



1. General Course Information

1.1 Course Details

Course Code:	1805NRS
Course Name:	Human Anatomy & Physiology 1
Trimester:	Health Care Trimester 1, 2021
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Dr Jos de Schepper
Document modified:	15-01-2021

Course Description

Professional practice in a range of health disciplines is underpinned and informed by knowledge and understanding of anatomy and physiology. Students investigate key foundational physiological principles, the organisational levels in the body, the structure and function of the normal human body and the relevance of such knowledge to the maintenance of human health. Changes to the body across the lifespan are also explored. Core concepts are taught using an integrated and exploratory approach to facilitate the ability of students to transfer, assimilate and utilise knowledge gained in this course to other courses within their program, and to apply what they have learnt to nursing practice. This course addresses the generic skills of the Griffith Graduate by enhancing the students' ability to work autonomously and in teams, communicate effectively, and problem solve as well as develop professional responsibility.

Assumed Knowledge

There is no assumed prior knowledge required for this course

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

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

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be found in the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The principal aim of this course is to develop students' knowledge and understanding of the normal anatomy and physiology of the human body and the relevance of such knowledge to the maintenance of health in order to inform effective nursing practice.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Correctly use anatomical and physiological terms as they relate to the human body;
2. Identify and describe the anatomical features and physiological functions of various systems of the body;



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

- O'Loughlin, V., Bidle, T., & McKinley, M. (2016 / 2018). Anatomy & Physiology: An Integrative Approach. 2nd or 3rd edition. New York: McGraw-Hill.

- an e-text version of the textbook is also available (pls see link below for more info):

<https://www.mheducation.com/highered/product/anatomy-physiology-integrative-approach-mckinley-o-loughlin/M9781259398629.html>

- Human Anatomy & Physiology I Lab Workbook and Lectorial Workbook will be located on the 1805NRS MyStudy course site for download.

3.2 Recommended Learning Resources

The DHC teaching team strongly recommends students use the on-line websites associated with the prescribed text.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College 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.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

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

Attendance

You are expected to actively engage in all learning experiences and learning activities 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.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. 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 lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

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 MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

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 lecturer or tutor. 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 (assessment) 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%, 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 lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

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

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Module 1: Intro to A&P					
1	-Introduction to Anatomy & Physiology Body Systems, Anatomical terminology, structural organisation, Homeostasis, -Introduction to the course and assessment;	(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 content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions		1 & 2
Module 2: Cells and Tissues					
2	-Intro to The Cell Nucleus & Organelles -Chemistry of life (pH, passive and active membrane transport mechanisms)	(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 content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions +		1 & 2





		<i>Lab 1 Intro to A&P and Rat Dissection: completing lab workbook</i>	<i>Watch lab videos</i>		
3	-Integumentary System -Four tissue types, Tissue repair, Structure & Function skin	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities + <i>Lab 2 Membrane transport: completing lab workbook</i>	-Complete workbook exercises -Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions + <i>Watch lab videos</i>	Assessment item 1: Online quiz 1 - Module 1&2	1 & 2
Module 3: Skeletal System					
4	-Skeletal System; structural and functional characteristics of bones, bone tissue, joints and movements	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities + <i>Lab 3 Skeletal System: completing lab workbook</i>	-Complete workbook exercises -Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions + <i>Watch lab videos</i>		1 & 2
Module 4: Nervous System					
5	-Central Nervous system (CNS); Brain and Spinal Cord -nervous tissue, action potential and neurotransmitters	(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 content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	Assessment item 2: Module 1&2 (written report due Friday at 5pm)	1 & 2
6	-Peripheral nervous system (PNS)/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 content recordings 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 + <i>Lab 4 Nervous System: completing lab workbook</i>	-Complete workbook exercises -Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions + <i>Watch lab videos</i>	Assessment item 1: Online quiz 2 - Module 3 & 4	1 & 2
Module 5: Endocrine System					
8	-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 content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	Assessment item 3: Module 4	1 & 2
Module 6: Muscular System					
9	-Muscular System -Structure, function and types of muscles	(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 content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	Assessment item 1: Online quiz 3 - Module 5 & 6	1 & 2
Module 7: Haematology and Immunology					
10	Haematology/Innate and adaptive immunity	(Zoom) Lectorials incorporating debate, group work and individual activities through: -Presentations -Jeopardy quizzes -Kahoot Quizzes -Completing the electronic lectorial workbook activities + <i>Lab 5 Haematology: completing lab workbook</i>	-Complete workbook exercises -Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions + <i>Watch lab videos</i>	Assessment item 1: Online quiz 4 - Module 7	1 & 2
11/ 12	Exam Week			Assessment item 4: - Module 1-7	1 & 2



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Assessment Item 1	20% (5% each)	1 & 2	Week 3-7-9-10
2	Assessment Item 2	25%	1 & 2	Week 5
3	Assessment Item 3	15%	1 & 2	Week 8
3	Assessment Item 4	40%	1 & 2	Week 12/13

5.2 Evidence of Learning Task Detail

Assessment Item 1: Online Quizzes (20%: 4 x 5% each)

Students will be required to undertake **four online quizzes during** the trimester. Each quiz will contribute equally to the final 20% assessment score (i.e. 5% per quiz). Quizzes will be available for 7 calendar days only - from 5pm Friday of the respective week until 5pm the Friday immediately following. Within the allotted time frame, students may choose when they undertake their quiz within this time period. Each student will have **one** opportunity to open and complete each quiz.

It is **highly** recommended that student's ensure stable internet access to complete online quizzes.

Further details on assessment and exact dates of the online quizzes will be provided to students via the course site on Griffith College's Student Portal and in classes during the trimester.

Criteria & Marking:

These 4 online quiz items are designed to assist students studying biological sciences as they relate to nursing and encourage ongoing engagement with the course material. The quizzes will be accessed, undertaken and marked immediately, on-line. Students will be provided with their marks for each quiz. These marks will continually be provided to students via the course site on Griffith College's Student Portal.

Submission: Online (Moodle)

Assessment Item 2: Written Report (1000 word) (25%)

Written assignment/report. The aim of this assignment is to apply the knowledge students have developed from material covered in Module 1 and 2.

Write a brief report that contains the following components (an overall 1000 word limit, suggest approx. 500 words per section):

Section a: Identify how the structure of each of the four tissue types contributes to the overall function of the allocated organ or organ system;

Section b: Discuss how dysfunction of two of these tissue types may alter the homeostatic mechanism/s underpinning the allocated organ's or organ system's function/s.

Criteria & Marking: a rubric and further details will be provided to students via the course site on Griffith College's Student Portal and in classes during the trimester.

Submission: Due date Friday at the end of week 5 at 5pm Online (Turnitin)

Assessment Item 3: Examination Module 4 (15%)

Closed book moodle quiz via zoom
MCQ (30 MCQ worth 1 mark each, 30 min quiz)

Submission: Online (Moodle)

Assessment item 4: Examination Modules 1-7 (40%)

Closed book moodle quiz via zoom
MCQ (60 MCQ worth 1 mark each, 60 min quiz)

Submission: Online (Moodle)

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working 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 assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. 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 Student Portal. 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 enrol.

3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle 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 assessment-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 lecturers, tutors 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 Assessment – 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 assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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