

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Neurological Anatomy and Physiology
<b>Unit ID:</b>	NHPPS2113
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NHPBM1032 or NHPPS1122) (NHPPS1002)
<b>Co-requisite(s):</b>	(NHPPS2013)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061701

## Description of the Unit:

Students will continue expanding knowledge of anatomy, with a focus on the neurological system. This includes a detailed study of gross anatomical structure and functional anatomy of the spinal cord, neck and cranial regions and viscera, physiological processes around special senses (including pain perception). The emphasis will be on gaining an integrated understanding of the human body through practical sessions including digital human cadaveric material and functional and clinical case-studies to facilitate the integration of material and correlation. This course contains 4 hours fieldwork

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>					
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>					

### Learning Outcomes:

#### Knowledge:

- K1.** Identify and describe the structure (anatomy) and function (physiology) of the neurological and visceral systems
- K2.** Identify and describe the structure of the spinal cord, internal and external brain, neck and face
- K3.** Discuss the function of the special senses
- K4.** Describe basics of pain science

#### Skills:

- S1.** Relate the concept of neurological function to physiological processes of various body systems
- S2.** Collate and evaluate clinical data relevant to the functioning of various body systems
- S3.** Apply an understanding of sympathetic and parasympathetic pathways to human function
- S4.** Apply underlying physiological principles to the care of a client in a practical scenario

#### Application of knowledge and skills:

- A1.** Critically apply anatomical and physiological knowledge to a human bioscience discipline

#### Unit Content:

- Anatomy and physiology of the spinal cord, neck and cranial regions and viscera
- Basic pain science
- Examination of the special senses

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3	Quiz based on lesson content delivered with a focus on anatomy and physiology.	Quiz	5-15%
K1, K2, K3, K4, S1, S2, S3	Quiz based on lesson content delivered with a focus on anatomy and physiology.	Quiz	5-15%
S1, S4, A1	Oral presentation on a revision topic	Oral	5-15%
K1, K2, K3, S1, S2, S3, A1	Flag race styled assessment based on lesson content delivered with a focus on laboratory tasks and fundamental knowledge	Practical Examination	20-40%
K1, K2, K3, K4, S1, S2, S3, S4	Written examination covering all learning outcomes.	Written Final Examination	30-50%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)