



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1805NRS</b>
<b>Course Name:</b>	<b>Human Anatomy &amp; Physiology 1</b>
<b>Trimester:</b>	<b>Trimester 2, 2022</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Dr Jos de Schepper</b>
<b>Document modified:</b>	<b>27 January 2022</b>

### Course Description

This course introduces students to human anatomy and physiology. Students will gain an understanding of key physiological principles, organisational levels in the body, structure and function of the normal human body, and the relevance of such knowledge to nursing practice.

Professional practice in a range of health disciplines is underpinned and informed by knowledge and understanding of the anatomy and physiology of the human body. Nurses need to be able to understand the 'normal' before they can identify and interpret clinical changes and provide safe, effective nursing care. This course introduces students to the anatomy and physiology of the human body. Students will study the integumentary, skeletal, nervous, endocrine, muscular, haematological, and immune systems. Students will investigate and gain an understanding of the 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 nursing practice. Knowledge gained in this course will be integrated and used in other courses within the Bachelor of Nursing program and professional practice as a Registered Nurse.

### 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	<a href="mailto:jos.deschepper@staff.griffithcollege.edu.au">jos.deschepper@staff.griffithcollege.edu.au</a>

## 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

This course aims to develop students' knowledge and understanding of the normal anatomy and physiology of the human body. Students gain an understanding of the relevance of such knowledge to the maintenance of human health and professional nursing practice.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply key foundation physiological principles to explain the functioning of the human body
2. Apply knowledge of cells, tissues, organs and systems to explain the organisation and functioning of the human body
3. Using appropriate terminology, identify the key anatomical structures and explain the key physiological functions of the integumentary, skeletal, endocrine, muscular, nervous, haematological and immune systems



## 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. 2<sup>nd</sup> or 3<sup>rd</sup> 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

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.

#### 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</b>				
<b>1</b>	<p>Introduction to Anatomy &amp; Physiology</p> <p>Body Systems, Anatomical terminology, structural organisation, Homeostasis,</p> <p>Introduction to the course and assessment;</p>	<p>Class activities incorporating debate, group work and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul>	<p>Complete workbook exercises</p> <p>Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)</p> <p>Complete Review Questions</p>		1 & 2 & 3

<b>Module 2: Cells and Tissues</b>					
<b>2</b>	Intro to The Cell Nucleus & Organelles  Chemistry of life (pH, passive and active membrane transport mechanisms, and heredity)	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul> Lab 1 Intro to A&P and Rat Dissection: completing lab workbook	Complete workbook exercises  Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)  Complete Review Questions  Watch lab videos		1 & 2 & 3
<b>3</b>	Integumentary System  Four tissue types, Tissue repair, Structure & Function skin	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul> Lab 2 Membrane transport: completing lab workbook	Complete workbook exercises  Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)  Complete Review Questions  Watch lab videos	Assessment item 1: Online quiz 1 - Module 1&2	1 & 2 & 3
<b>Module 3: Skeletal System</b>					
<b>4</b>	Skeletal System; structural and functional characteristics of bones, bone tissue, joints and movements	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul> Lab 3 Skeletal System: completing lab workbook	Complete workbook exercises  Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)  Complete Review Questions  Watch lab videos		1 & 2 & 3
<b>Module 4: Nervous System</b>					
<b>5</b>	Central Nervous system (CNS); Brain and Spinal Cord  Nervous tissue, action potential and neurotransmitters	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul>	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 & 3

6	Peripheral nervous system (PNS)/reflexes/autonomic nervous system	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul>	Complete workbook exercises  Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)  Complete Review Questions		1 & 2 & 3
7	Autonomic nervous system (Sympathetic and Parasympathetic)	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul> Lab 4 Nervous System: completing lab workbook	Complete workbook exercises  Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)  Complete Review Questions  Watch lab videos	Assessment item 1: Online quiz 2 - Module 3 & 4	1 & 2 & 3
<b>Module 5: Endocrine System</b>					
8	Endocrine System overview and hormone function  Hypothalamus and Pituitary	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul>	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 & 3
<b>Module 6: Muscular System</b>					
9	Muscular System  Structure, function and types of muscles	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul>	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 & 3

Module 7: Haematology and Immunology					
10	Haematology/Innate and adaptive immunity	Class activities incorporating debate, group work and individual activities through: <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot Quizzes</li> <li>• Completing the electronic lectorial workbook activities</li> </ul> Lab 5 Haematology: completing lab workbook	Complete workbook exercises  Watch the content recordings lecture(s), additional videos and resources (incl. the course textbook)  Complete Review Questions  Watch lab videos	Assessment item 1: Online quiz 4 - Module 7	1 & 2 & 3
11/12	Exam Week			Assessment item4: - Module 1-7	1 & 2 & 3

## 4.2. Practical Laboratory Classes

Practical laboratory classes commence in Week 1 and are delivered until Week 10. Topics are detailed in 4.1 Learning Experience Simulation Laboratory sessions. Laboratory classes are not timetabled every week. Please look out for the timetable details.



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Online Quizzes (x4)	20% (5% each)	1 & 2 & 3	Week 3-7-9-10
2	Written Report	25%	3	Week 5
3	Examination Module 4	15%	1 & 2 & 3	Week 8
4	Examination Modules 1-7	40%	1 & 2 & 3	Week 11

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Online Quizzes (20%)

**Task Type:** Online Quizzes

**Due Date:** Week 3, 7, 9 & 10

**Weight:** 20% (5% each), Marked out of: 20 (each)

**Length: (if applicable)**

**Task Description:** 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 and 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 quiz

## 2. Evidence of Learning Task 2: Essay (25%)

**Task Type:** Written Assignment

**Due Date:** Week 5 (Friday)

**Weight:** 25%, Marked out of: 60

**Length:** 1000 words

**Task Description:** The aim of this assignment is to apply the knowledge students have developed from material covered in Module 1,2, and 3. In this assessment item, students will have the opportunity to apply the knowledge they have gained in the first five weeks of the course. Students will respond to questions pertaining to five scenarios, which will assess their knowledge of important anatomical and physiological concepts relating to body chemistry, cells, and the integumentary and skeletal systems. There is an overall 1000 word limit, use approx. 200 words to respond to each scenario):

**Criteria and 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:** Turnitin via the course site

## 3. Evidence of Learning Task 3: Examination Module 4 (15%)

**Task Type:** Examination

**Due Date:** Week 8

**Weight:** 15%, Marked out of: 30

**Length:** 30 Minutes

**Task Description:** Closed book moodle quiz via zoom  
MCQ (30 MCQ worth 1 mark each)

**Criteria and Marking:** Students are assessed on knowledge from Module 4

**Submission:** online quiz

## 4. Evidence of Learning Task 4: Final Exam (40%)

**Task Type:** Examination

**Due Date:** Exam Week

**Weight:** 40%, Marked out of: 60

**Length:** 60 Minutes

**Task Description:** Closed book moodle quiz via zoom  
MCQ (60 MCQ worth 1 mark each)

**Criteria and Marking:** Students are assessed on knowledge from Modules 1-7

**Submission:** online quiz

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.**

**C. Achieve minimum 50% (average of all assessment items)**

## 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 working day or part working day that the task is late. Evidence of learning tasks 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 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 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 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 enrol.
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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