

HLT108 Applied Anatomy & Physiology for Nursing and Midwifery

School: School of Health - Nursing

2027 | Trimester 1

UniSC Sunshine Coast
 UniSC Moreton Bay
 UniSC Caboolture
 UniSC Fraser Coast
 UniSC Gympie

**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 usc.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

Applied Anatomy and Physiology introduces you to the normal human body. Emphasis is placed on the normal structure and function in order for you to develop an understanding of the integrative nature of physiological systems. You will learn the importance of the underlying mechanisms that control the activity of human physiological systems and understand these as they change across the lifespan. This course provides you with foundational concepts that will prepare you for study in pathophysiology in future courses.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials.	1hr	Week 1	10 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	10 times

1.3. Course Topics

- Introduction to anatomy and physiology: terminology and homeostasis
- Integumentary system
- Digestive system and nutrition
- Skeletal system
- Muscular system
- Respiratory system
- Cardiovascular system: heart and vessels
- Blood, lymphatic system and immunity
- Nervous system: communication, sensory, motor
- Nervous system: central and autonomic nervous systems
- Endocrine system
- Renal system
- Reproductive system (Mature content)

1.4. Mature Content

Nudity

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Identify and explain the anatomical structures of the human body and relate these to their physiological functions	Knowledgeable	1.1, 1.2, 3.3, 4.1, 4.2, 6.1, 6.5
2 Explain and describe the key processes that control and regulate the normal activity of the human body	Knowledgeable	1.1, 1.2, 3.3, 4.1, 6.1, 6.5, 7.1
3 Explain how systems interact to maintain homeostasis	Creative and critical thinker	1.5, 3.3, 4.1, 4.3, 7.1, 7.2
4 Apply foundational academic conventions and basic digital literacy skills to produce structured and ethical scholarly communication, incorporating introductory collaborative approaches where appropriate.	Ethical	1.2, 1.4, 1.4, 1.5, 1.6, 1.6, 2.2, 2.6, 2.8, 3.1, 3.3, 3.3, 3.4, 7.2, 7.3, 7.3

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.4	The midwife undertakes ongoing processes of reflection to ensure professional judgements acknowledge how personal culture impacts on practice
1.5	The RN uses ethical frameworks when making decisions
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
2.8	The midwife participates in and/or leads collaborative practice
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.3	The midwife participates in own continuing professional development to maintain the required knowledge and skill base for safe and effective practice

CODE	COMPETENCY
3.4	The midwife contributes to a culture that supports learning, teaching, knowledge transfer and critical reflection
4.1	The RN conducts assessments that are holistic as well as culturally appropriate
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
7.2	The RN revises the plan based on the evaluation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

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

Enrolled in UB013, SC391, SC392, SC393 or SC017

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

HLT100

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

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

Revision questions will be available each week for you to practise and test your understanding of concepts, commencing from the start of semester. These will provide early formative assessment in this course, as these will support development of knowledge for preparation of later Tasks.

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	Quiz/zes	Individual	10%	30 mins	Week 3	Online Test (Quiz)
All	2	Artefact - Creative, and Oral	Individual	40%	3-5 minutes	Week 7	Online Assignment Submission with plagiarism check
All	3	Examination - not Centrally Scheduled	Individual	50%	120 minutes	Week 10	In Class

All - Assessment Task 1: Online interactive quiz

GOAL:	The goal of this task is to enable you to test your knowledge of foundational concepts learned in the first two weeks.	
PRODUCT:	Quiz/zes	
FORMAT:	In this quiz, you will be required to complete questions related to the content learned in earlier weeks. Completing this quiz requires engagement with course readings and pre-tutorial material. This quiz is summative and counts towards your final grade.	
CRITERIA:	No.	Learning Outcome assessed
	1 Knowledge of Anatomy and Physiology	1
	2 Understanding of Systems and Homeostasis	2
GENERIC SKILLS:	Problem solving, Information literacy	

All - Assessment Task 2: Audiovisual Task – Normal Physiology

GOAL:	The goal of this assessment is to help you demonstrate your understanding of a normal physiological response	
PRODUCT:	Artefact - Creative, and Oral	
FORMAT:	For this task, you will create an audiovisual artefact that explains a normal physiological response. Your work should use accurate anatomical and physiological terminology and present the explanation in a clear and logical way. Creativity is encouraged, provided your artefact remains structured and scientifically accurate. Further details and submission instructions will be provided in Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1 Accuracy of content	1
	2 Clarity and structure of explanation	2
	3 Applies principles of academic writing and referencing	4
	4 Demonstrates ethical use of intellectual property	4
GENERIC SKILLS:	Communication, Organisation, Information literacy	

All - Assessment Task 3: In class Exam

GOAL:	The goal of this exam is to assess your ability to apply anatomical and physiological knowledge to explain the function, regulation, and interaction of body systems. You will demonstrate how physiological processes contribute to homeostasis and health across the lifespan.																		
PRODUCT:	Examination - not Centrally Scheduled																		
FORMAT:	<p>This is a supervised exam.</p> <p>You will be asked to:</p> <ul style="list-style-type: none">• Identify and explain key anatomical structures and their physiological functions.• Demonstrate understanding of the processes that regulate body activity and maintain homeostasis.• Integrate your knowledge across systems to explain how they interact. <p>Answers should be concise, accurate, and evidence-informed.</p>																		
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Accurate identification and explanation of anatomical structures and physiological functions</td><td>1</td></tr><tr><td>2</td><td>Clear description of regulatory processes that control body activity</td><td>2</td></tr><tr><td>3</td><td>Application of integrative knowledge to explain how systems interact to maintain homeostasis</td><td>3</td></tr><tr><td>4</td><td>Application of academic conventions in written responses</td><td>4</td></tr><tr><td>5</td><td>Demonstration of ethical use of intellectual property</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Accurate identification and explanation of anatomical structures and physiological functions	1	2	Clear description of regulatory processes that control body activity	2	3	Application of integrative knowledge to explain how systems interact to maintain homeostasis	3	4	Application of academic conventions in written responses	4	5	Demonstration of ethical use of intellectual property	4
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1	Accurate identification and explanation of anatomical structures and physiological functions	1																	
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3	Application of integrative knowledge to explain how systems interact to maintain homeostasis	3																	
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5	Demonstration of ethical use of intellectual property	4																	
GENERIC SKILLS:	Communication, Problem solving, Organisation																		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
All delivery modes	Artefact - Creative, and Oral	Audiovisual Task – Normal Physiology	1.1	Assessed
			1.2	Assessed
			2.2	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.2	Assessed
			6.1	Assessed
			6.5	Assessed
	7.1	Assessed		
	Examination - not Centrally Scheduled	In class Exam	1.1	Assessed
			1.2	Assessed
			1.5	Assessed
			2.2	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
	6.1	Assessed		
	6.5	Assessed		
	7.1	Assessed		
	7.2	Assessed		
	Quiz/zes	Online interactive quiz	1.1	Assessed
			1.2	Assessed
			4.1	Assessed
			4.2	Assessed
			6.1	Assessed
6.5			Assessed	
7.1	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.

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kevin T. Patton,Bell Frank, DC, MSHAPI,Terry Thompson,Thompson Terry, MS, MSHAPI,Peggie L. Williamson,Williamson Peggie	2023	The Human Body in Health & Disease - Softcover	8th	Elsevier

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety 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

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct.

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au