description: 60 randomised Multiple-Choice Questions (1 mark each)

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

Exam Format: In-person on campus

2. Evidence of Learning Task 2: Practical exam 1 - assessing Skeletal System, Muscular System, and Central Nervous System (22%)

Task Type: Written Exam

Due Date: Week 6

Weight: 22%,

Duration: 45 min

Quiz Type: Closed book, invigilated

Task Description: Topics covered: Skeletal, Muscular, and Central Nervous Systems. (Practicums 1, 2, 3, & 4). Students will be required to answer 44 questions: identification of structures, features, or function. Students will rotate from question to question. One minute per question, One question per station, with one one-minute rest station.

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

Exam Format: Practical Exam 1 will be conducted ON CAMPUS in G40 10.25 and 10.26

3. Evidence of Learning Task 3: Practical exam 2 - assessing Peripheral Nervous System, Special Senses, Endocrine System, and Reproductive System (18%)

Task Type: Written Exam

Due Date: Final exam block

Weight: 18%,

Duration: 37 min

Quiz Type: Closed book, invigilated

Task Description: Topics covered: Peripheral Nervous System, Special Senses, Endocrine System, and Reproductive System (Practicums 5, 6, 7, 8). Students will be required to answer 36 questions: identification of structures, features, or function. Students will rotate from question to question. One minute per question, One question per station, with one one-minute rest station.

Criteria and Marking: Students are assessed on cadaveric structures of the **Peripheral Nervous System, Special Senses, Endocrine System, and Reproductive System. Students may seek feedback after the deferred exam is completed.**

Exam Format: Practical Exam 2 will be conducted ON CAMPUS in G40 10.25 and 10.26

4. Evidence of Learning Task 4: Final theory exam– assessing Modules 3-6 (40%)

Task Type: Exam

Due Date: Final exam block

Weight: 40%, Marked out of 120

Duration: 120 minutes

Exam Type: Closed book, invigilated

Task Description: The final theory exam will contain a combination of MCQ, True/False (80 questions, 1 mark each) and Short Response Questions (40 marks) for material covered in Modules 3-6.

Criteria and Marking: Students will be examined on their knowledge and understanding of the nervous system, special senses, endocrine and reproductive systems. This exam will allow students to demonstrate their knowledge of content and critical thinking ability.

Students may seek feedback after the deferred exam is completed.

Exam Format: In-person on Campus

In order to pass this Course, students must:

A. Attempt all assessment items AND

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

C. achieve an overall course result (sum of all assessments) of at least 50%

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date 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](#) (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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