COURSE OUTLINE

BIM208 Clinical Anatomy

School: School of Health - Anatomy

2027 | Trimester 3

UniSC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Clinical Anatomy provides an in-depth understanding of human structure and function in a clinical context, including an introduction to medical imaging. Emphasis is placed on musculoskeletal anatomy (bones, joints, ligaments, and muscles) and associated neuroanatomy of the brain, spinal cord, and peripheral nervous system. You will explore tissue mechanical properties and explain how structure relates to movement and function, applying anatomical knowledge to clinically relevant scenarios and assessments in health and medical sciences.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – This course utilises a flipped-classroom approach, where learning materials (short videos, interactive elements, formative quizzes and more) per week will be available on Canvas	2hrs	Week 1	12 times
Laboratory 1 – Anatomy laboratories will provide students with the opportunity to handle anatomical models and digital technologies. There will be radiological correlation stations (radiographs, CTs, and MRIs), integration of live ultrasound demonstrations, and OSCE practice for applied identification. There will be a dedicated 0.5 hour session at the end of each laboratory dedicated to reflection and self-testing	3hrs	Week 1	11 times
Tutorial/Workshop 1 – Small-group active learning sessions focused on problem-solving, application and reasoning. This workshop will be focused on clinical anatomy, activities may include: palpation and surface anatomy stations, peer-teaching, application of pre-class concepts to cases, body mapping (drawing and taping)	2hrs	Week 1	11 times
Fieldwork – Anatomy Wet Lab Intensive (Timing to be advised via CANVAS)	16hrs	Refer to Format	Once Only

1.3. Course Topics

The course will build on introductory anatomy and cover the following major topics:

- Lower limb musculoskeletal anatomy
- Upper limb musculoskeletal anatomy
- Head and trunk musculoskeletal anatomy
- Neuroanatomy and clinical applications
- Introduction to medical imaging

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Physiotherapy Board of Australia
1 Identify and describe musculoskeletal and neuroanatomy (including bones, joints, ligaments, muscles, nerves, vascular structures), explaining key functional roles and biomechanical properties.	Knowledgeable	1.1, 1.2, 3.1
2 Describe how the musculoskeletal and nervous systems work together to produce sensation, movement, and reflexes, and use this knowledge to begin to interpret clinical presentations arising from injury, disease, or ageing.	Creative and critical thinker	1.1, 1.2, 3.1
3 Identify and describe the gross anatomy and organisation of the central and peripheral nervous system, and the mediastinum and thorax, with an emphasis on cardiovascular and respiratory system anatomy.	Knowledgeable Communication	1.1, 1.2, 3.1, 3.2
4 Communicate anatomical findings using discipline-appropriate terminology, report basic imaging observations, and collaborate in case discussions consistent with early health-professional practice expectations.	Engaged Communication	1.1, 1.2, 1.3, 3.1, 3.2
5 Recognise and begin to interpret common medical imaging modalities to distinguish between healthy non-pathological anatomy and introductory trauma and pathology across musculoskeletal, neurological and cardiorespiratory systems.	Creative and critical thinker Problem solving	1.1, 1.2, 3.1, 3.2, 5.1

* Competencies by Professional Body

CODE	COMPETENCY
PHYSIOTHERAPY BOARD OF AUSTRALIA	
1.1	Plan and implement an efficient, effective, culturally responsive and client-centred physiotherapy assessment
1.2	Involve the client and relevant others in the planning and implementation of safe and effective physiotherapy using evidence-based practice to inform decision-making
1.3	Review the continuation of physiotherapy and facilitate the client's optimal participation in their everyday life
3.1	Use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others
3.2	Record and effectively communicate physiotherapy assessment findings, outcomes and decisions
5.1	Engage in an inclusive, collaborative, consultative, culturally responsive and client-centred model of practice

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

HLT109 and enrolled in SC385 or BH001

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early in-class formative feedback will be provided each week to ensure progressive development of content knowledge and skills. Early low-weighted in-class online quizzes from week four will also provide instant and constructive feedback.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	40%	In-class online quizzes will be undertaken at the end of each learning module, maximum 20 minutes per quiz. The competency sign-off will occur each week progressively throughout the semester.	Refer to Format	In Class
All	2	Case Study	Individual and Group	30%	Group Presentation: Video submission (8 to 10 minutes) uploaded to Canvas via an online submission.	Week 11	Online Assignment Submission with plagiarism check
All	3	Practical / Laboratory Skills, and Written Piece	Individual	30%	90 minutes	Exam Period	Exam Venue

All - Assessment Task 1: Portfolio/Quizzes

GOAL:	In-person and online quizzes will be undertaken at the end of each learning module in-class to encourage regular engagement and consolidation of learning material (both online and in-class), and to provide progressive regular feedback. To develop students' ability to accurately identify and palpate surface anatomical landmarks, demonstrate and describe functional movements using biomechanical terminology, communicate and collaborate effectively within a team, and interpret key musculoskeletal, cardio respiratory, and neurological structures on common medical imaging modalities.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	Short online quizzes will be completed in-class using Cadmus at the end of each learning block module (every three weeks). Weeks 3, 6, 9, and 12. Each in-class online quiz will be worth 5%. The progressive competency sign-off will be completed in-class during weekly workshops. No formal written submission is required. Performance will be assessed in real-time using a structured marking guide / competency checklist. This progressive sign-off will be worth 20% of the students total grade.
CRITERIA:	

No.		Learning Outcome assessed
1	Completes the workbook to a satisfactory standard and completes quizzes and in class tests on time	1 2 3 4 5
2	Accurately identify, describe and explain the structure, function and interaction of musculoskeletal and neurological tissues	1 2 3
3	Apply understanding of anatomy to clinical case studies, interpretation of medical imaging, and recognition of changes with aging and pathology	4 5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies

All - Assessment Task 2: Neurological Case Study Assignment

GOAL:	This assessment enables students to apply functional and clinical anatomy knowledge to interpret and communicate the anatomical basis of a specific posture, injury, entrapment, or lesion. Working collaboratively in small groups, students will identify and explain the affected anatomical structures (musculoskeletal and neurovascular), distinguish sensory and motor involvement, and demonstrate relevant surface anatomy. Students will compare and contrast non-pathological versus altered posture and movement and communicate their reasoning using accurate discipline-appropriate terminology.
PRODUCT:	Case Study
AUTHORSHIP STATEMENT:	
FORMAT:	Group Size: Four students per group One video file per group to be submitted via Canvas. All group members must be visible, actively contribute, and meet the content requirements. For specific content requirements, please refer to Canvas .
CRITERIA:	

No.		Learning Outcome assessed
1	Provides a clear and accurate answer to questions relating to neuroanatomy, clinical presentations and medical imaging	2 3 4 5

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 3: Lab-Based Anatomy Examination

GOAL:	To assess student knowledge and understanding with regards to musculoskeletal, neuroanatomy, cardio respiratory and medical imaging and implications for physiotherapy and broader allied health.
PRODUCT:	Practical / Laboratory Skills, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Station-based anatomy exam including use of models, diagrams, imaging and case study questions
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Provides a clear and accurate answer to questions relating to musculoskeletal anatomy, neuroanatomy, and medical imaging and implications for clinical practice — 1 2 3 4 5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND				
All delivery modes	Case Study	Neurological Case Study Assignment	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			3.2	Practiced, Assessed
	Portfolio	Portfolio/Quizzes	1.1	Practiced, Assessed
			1.3	Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			6.1	Practiced, Assessed
			7.1	Practiced, Assessed
	Practical / Laboratory Skills, and Written Piece	Lab-Based Anatomy Examination	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Lower Limb Musculoskeletal Anatomy and Imaging	Online Learning, Laboratory and Workshop Sessions
Module 2: Upper Limb Musculoskeletal Anatomy and Imaging	Online Learning, Laboratory and Workshop Sessions
Module 3: Head and Trunk Musculoskeletal Anatomy, and Imaging	Online Learning, Laboratory and Workshop Sessions
Wet Anatomy Lab Field Trip	Laboratory, workbook, and cadaver spot tests
Module 4: Neuroanatomy and Neuroimaging	Online Learning, Laboratory and Workshop Sessions

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Roger W. Soames	2024	Anatomy and Human Movement	8	Elsevier
Recommended	Theresa M. Campo	2024	Medical Imaging for the Health Care Provider	2	Springer
Recommended	Laurie Lundy-Ekman,Laurie Lundy-Ekman, PhD, PT	2022	Neuroscience: Fundamentals for Rehabilitation	n/a	Saunders

8.2. Specific requirements

Students will be required to purchase and use a laboratory coat and safety goggles, and will interact with human donor specimens during an intensive wet anatomy lab visit to Griffith University.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central