

# KIN675:

## Gross Anatomy - Cadaver Dissection

**Dates:** 10/28-12/20/2019

**Meeting Day/Time:** Monday/ Wednesdays 5:30-8:30 pm

**Location:** Rohr Science

**Credit Hours:** 3

### PLNU MISSION

*To Teach ~ To Shape ~ To Send*

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### INSTRUCTOR INFORMATION

**Instructor:** Staff

**Office Phone:** TBD

**Cell Phone:** 559-901-7021

**Email:** rnokes@pointloma.edu

### COURSE DESCRIPTION

This course is appropriate for undergraduate and post baccalaureate students, including pre-medical and pre-allied health students, seeking to gain a better appreciation of the anatomical/functional relationship of the human body. It is a 7-week course that covers all aspects of human functional and clinical gross anatomy.

### COURSE AIM

To provide students with a better understanding of the human body in health and disease. The course will encompass student presentations, discussion groups, online research, and demonstrations with models, in addition to lectures and dissection.

### INSTITUTIONAL LEARNING OUTCOMES (ILO)

#### 1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, In a Christ-Centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
3. **Serving, In a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.

### **PROGRAM LEARNING OUTCOMES (PLO)**

The Point Loma Nazarene University MS-AT graduate will be able to

1. Demonstrate competency in interpreting evidence-based research and improving clinical standards and practice through clinical question development and research methodology.
2. Develop expertise in the athletic training domains through an integrative experiential clinical model.
3. Demonstrate the appropriate knowledge and educational foundation required for an entry-level Certified Athletic Trainer.
4. Establish and understand the importance of inter-professional relationships, while collaborating with other health care professionals to become effective communicators.
5. Demonstrate preparation, knowledge and skill in the delivery of comprehensive healthcare to a diverse set of patients with musculoskeletal injuries and conditions and illnesses in a distinctly moral and ethical manner, integrating Christian faith with clinical practice.

### **COURSE LEARNING OUTCOMES (CLO)**

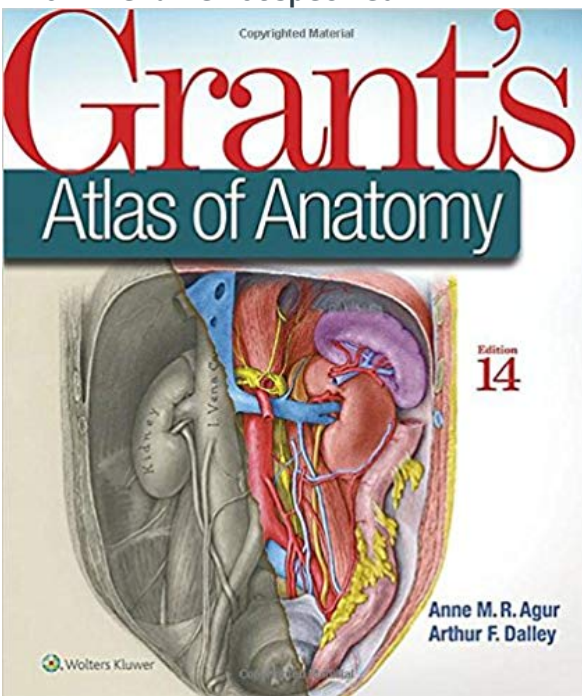
The following learning outcomes will be achieved by students in this course:

1. Describe the structural and functional organization of the human body and the interrelatedness of bony structures, musculature, innervation and vasculature, within each body region
2. Apply knowledge of the anatomic organization and relationships of structures to identify and interpret anatomic landmarks, and normal structures on cadaveric specimens
3. Explain the anatomic basis for common clinical conditions, injuries, pathologies, and diagnostic/interventional procedures
4. Demonstrate the communication and organizational skills necessary to accurately convey anatomic information with peers
5. Demonstrate respect, integrity, responsibility, and self-discipline toward donors, peers, and faculty
6. Analyze their understanding of the human body and use this information to guide their study of gross anatomy

### **REQUIRED TEXT & RECOMMENDED RESOURCES**

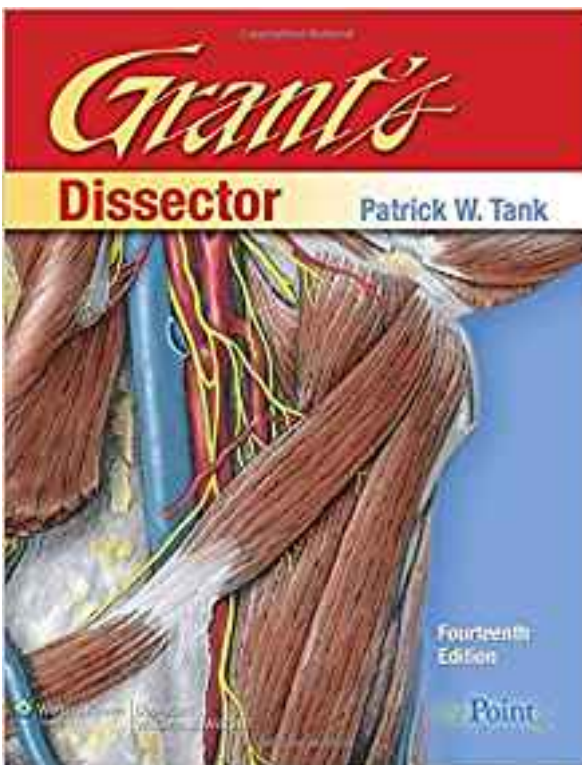
The following textbooks and materials are required for the gross anatomy lab:

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Anne M.R. Agur, Arthur F. Dalley

[Grant's Atlas of Anatomy, 14th Edition \(Links to an external site.\)](#)  
[Links to an external site.](#)



Patrick W. Tank

[Grant's Dissector, 14th Edition \(Links to an external site.\)](#)  
[Links to an external site.](#)

## ASSESSMENT AND GRADING

Your grades will be posted in the Canvas [Grades](#) area no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted

in the Grades as these comments are intended to help you improve your work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

### ***Grade Weighting***

Discussion Boards	
Assignments	
Quizzes & Surveys	
Total	

### ***Grade Scale***

<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	77-79	<b>F</b>	0-59

## **COURSE RESPONSIBILITIES**

### **The Mechanics of Dissection**

**Before coming to the laboratory, read the relevant sections in your textbook and in the dissection manual.** Study the drawings in your atlas of the region to be dissected. Read any specific pre-lab material provided. Make sure that you understand the general developmental history of the structures in this region, and of the way in which blood supply and innervation reach them. (This last point is emphatically not the same thing as memorizing a list of paired anatomical names. This is really about making connections between anatomical parts that must work together and connecting that to what you are learning in other parts of this course). In short, please come as prepared as possible.

### **Dissection Captains**

All students are expected to read the dissector prior to attending lab and must be prepared to perform the day's dissection. However, in the interest of fostering teamwork and leadership skills, as well as streamlining the dissections, each cadaver team will designate a daily "Dissection Captain."

### **Daily Dissection Captain Responsibilities:**

1. Reading the dissector ahead of lab and coming prepared to perform the dissection
2. Leading their team through the dissection and delineate tasks
3. Leading a review of the major structures explored following each dissection

4. Making sure the dissection instruments are accounted for, organized, and cleaned following each dissection
5. Making sure the cadaver is wet and properly stored following each dissection
6. Making sure your station is clean, the light is turned off, and you have logged off the computer.

During the first class section, each cadaver team will **produce a schedule of weekly Dissection Captains** to be approved by the gross anatomy professor. Dissection Captain assignments should be evenly distributed among all the team members. Each team member must take a turn as Dissection Captain prior to any member taking a second turn. Your performance as Dissection Captain will be included in the final grade for this course.

## ATTENDANCE

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

## LATE ASSIGNMENTS

- All assignments are to be submitted by the due date and time listed in the calendar via [Canvas](#).
- While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.
- Missed exams or quizzes may **ONLY** be made up with a legal, written excuse.
- Late work will **NOT** be accepted or graded; assignments will be considered late if posted **after midnight Pacific Standard Time on the day they are due**

## ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, "Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the result of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. An instructor who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal using the procedure in the university catalog. See [Academic Policies](#) for further information.

## **ACADEMIC ACCOMMODATIONS**

If you have a diagnosed disability, please contact Jean Moncada in the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at (619) 563-2849 or by e-mail at [jmoncada@pointloma.edu](mailto:jmoncada@pointloma.edu). Ask your academic advisor or program director for any additional accommodation information.

## **SPIRITUAL CARE**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. You'll find faith integration activities throughout this course. In addition, there are resources for your Christian faith journey available on the [Graduate Student Life](#) webpage.

## **FERPA POLICY**

As a student at Point Loma, you have a legal right to privacy as outlined in the federal FERPA (Family Educational Rights and Privacy Act) legislation. If I post grades or return assignments, I'll do so in a way that does not publicly reveal your name, PLNU student ID, or social security number without your written permission. See [Policy Statements](#) for full text.

## **INSTRUCTOR FEEDBACK**

Assignments will be graded as soon after the due date as possible and grades will be posted to the Canvas gradebook. If an immediate response is needed, email or phone the instructor.

## **INFORMATION LITERACY**

The curriculum of the MS-KIN is designed so that you develop skills in scientific writing, performing statistical analysis of data, reading and critically appraising primary literature, and incorporating current best evidence into your professional practice. Not all information is equally sound or applicable to your practice. Various assignments within this course are designed to accomplish the goal of informational literacy—to evaluate the validity and importance of information obtained from any source and use the information appropriately to solve relevant problems.

## **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) page.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

If you do need technical help, you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus helpdesk (619-849-2222)

#### Course Schedule

Week	Topics	Assignments
1	Crural Compartment Dissection & Dissection of the Foot	Week 1 Drawings Week 1 Discussion Board Week 1 Critical Thinking
2	Cont. Dissection of the Foot, Begin Dissection of the Knee & Thigh	Week 2 Drawings Week 2 Discussion Board Week 2 Critical Thinking
3	Cont. Dissection of the Knee & Thigh, Begin Dissection of the Gluteal Region	Lab Practical 1 Week 3 Drawings Week 3 Discussion Board Week 3 Critical Thinking
4	Dissection of the Back, Dissection of the Posterior Shoulder	Week 4 Drawings Week 4 Discussion Board Week 4 Critical Thinking
5	Dissection of the Anterior Shoulder/Upper Arm, Dissection of the Chest& Abdomen	Lab Practical 2 Week 5 Drawings Week 5 Discussion Board Week 5 Critical Thinking
6	Dissection of the Elbow/Forearm	Week 6 Drawings Week 6 Discussion Board Week 6 Critical Thinking
7	Dissection of the Hand	Final Lab Practical

## Course Competencies

**CE-1** Describe the normal structures and interrelated functions of the body systems.

**CE-4** Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.

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