



College of Health Sciences

5 units

## ANA6005 | Applied Human Anatomy

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| <p><b>Instructors:</b><br/>         Dr. Joy Balta, Ph.D. <a href="mailto:jbalta@pointloma.edu">jbalta@pointloma.edu</a><br/>         Office Phone: 619.849.3005<br/>         Professor Irina Silchuk, MS,<br/>         OTR/L <a href="mailto:isilchuk@pointloma.edu">isilchuk@pointloma.edu</a></p>            | <p style="text-align: center;"><b>Fall 2023</b><br/>         August 28 - December 17<br/> <b>Final Exam:</b> December 18,<br/>         2023</p>   |
| <p><b>Meeting days/times/locations:</b></p> <ul style="list-style-type: none"> <li>• Tuesdays, 10-12:00 pm (Main Campus, Room 165/175)</li> <li>• Wednesdays, 2:00-3:30 pm (Balboa), Room 154</li> <li>• Mondays 10:00 am - 12:00 pm on 10/2, 10/30, 11/27, &amp; 12/15-Main Campus, Room 165/175).</li> </ul> | <p>Balboa Campus Room 154<br/>         9045-9055 Balboa Avenue,<br/>         San Diego, CA 92123</p> <p>Point Loma Campus Rohr<br/>         Science Room 165<br/>         3900 Lomaland Drive, San<br/>         Diego, CA 92106</p> |

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## MSOT Program Mission

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation focused interventions that serve others as an expression of faith.

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### COURSE DESCRIPTION

This is the first in a two-part basic science series and focuses on providing foundational knowledge for the treatment of persons with physical, mental, developmental, and/or cognitive disorders. This course will cover human gross anatomy with an emphasis on the structure and physiology of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems to provide a foundation for the practice of occupational therapy. Other anatomical systems (nervous system, digestive, urinary) are briefly discussed, especially as they relate to the function of the four emphasized systems. Emphasis is on the structure and functional relationships of human anatomy and the application of knowledge to clinical conditions through lectures and small lab group experiences. ***Successful completion of this course is necessary to progress to ANA 6009, Applied Neuroanatomy.***

This course provides knowledge acquisition necessary for occupational therapy assessment and intervention when working with persons of all ages and in all settings. Students will apply course knowledge to analyze the impact of deficits on engagement in occupations. Students will demonstrate beginning competency in administering common occupational therapy physical assessments. The relationship of client factors to engagement in occupations will be explored through case studies and lab experiences.

### RELATIONSHIP OF COURSE TO CURRICULUM DESIGN AND THREADS

This course is the first in a two-part basic science series. It is taken concurrently with the following courses: evidence-based practice, health and equity disparities, introduction to occupational therapy, community-seminar-1, case-based learning seminar-1, and Professionalism in OT-1. This course supports the curricular thread of occupations. This course provides the foundational knowledge needed to progress to applied neuroanatomy in the second term. Students gain the necessary foundational knowledge and skills to succeed in neuroanatomy, applied human movement, and in all application coursework.

### LEARNING OUTCOMES

#### PROGRAM LEARNING OUTCOMES

This course contributes to the acquisition of skills and knowledge necessary for occupational therapy practice. Students will...

- PLO # 1: Use critical reasoning and therapeutic use of self to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.

## COURSE LEARNING OUTCOMES

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to show beginning competency. Students will...

1. Demonstrate knowledge of the structure and function of the human body to include the **biological and physical sciences**, neurosciences, kinesiology, and biomechanics (B.1.1).
2. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance (B.3.5).
3. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols (B.4.5 in part).

## RECOMMENDED STUDY RESOURCES

You can use this link to access the recommended book below: <https://lippincottdirect.lww.com/MedicalEducation-PointLomaNazareneUniversity-Fall2023/occupational-therapy>

Agur, BSc. & Dalley, A. (2019). *Moore's essential clinical anatomy* (7th ed.). Lippincott Williams & Wilkins. ISBN: 9781496369659.

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 5-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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## ASSESSMENT AND GRADING

### Assessment Methods

- Weekly Learning Quizzes
- Written Examinations
- Case Studies
- LabK Skill Checks (Level 1)

### Grading

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1-.4 and rounded up from .5 to .9.

| Letter Grade  | GPA  | Percent Grade |
|---|------|---------------|
| A   | 4.00 | 93-100        |
| A-  | 3.75 | 90-92         |
| B+  | 3.25 | 87-89         |
| B   | 3.00 | 83-86         |
| B-  | 2.75 | 80-82         |
| <i>Below a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure remediation plan, and the need to join the next cohort of students.</i>   |      |               |
| C+  | 2.25 | 77-79         |
| C   | 2.0  | 73-76         |
| C-  | 1.75 | 70-72         |
| <i>Below a C- (70%) is not a passing grade. Students may or may not be placed on academic probation depending on cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan. Students will not be able to take the next class in this series (applied human neuroanatomy).</i> |      |               |
| D+  | 1.25 | 67-69         |
| D   | 1.0  | 63-66         |
| D-  | .75  | 60-62         |
| F   | 0    | 0-59          |

### Grade Intervention Procedures

Students scoring below a letter grade of B- (79.5%) in any clinical course (Community-Based Seminar, Level I and Level II Fieldwork) AND any Level II and Level III Clinical Competency will be rated as not showing evidence of necessary competency. Students may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan\*. Students will not be able to take the next class in this series (ANA 6009, Applied Neuroanatomy) upon achieving a course grade of <C-.

Students who receive a course grade of 69.4 or lower AND/OR whose cumulative GPA falls below a 3.0, will be placed on academic probation and must develop a remediation plan\*. Refer to the MSOT Student Handbook for more information.

\*A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

### Course Weighting

Each category below is weighted as a total percentage of the final grade:

| Category                    | Course Grade % |
|-----------------------------|----------------|
| Weekly Quizzes              | 10%            |
| Lab Practical Tests         | 40%            |
| Module Written Examinations | 50%            |

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### CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the designated date and time listed in Canvas (11:59 pm PST) and on the course schedule.

Late assignments are accepted under extremely unusual circumstances. It is the responsibility of the student to contact the lead course faculty as soon as an unusual circumstance occurs.

Students failing (D or less) an examination or practicum must complete the designated remediation (See REMEDIATION below) within the assigned time.

PLNU Spiritual Care

### **Balboa Campus:**

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu)

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

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.

Refer to [Academic Policies](#) for additional detail.

### **SYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION**

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

### **REMEDIATION**

Remediation is the process by which both the student and the program assures that performance indicating a deficiency in knowledge or skills is subsequently demonstrated to be satisfactory. This may include a repeat of a skills demonstration or a revision of a written assignment. It is important to note that this is content remediation, not grade remediation and no grade will be changed based on these activities.

Within 48 hours of the posting of a grade of <70%, the student MUST contact the course director to discuss the student’s performance and create a remediation plan. Unless otherwise directed by the course director, remediation activities must be completed within 5 days.

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has occurred may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies

Catalog for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

While all students are expected to meet the minimum standards for completion of this course as established by the Technical Standards and the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Educational Access Center (EAC), located in the Bond Academic Center. (eac@pointloma.edu or 619-849-2486). The EAC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the EAC, in conjunction with the student, will develop an action plan to meet that student's specific learning needs. The EAC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The action plan must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that EAC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

## USE OF TECHNOLOGY

**Note:** Include this section if teaching an Online or Hybrid course.

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

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

## ARTIFICIAL INTELLIGENCE (AI) POLICY

**Note:** Below are three sample artificial intelligence (AI) policy statements for your consideration. You may use, revise, or delete this section as needed for your course.

**Note:** Consider this statement if you will not permit the use of AI.

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

**Note:** Consider this statement if you will permit some use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

**Note:** Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly

identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"