



# MEDI11003 *Relational Anatomy*

## Term 2 - 2017

Profile information current as at 04/05/2024 10:39 am

All details in this unit profile for MEDI11003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

The unit examines the human body from a three-dimensional perspective. Each major anatomical structure is studied in terms of its spatial characteristics, both internally and relative to its surroundings, body planes and external landmarks. Relational anatomy knowledge is then applied to identification of those structures on medical images of a variety of modalities.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prereq: BMSC11001 Human Body Systems 1 and Coreq: BMSC11002 Human Body Systems 2

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2017

- Distance
- Mackay
- Perth
- Sydney

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 10%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Examination**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student emails and unit evaluation

##### Feedback

Structure of tutorials with pop-quizzes assisted understanding and revision

##### Recommendation

Maintain structure of tutorials. Investigate how to encourage attendance at tutorials

#### Feedback from Coordinator reflection, student emails and unit evaluation

##### Feedback

Written assessment is a useful tool, but more guidance needed as to requirements

##### Recommendation

Maintain type of assessment but reconsider specific requirements and marking rubric

#### Feedback from Coordinator observation, student comments

##### Feedback

More focus needed on terminology

##### Recommendation

Reassess weekly learning goals to stress terminology and relational aspects of content

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Describe the typical shape, size, orientation and location of each major anatomical structure.
2. Express using correct terminology the spatial orientation of each major anatomical structure relative to its neighbouring structures, surface landmarks and body planes.
3. Identify major anatomical structures on anatomical drawings, anatomical sections and medical images.
4. Orient sectional images relative to orthogonal body planes and body regions.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 10%	•	•	•	•
2 - Written Assessment - 30%	•	•	•	•
3 - Examination - 60%	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•		
2 - Problem Solving		•	•	•
3 - Critical Thinking				
4 - Information Literacy	•	•		•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 10%	•	•	•							
2 - Written Assessment - 30%	•	•	•	•						
3 - Examination - 60%	•	•	•	•						

## Textbooks and Resources

### Textbooks

MEDI11003

#### Prescribed

#### Sectional Anatomy for Imaging Professionals

Edition: 3rd edn. (2013)

Authors: Lorrie L. Kelley and Connie M. Petersen

Mosby, Elsevier

St. Louis , Missouri , USA

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom, Speakers

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karen Finlay** Unit Coordinator

[k.finlay@cqu.edu.au](mailto:k.finlay@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 1: Introduction to Sectional Anatomy. The Spine.	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 1 (pg 1-7) & 4 (pg 172-249).	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 2: The Brain/ Cranium	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 2 (pg 15-49) & 3 (pg 89-156)	

**Week 3 - 24 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Week 3: The Neck/Facial Bones	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 2 (pp 51-77) & 5 (pg 250-306).	

**Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Week 4: The Thorax	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 6 (307-322, 389-392)	

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Week 5: The Thorax	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 6 (331-386)	Quiz one opens

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Break Week - Self directed revision		

**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: The Abdomen-Introduction/ Large Structures/ Vasculature	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 7 (pg 397-411, 468-488, 490-493)	

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7: The Abdomen- Liver/Biliary & Spleen/Pancreas

Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 7 (pg 412-436, 437-441)

#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 8: The Abdomen-Urinary Tract/Digestive Tract	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 7 (pg 442-473)	Quiz Two opens

#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 9: The Pelvis	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 8 (pg 495-503, 505-515, 550-560)	

#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: Upper Limb	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 9	<b>Written Assessment</b> Due: Week 10 Friday (22 Sept 2017) 4:00 pm AEST

#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Week 11: The Lower Limb.	Sectional Anatomy for Imaging Professionals Kelley & Petersen Chapter 10	

#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Your time for revision and preparation for exams. Check your exam timetable via your myCQU student portal		

### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

The coordinator for this unit is: Karen Finlay

During the term I may be teaching or be off campus. For this reason the preferred method of first contact is via email on: k.finlay@cqu.edu.au. My office number is 07 4940 7818

## Assessment Tasks

### 1 Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

This assessment task is designed to test your knowledge and understanding of the unit content .

There will be two online quizzes, each worth 5% of the total unit grading. Each quiz will take the form of multiple choice, true or false, fill in the gap or short answer questions. Quiz 1 addresses unit content from weeks 1 to 4. Quiz 2 focuses on content from weeks 5 to 8 but may also draw on concepts from earlier in the term.

Each quiz will be available to students for a period of 7 days. Students are allowed one attempt, each of 45 minutes duration at each quiz.

Each quiz must be completed by the specified date and time. In the absence of an approved extension, there will be no opportunity to complete the task after this date and a score of zero will be assigned for that quiz.

#### Number of Quizzes

2

#### Frequency of Quizzes

#### Assessment Due Date

Quiz One will open on Monday of Week 5 (7-Aug-2017) at 8am and close on Sunday Week 5 (13-AUG-2017) 11:00 PM AEST. Quiz Two will open on Monday of Week 8 (4-Sept-2017) at 8am and close on Sunday Week 8 (10-SEPT-2017) 11:00 PM AEST.

#### Return Date to Students

Within 2 weeks of the quiz closing



**Weighting**

10%

**Assessment Criteria**

Quiz responses are scored on factual correctness, relevance of content to the question asked and on correct use and spelling of positional and anatomical terminology.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Describe the typical shape, size, orientation and location of each major anatomical structure.
- Express using correct terminology the spatial orientation of each major anatomical structure relative to its neighbouring structures, surface landmarks and body planes.
- Identify major anatomical structures on anatomical drawings, anatomical sections and medical images.
- Orient sectional images relative to orthogonal body planes and body regions.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

As imaging professionals, it is important that we understand not only the shape and size of anatomic structures, but also their orientation to the orthogonal planes and their position relative to surrounding structures.

**Task:**

From options listed below, you must choose one of the spinal levels given and research this. Develop an illustrated written presentation that is a "guided tour" of the structures indicated for your chosen spinal level. Determine the surface landmarks used to find your chosen spinal level. Describe the required structures in terms of their size and shape, their orientation relative to the orthogonal planes, their position relative to surrounding structures and any other useful surface landmarks. Consider what is special about the chosen spinal level in terms of what in particular may be found there, including any specific structures within or part of organs. Sectional images from all of the orthogonal planes must be included in your submission. These may be Computed Tomography, Ultrasound or Magnetic Resonance images and you must use the images to demonstrate your knowledge and understanding of the position and orientation of anatomical structures in relation to orthogonal planes, surrounding structures and surface landmarks. You must label the orthogonal planes correctly.

You should aim for approximately 2000-3000 words for this assessment piece.

The word limit given is for guidance only. No marks will be deducted if your essay does not fall within these boundaries. Images and diagrams may be used to illustrate specific points and must be correctly referenced. Images with large file sizes may render your essay too large to upload, so save images as lower resolution in order to reduce the file size.

A reference list must be provided at the end of the essay.

**Options**

1. Level of T7. Required structures:

Heart, lungs, mediastinal structures, vertebra, ribs, sternum

2. Level of L1. Required structures:

Kidneys, liver/gall-bladder, pancreas, aorta and inferior vena cava (IVC), vertebra, stomach

3. Level of L4. Required structures:

Aorta, inferior vena cava (IVC), abdominal and major spinal muscles, vertebra

**Assessment Due Date**

Week 10 Friday (22 Sept 2017) 4:00 pm AEST

**Return Date to Students**

Week 12 Friday (6 Oct 2017)

**Weighting**

30%

**Assessment Criteria**

Assessed upon:

- Correct and complete description of each structure's shape, size, orientation and position
- Correct use of anatomical and positional terminology
- Correct spelling of anatomical and positional terminology
- Correct correlation of spatial orientation and location of anatomical structures relative to orthogonal planes and sectional images used
- Referencing

A detailed marking rubric will be available on the unit Moodle site.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

To be uploaded via the unit Moodle site

**Learning Outcomes Assessed**

- Describe the typical shape, size, orientation and location of each major anatomical structure.
- Express using correct terminology the spatial orientation of each major anatomical structure relative to its neighbouring structures, surface landmarks and body planes.
- Identify major anatomical structures on anatomical drawings, anatomical sections and medical images.
- Orient sectional images relative to orthogonal body planes and body regions.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

60%

**Length**

180 minutes

**Minimum mark or grade**

50%

**Exam Conditions**

Closed Book.

**Materials**

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem