

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	Anatomy and Physiology for Nursing and Midwifery 2
Unit ID:	NURBN1112
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	HEALT1112
ASCED:	060301

Description of the Unit:

This unit is one of two units that provide foundational knowledge of human anatomy and physiology relevant to nursing and midwifery. In this unit the biological basis of human health and the working of the human body will be explored.

The major themes of study relate to body defences, integration and control through hormonal process and maintenance and development of normal body function through nutrition and fluid balance. An integrated approach using case scenarios provides learning opportunities and allows scrutiny of structural and physiological changes across the lifespan.

Topics include: the structure and function of the integumentary and lymphatic systems with emphasis on their roles in immunity; the structure and function of the endocrine, digestive and urinary systems; metabolism; the special senses; growth and development.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of this unit the students are expected to be able to:

Knowledge:

- K1.** Describe the relationships between the structure of the integumentary, lymphatic, endocrine, urinary and digestive systems and their roles in bodily functions including the maintenance of homeostasis;
- K2.** Describe the major changes during growth and development across the lifespan and how they relate to health;
- K3.** Explain the role of the main neurotransmitters, their receptors and the functions they mediate.

Skills:

- S1.** Relate the concept of homeostasis to physiological processes;
- S2.** Link underlying physiological principles to the care of a client in a practical scenario; and
- S3.** Locate components of the body systems using a variety of resources and identify its relevance to practice.

Application of knowledge and skills:

- A1.** Demonstrate accurate use of health terminology related to human anatomy and physiology for communication in a health or therapeutic environment;
- A2.** Make accurate observations of anatomical and physiological structures or events under normal conditions; and
- A3.** Demonstrate and apply theoretical concepts to simulated scenarios to develop a framework for critical understanding of human anatomy and physiology within practical settings.

Unit Content:

The current NMBA Standards for Practice for Enrolled Nurse, NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit.

Topics may include:

- Integumentary System
- Lymphatic System and Immunology

- Endocrine System
- Digestive System and Nutrition
- Urinary System
- Special Senses
- Neural Transmission

- Growth and Development

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 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"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2
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"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S1, S2, S3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	<p>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:</p> <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	S1, S2, S3, A1, A2, A3	AT2, AT3, AT4
FEDTASK 4 Digital Literacy	<p>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:</p> <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	<p>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:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	S1, S2, S3	AT1, AT2

Learning Task and Assessment:

Planned Student Learning Experience

A 15 credit point unit will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The *Teacher-directed* hours of student learning in this unit will be experienced primarily through teaching innovations like interactive technology enhanced lectures, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Attendance and active participation is encouraged and expected during class sessions.

Learner-directed hours will include focused self-directed learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Laboratory Session Attendance and Participation: Students attend and participate in 90% of scheduled laboratory classes. Participation can involve undertaking practical activities, analysing scenarios, engaging in class discussion, generating and collating data and completing worksheets to address their competency and comprehension of the work being undertaken.	90% Laboratory Attendance and Participation	S/U Hurdle
K1, K2, K3, S1, S2, S3, A1, A2, A3	Apply and extend anatomical and physiological knowledge using a case study scenario and write a report describing normal human body function, while investigating pathologies that disrupt homeostasis.	Case Study Report	20-30%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Laboratory and associated online content - Online test covering all learning outcomes, completed mid-semester.	Test	30-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Laboratory and associated online content - Practical based exam covering all learning outcomes, completed during the end of semester exam period.	Practical Test	40-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)