



Course Information

Instructor: Dr. Joy Balta

Fall 2025 | September 2 - December 21

Phone: 619.849.3005

Lectures: Online

Location: Canvas

Email: jbalta@pointloma.edu

Lab: Tuesdays and Thursdays

1:00-4:00 PM

4:00-5:50 PM

Location: Balboa Surgical Anatomy Suite

This syllabus is subject to change. Students are encouraged to check course messages and emails in order to remain current.

ARC-PA standards (5th edition) addressed in this course: B2.02 (a)

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.

Course Description

This course is designed to develop an understanding of normal clinical anatomy through an integrated anatomical approach to the study of human body structure. Students will work in small groups and actively participate in full anatomy cadaver dissection labs. These labs are complemented with lectures covering the systematic and developmental anatomy of the human body within a clinical context.

Course Goals

The goals of this course are to provide students with relevant didactic and practical knowledge upon which to connect the structure of the body to applicable pathology and related disease processes.

Program Learning Outcomes

The content of this course will contribute to the student's proficiency in these areas:

1. Gather a history and perform a physical examination. (MK, IC, PC, PR)
 2. Prioritize a differential diagnosis following a clinical encounter. (MK, PC, PB, PR, SB)
 3. Recommend common diagnostic and screening tests, pharmacotherapeutics, and management based on their applicability to the differential diagnosis. (PC4, PC5, PC7, PC9, MK1, MK4, PB9, SB3)
 4. Enter and discuss orders and prescriptions. (MK, IC, PC, PR, PB, SB)
 5. Document a clinical encounter in the patient record. (MK, IC, PC, PR)
 6. Provide an oral presentation of a clinical encounter. (MK, IC, PC, PB, PR)
 7. Form clinical questions and retrieve evidence to advance patient care. (MK, PC, PR, PB, SB)
 8. Give or receive a patient handover to transition care responsibility. (MK, PC, PR, IC, PB)
1. Collaborate as a member of an inter-professional team. MK, IC, PC, PR, PB, SB
 2. Recognize a patient requiring urgent or emergent care and initiate evaluation and management. (MK, IC, PC, PR, PB, SB)
 3. Obtain informed consent for tests and/or procedures. MK, IC, PC, PR, PB
 4. Perform general procedures of a physician assistant. MK, IC, PC, PR, PB, SB

Initials indicate PA core competency required to meet the PLO.

PA Core Competencies:

MK = Medical Knowledge IC = Interpersonal Skills & Communication PC = Patient Care

PR = Professionalism PB = Practice-based Learning SB = Systems-based Practice

Course Learning Outcomes

Successful completion of this course requires demonstration of the skills and knowledge outlined here at, minimally, the ADVANCED BEGINNER level:

1. Describe and explain the structure and basic function of the major organ systems in the human body. (MK2)
2. Utilize standard anatomical terminology in describing the structure of the human body. (MK2)
3. Locate and palpate anatomical landmarks utilized during physical examination. (MK2)
4. Identify and trace the pathways of major blood vessels and nerves and name the tissues they supply or innervate. (MK2)
5. Identify the bones and main joints. Describe the muscle groups responsible for the primary actions occurring at the joints. (MK2)
6. Describe the three-dimensional structure of the human body, incorporating the spatial relationship of organs, nerves, blood vessels, bones and muscles. (MK2)
7. Distinguish the normal range of variation in human anatomy. (MK2)
8. Explain the anatomical basis of common diseases or syndromes, as they relate to abnormal anatomical and physiological function. (MK2)

Initials indicate PA core competency required to meet the PLO. PA Core Competencies:

MK = Medical Knowledge IC = Interpersonal Skills & Communication PC = Patient Care

PR = Professionalism PB = Practice-based Learning SB = Systems-based Practice

Course Organization & Learning Strategies

The course is divided into 4 Units, each of which covers specific anatomical regions and introduces the major systems of the human body. Learning strategies include didactic lectures, imaging workshops, hands-on dissection labs, and procedural simulators.

Unit I: Back & Upper Limb

Anatomical Terms;

Intro to Musculoskeletal, Circulatory & Nervous Systems

Regional Anatomy of the Back and Upper Limb

Unit II: Thorax & Abdomen

Intro to Respiratory, Cardiovascular, and Digestive Systems

Regional Anatomy of the Thorax and Abdomen

Unit III: Pelvis & Lower Limb

Intro to Urogenital and Reproductive Systems

Regional Anatomy of the Pelvis, Perineum, and Lower Limb

Unit IV: Head & Neck

Intro to Central Nervous System and Cranial Nerves

Regional Anatomy of the Head and Neck

While the anatomical regions are distinct between Units, most of the organ systems overlap a good deal. For example, you will be introduced to fundamental concepts about the musculoskeletal system in Unit I, but we will also cover muscles and bones in Units II-IV. This means you will need to build upon concepts from a previous unit.

You are expected to attend all didactic lectures and actively participate in all cadaver dissections. It is your responsibility to come to class prepared for the day's activity.

Instructional Objectives

Unit I. Back and Upper Limb

1. Define the anatomical position, the major planes of section, and the primary terms of direction used in anatomical descriptions. Knowledge
2. Define the primary movements utilized in anatomical descriptions. Knowledge
3. Identify the major subdivisions of the nervous system. Define the functional components of a typical spinal nerve. Compare and contrast the length of the spinal cord, the location of spinal segments, and the relationship of spinal roots and nerves to the intervertebral spaces in the fetus, newborn, and adult. Analysis
4. Describe the components of a typical spinal cord segment, including the structures that form a typical spinal nerve. Describe the relationship of the spinal cord and nerves to the spinal meninges and to a typical intervertebral articulation. Trace the distribution of a typical spinal nerve. Comprehension
5. Identify the spinal meninges, the spaces between them, and the major contents of each space. Describe the functions and clinical significance of each. Knowledge
6. Describe the anatomical basis for and clinical significance of a lumbar puncture (spinal tap). Knowledge
7. Define a dermatome. Contrast this with the cutaneous territory of a peripheral nerve. Comprehension
8. Define the basic functions and organization of the autonomic nervous system. Differentiate between sympathetic and parasympathetic components, pathways, and functions, and preganglionic and postganglionic elements. Comprehension
9. Identify the bones of the back and their major features. Describe the functional aspects of these structures. Knowledge
10. Identify the principle regions of the vertebral column, giving the number of vertebrae and the characteristics of a typical vertebra in each region. Knowledge
11. Describe the normal curvatures of the vertebral column in pre- and postnatal conditions. Describe the features and the clinical significance of kyphosis, lordosis, and scoliosis. Comprehension
12. Describe the components of the intervertebral disc and the functional significance of each. Describe the anatomical basis of a herniated ("slipped") disc. Comprehension
13. Identify the muscles of the back according to their general topography. Describe their attachments, innervation, and major actions. Differentiate the extrinsic and intrinsic muscles of the back. Predict

- the functional consequences of lesions of specific motor nerves and paralysis of the associated muscles. *Application*
14. Identify the specific anatomical regions of the upper limb. *Knowledge*
 15. Identify the bones of the upper limb and their major features. Describe the functional aspects of these structures. Identify these structures in standard medical imaging. *Comprehension*
 16. Define the components of the shoulder complex. Identify the muscles of the shoulder, indicating their attachments, innervation, and major actions. Identify the muscles composing the "rotator cuff." Describe the functional significance of this group. *Comprehension*
 17. Describe the general structure of the female breast and its relationship to the thoracic wall. Describe the lymphatic drainage of the breast and the anatomical bases for various degrees of mastectomy. *Comprehension*
 18. Trace the course of motor and cutaneous innervation in the upper limb. Identify the spinal segmental level(s) of origin and relationship to the brachial plexus of each major peripheral nerve. Predict the functional consequences of lesions to specific spinal levels, parts of the brachial plexus, and individual peripheral nerves. *Application*
 19. Define the osseofascial compartments of the upper limb. Identify the muscles contained in each compartment. Describe the attachments, innervation, and major actions of each muscle. Describe the innervation of each compartment as a whole, and the major actions governed by that innervation. Predict the functional consequences of loss of action of each muscle and each compartment. *Application*
 20. Trace the flow of blood from the subclavian artery to and through the upper limb by describing the courses and branching patterns of the major arteries and veins. *Knowledge*
 21. Describe the pattern of lymphatic drainage of the upper limb, including the relationship of this drainage to that of the axilla and breast. *Comprehension*
 22. Define the carpal tunnel. Note the relationships of tendons, nerves and blood vessels to the carpal tunnel. Describe the clinical significance of this arrangement in the context of carpal tunnel syndrome. *Comprehension*
 23. Define the movements of the thumb and fingers. Describe the interaction of extrinsic and intrinsic muscles, retinacula, and fibrous digital sheaths in producing precision hand movement. Describe the relationship between the extensors of the digits and the lumbrical and interosseous muscles. Define the role of this arrangement in the production of precision hand movement. *Comprehension*
 24. Identify the bony components, major ligaments, key accessory structures (e.g., intra-articular discs), and movements permitted at the shoulder, elbow, and wrist joints. Describe the characteristic features of the major traumas to each joint. *Comprehension*
 25. Locate the surface projections and palpation points of the major structures of the upper limb in a basic surface examination. *Knowledge*

Unit II. Thorax and Abdomen

1. Identify the bones of the thoracic cage and thoracolumbar spine, and their major features. Describe the functional aspects of these structures. *Comprehension*

2. Describe the structure of the thoracic wall, including its layers and the contents of a typical intercostal space. Note the arrangement of the intercostal muscles and neurovascular elements. Note collateral routes and major anastomoses of arteries. *Comprehension*
3. Describe the major subdivisions of the thoracic cavity and list their contents. Describe the subdivisions of the mediastinum and list their contents. *Comprehension*
4. Identify and differentiate the right and left lungs, including their lobes and fissures. *Comprehension*
5. Identify the primary, secondary, and tertiary branches of the bronchial tree and the pulmonary arteries and veins. Define a bronchopulmonary segment and relate such segmentation to the organization of the bronchial and vascular trees. *Knowledge*
6. Describe the courses and relationships of the major longitudinal structures (e.g., trachea, esophagus, vagus nerves, phrenic nerves, aorta, sympathetic networks, azygous system, thoracic duct) running through the thoracic cavity. *Comprehension*
7. Describe the structure, position, and actions of the diaphragm. Identify its innervation, and indicate the segmental sources and pathways taken by these nerves to reach the diaphragm. Describe the mechanics of respiration, including a comparison of the roles of the diaphragm, thoracic cage, and thoracoabdominal muscles in normal respiration. *Comprehension*
8. Describe the gross structure of the heart, including the fibrous cardiac skeleton. *Comprehension*
9. Trace the course of blood flow through the right and left sides of the heart. Identify the internal structures of each chamber and the location and structure of each of the valves. *Knowledge*
10. Identify the elementary sounds of the normal heart. Relate these to the flow of blood through the heart and the actions of the cardiac valves. Identify the anatomical and auscultation projections of each of the cardiac valves onto the body surface. *Application*
11. Trace the flow of blood through the major coronary vessels. Identify which vessels supply the main flow to and drainage from each of the chambers and the interventricular septum and possible anastomoses and collateral vascular pathways. *Knowledge*
12. Describe the conducting system and extrinsic innervation of the heart. *Comprehension*
13. Identify the surface regions of the abdominal wall, and the major internal projections onto them. Describe the structure of the abdominal wall, including its layers. *Comprehension*
14. Compare and contrast the organization of the neurovascular supply of the thoracic and abdominal walls in terms of: sources of supply, segmental organization, relationships to muscular layers, areas of overlap and communication. *Analysis*
15. Describe the inguinal canal, its contents, and its surface projections. Include a description of the development of the canal, its relation to the descent of the testes in males, and the comparable situation in females. Identify the homologies between abdominal and scrotal/labial structures. Differentiate between direct and indirect inguinal hernias and femoral hernias. *Comprehension*
16. Identify the major peritoneal folds, reflections, and spaces in the abdominopelvic cavities. Describe the functional and clinical significance of such arrangements. Indicate which abdominopelvic organs are intraperitoneal or retroperitoneal. *Comprehension*
17. Identify the organs of the abdominopelvic cavity. Describe the relations, gross structure (i.e., shape, lobes, subdivisions, fissures, ducts, etc.), blood supply, innervation, lymphatic drainage, and basic

function of each. Comprehension

18. Trace the course of the extrahepatic biliary system from liver, into and out of the gallbladder, and into the duodenum. Note the relations of the bile tract. Follow the course of exocrine pancreatic secretions from their source to the duodenum. Note the relations of this system to the biliary tract. Knowledge
19. Identify the kidneys and suprarenal glands. Describe their normal positions, relations, and neurovascular supplies. Trace the flow of urine from the gross collecting structures in the kidney to the urinary bladder. Note the relationships of the ureters to surrounding structures. Comprehension
20. Identify the urinary bladder. Describe its gross features, relationship to the peritoneal cavity, position in the pelvis in both full and empty states, the nature and source of its innervation, and its means of filling and drainage in both males and females. Comprehension
21. Identify the major abdominal arterial trees/axes and their territories. Note the anastomoses between arterial trees and the importance of these in providing collateral circulation. Knowledge
22. Trace the flow of blood from the thoracoabdominal walls and organs to the heart by describing the formations and courses of the portal, caval, azygos, and vertebral venous tracts. Indicate anastomoses between these tracts and discuss the clinical significance of such connections. Note the relations of the major veins along their courses. Comprehension
23. Trace the primary drainage routes of lymph from the organs and walls of the thoracoabdominal cavities to their points of venous connection. Knowledge
24. Locate the surface projections and palpation points of the major thoracic and abdominal organs in a basic surface examination. Knowledge
25. Identify the major structures of the thorax and abdomen in standard medical imaging. Knowledge

Unit III. Pelvis and Lower Limb

1. Identify the bones and joints of the pelvis and their major features. Describe the functional aspects of these structures. Identify the pelvic differences between males and females. Relate these to the mechanics of the pelvis, including the construction of the birth canal. Application
2. Identify the pelvic diaphragm, its components, and their basic functions. Indicate differences between males and females with respect to relationships to the urogenital tracts. Knowledge
3. Identify the rectum, anal canal, and the anal sphincters. Describe the relationships of these structures, with particular reference to the basis of a digital anorectal exam in both males and females. Describe the anatomical basis for control of defecation and cause of hemorrhoids. Comprehension
4. Trace the courses of the male and female reproductive tracts. Identify accessory glands or organs in the pathway. Note the relationships of components. Describe the nerves, muscles, and vasculature that are responsible for normal sexual functioning in males and females. Comprehension
5. Define and delineate the boundaries and subdivisions of the perineum. Identify the contents of each. Knowledge
6. Identify the sacral and coccygeal plexuses, their segmental origins, and their major peripheral branches. Identify the sources of autonomic innervation to the pelvis and perineum. Knowledge

7. Trace the flow of blood through the pelvis and perineum by describing the courses, branching patterns, and distributions of the major arteries and veins. Note the relations of these vessels to neighboring organs, mesenteries, and major veins. Knowledge
8. Trace the primary drainage routes of lymph from the organs and walls of the pelvic cavity and perineum to their primary lymph nodes and points of venous connection. Knowledge
9. Locate the surface projections and palpation points of major pelvic and perineal structures in a basic surface examination. Comprehension
10. Identify the major structures of the pelvis and perineum in standard medical imaging. Knowledge
11. Identify the bones and joints of the lower limb and their major features. Describe the functional aspects of these structures. Comprehension
12. Identify the muscles of the gluteal region, indicating their attachments, innervation, and major actions. Note the roles of the gluteal muscles during locomotion. Knowledge
13. Describe the geographic relationships of neurovascular structures in the gluteal region and the consequences of intragluteal injections into specific quadrants of the region. Comprehension
14. Define the boundaries and contents of the femoral triangle and popliteal fossa. Describe the anatomical basis of a femoral hernia. Note the spatial relationships of the major neurovascular structures in each area. Identify the main components of the arterial anastomoses in each area. Comprehension
15. Define the osseofascial compartments of the lower limb. Identify the muscles contained in each compartment. Describe the attachments, innervation, and major actions of each muscle. Describe the innervation and major actions of each compartment as a whole. Predict the functional consequences of loss of action of each muscle and each compartment. Application
16. Trace the course of cutaneous and motor innervation in the gluteal region and lower limb. Identify the spinal segmental level(s) of origin and relationship to the lumbosacral plexus of each major peripheral nerve. Predict the functional consequences of lesions to specific spinal levels and individual peripheral nerves. Application
17. Trace the flow of blood through the lower limb by describing the courses, branching patterns, and distributions of the major arteries and veins. Note the relations of these vessels to neighboring structures and the composition of major collateral networks. Describe the significance of the saphenous veins in relation to varicose veins and coronary bypass surgery. Comprehension
18. Describe the pattern of lymphatic drainage of the lower limb, including the relationship of this drainage with those of the abdominal wall and groin regions. Comprehension
19. Locate the projections and palpation points of the major structures of the lower limb in a basic surface examination. Comprehension
20. Identify the major structures of the pelvis and perineum in standard medical imaging. Knowledge

Unit IV. Head and Neck

1. Identify the bones of the skull, hyoid, and cervical spine, and their major features, in dry osteology specimens and in standard medical imaging. Describe the functional aspects of these structures. Comprehension

2. Describe the boundaries of the face and scalp. Describe the structure of the scalp. Identify the major muscles of facial expression and their actions. Describe the innervation of the face and scalp. Trace the flow of blood through the face and scalp. Describe the morphology and general relationships of the parotid gland. Describe the clinical significance of the relationship between the parotid gland, its duct, and the extracranial distribution of the facial nerve. *Comprehension*
3. Identify the meninges surrounding the brain and the folds of dura mater that subdivide the cranium. Explain the functional/clinical significance of this arrangement. Describe the innervation of the dura mater. *Comprehension*
4. Trace the flow of blood through the cranial cavity, indicating major anastomoses and collateral routes. Describe the formation of the cerebral arterial circle and explain its functional and clinical significance. Identify the dural venous sinuses, indicating their relations to the cranial meninges. Trace the emissary communications of the venous sinuses with the extracranial venous system and explain the functional/clinical significance of this arrangement. Explain the anatomical basis for epidural, subdural, and subarachnoid cranial hemorrhages. *Comprehension*
5. Identify the 12 pairs of cranial nerves and the functional components carried in each nerve. Trace the course of each of the cranial nerves from its origin at the base of the brain to its final destination(s). Indicate the avenue(s) taken in exiting the skull, and the peripheral relations of each nerve. Predict the functional deficit(s) expected from destruction of each nerve. Identify the sources of autonomic innervation to the head. Describe the primary functions governed by each autonomic component in the head. *Application*
6. Identify the bony elements of the orbit. Indicate the major extraorbital structures lying superior, inferior, medial, and lateral to the orbit, and the position of the eyeball relative to the orbit. *Knowledge*
7. Identify the extraocular muscles, their actions, and their nerve and blood supply. Predict the functional deficit resulting from damage to each muscle. Describe the method of clinical testing of the individual extraocular muscles and their nerves. *Application*
8. Identify the major triangles of the neck, the boundaries of each, and the major contents of each. Identify the muscles in the neck, including their attachments, innervation, and major actions. *Knowledge*
9. Identify the thyroid and parathyroid glands, their vascular and nervous supply, and their relations to each other and surrounding cervical structures. *Knowledge*
10. Trace the course of cranial nerves IX, X, XI, and XII in the neck. Describe the relationship of each nerve to its major neighboring structures. Identify the functional components of each nerve. Describe the deficit expected from lesion of each. Note the formation, relations, and distributions of the phrenic nerve and the ansa cervicalis. Describe the location and relations of the cervical sympathetic trunk and its ganglia. *Comprehension*
11. Trace the flow of blood through the subclavian artery and its major branches. Note the regions supplied by each branch, the relationship of the branches to surrounding structures, and anastomoses between the branches. *Knowledge*

12. Trace the flow of blood through the carotid arterial tract. Note the regions supplied by each of the major branches, the relationship of the branches to surrounding structures, and anastomoses between branches. Describe the locations and functions of the carotid sinus and carotid body.
Comprehension
13. Trace the flow of blood through the jugular system of veins, noting the regions drained by each of the tributaries, and interconnections between the major veins. Knowledge
14. Identify the muscles of mastication, their attachments, sources of innervation, and major actions in chewing. Knowledge
15. Trace the flow of blood through the maxillary artery and its major branches. Identify the regions supplied and the anastomoses between branches. Knowledge
16. Trace the routes of lymphatic drainage in the head and neck. Indicate the major aggregations of lymph nodes and their relations to neighboring structures. Knowledge
17. Define the boundaries and subdivisions of the oral cavity and pharynx. Describe the bony, muscular, neurovascular, and glandular relations of each. Comprehension
18. Identify the muscles of the oral floor and walls, soft palate and auditory tube, and pharynx, and their actions and innervation. Identify the extrinsic and intrinsic muscles of the tongue. Describe the sensory and motor nerve supply to the tongue. Predict the deficit expected to follow an injury to each nerve. Application
19. Describe the location, innervation, lymphatic drainage, secretory drainage, and general relationships of the submandibular and sublingual salivary glands and the oropharyngeal tonsils.
Comprehension
20. Describe the basic structure and relationships of the external nose and nasal cavities. Identify the paranasal sinuses, noting the drainage route of each into the nasal cavity. Describe the relationship of each sinus to the surrounding oral, orbital, and cranial cavities. Describe the pattern of innervation of the nasal region and paranasal sinuses. Trace the arterial supply to the nasal region.
Comprehension
21. Identify the major features of the larynx. Identify the major intrinsic muscles of the larynx. Determine the actions of these muscles and the roles of these actions in sound production. Trace the courses of the neurovascular supply of the larynx. Predict the functional consequences of damage to the different nerves comprising this innervation. Describe the major topographic relationships of the larynx and its neurovascular supply. Note the clinical significance of such arrangements. Application
22. Identify the boundaries and components of the external ear. Describe the innervation of the region. Comprehension
23. Identify the boundaries and contents of the middle ear. Indicate the relationships of the major neighboring structures. Identify the muscles of the middle ear, their actions, and their sources of innervation. Knowledge

Note: Superscripts identify the Bloom's Taxonomy level for each objective.

Unit Information

| UNIT | LECTURES | LABS |
|----------------------|---|----------------------------------|
| Unit I | Orientation; Nervous System; Back; Upper Limb | Orientation; Back; Upper Limb |
| UNIT I EXAM | | |
| Unit II | Thorax and Abdomen | Thorax and Abdomen |
| UNIT II EXAM | | |
| Unit III | Pelvis and Lower Limb | Pelvis and Lower Limb |
| UNIT III EXAM | | |
| Unit IV | Head and Neck | Head and Neck |
| UNIT IV EXAM | | |

Required Texts and Recommended Resources

Lippincott Connect Courseware

This platform will include a digital copy of:

- [Detton, Alan J. 2016. Grant's Dissector, 18E.](#) LWW (ISBN-13: 978-197513460) (ISBN-10: 1975134605)

It is optional to get the digital version of the below:

- Agur, Anne M. R. and Dalley, Arthur F. 2019. Moore's Essential Clinical Anatomy, 6E. LWW (ISBN-13: 9781496369659) (ISBN-10: 1486369653)

Supplies

- Scrubs

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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 6 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 225 total hours meeting the course learning outcomes. The time estimations are provided below:

Estimated Credit Hours

| Activity | Time-to Complete (Hours) |
|--|--------------------------|
| Required Resources (Textbook & The Point) | 48 |
| Recorded Lectures | 75 |
| Labs | 88 |
| Exams & Quizzes | 14 |
| Total: | 225 |

PLNU Attendance Policies

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. However, we recognize that as adults you have other life responsibilities and challenges that may interfere. Ultimately, you are responsible for your education and your ability to demonstrate mastery of the course and program objectives.

You **MUST** attend:

- PE and clinical skills labs are appropriately dressed and with all necessary equipment
- examinations on the date and time for which they are scheduled
- Community learning group

We expect

- Active participation in all class activities.
- Completion of all class preparatory assignments prior to commencement of class.
- Respect for the class, peers, and faculty.
- On-time arrival for all classes, laboratories, learning groups, or any scheduled activities. Routine tardiness demonstrates a lack of professionalism and will not be tolerated.

Assessment and Grading

Student course grades are calculated using all assessment tools utilized during the course. These include quizzes, written examinations, written assignments, practicums, and the evaluation of skills.

Community learning groups will be utilized to provide case-based instruction. A clinical case will be presented to each group by the group mentor. Students are expected to utilize the knowledge acquired from prior readings and lectures, as well as self/group-directed learning to work up the case and develop a working diagnosis, a differential diagnosis, and a therapeutic regimen which will include a follow-up plan and patient education. Effective interpersonal communication, clinical reasoning, problem-solving abilities, professional behavior, and teamwork are paramount to success and development as clinicians. Cases will be issued no more frequently than every other week. There will be two cases in this module. Students will receive a collective grade for this exercise.

Community learning group performance expectations include; demonstrating effective interpersonal communication, clinical reasoning, and problem-solving abilities, professional behavior, and teamwork skills. Application, B4.03b, B4.03c, B4.03e

| Grade Weight Information | |
|--------------------------|------------|
| ACTIVITY | % OF GRADE |

| | |
|--|-------------|
| Written Unit Examinations (4) | 40% |
| Laboratory Practical Unit Examinations (4) | 50% |
| Online Quizzes | 10% |
| TOTAL | 100% |

Grading will be in keeping with Point Loma Nazarene University policy for graduate programs and will be as follows:

Grade Numeric Values

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

Remediation

Remediation is the process by which both the student and the program are assured that performance indicating a deficiency in knowledge or skills is subsequently demonstrated to be satisfactory. This may include a re-test over missed material, a skills demonstration or a review of missed material with completion of corrected answers. 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.

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 ANA6001, we will cover a variety of topics, some of which you may find triggering. These topics include human dissection. 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, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

Bakersfield Campus

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. At the Bakersfield campus we have an onsite chaplain, Rev. Brent Kall, who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with Rev. Brent Kall, you may contact him directly at bkall@pointloma.edu. Also, there is a weekly Email Newsletter called “The Encourager” that provides a brief devotional and all his contact information.

Balboa Campus

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. 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 or a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

Liberty Station Campus

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. At the Liberty Station campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with Dr. Sylvia Cortez Masyuk, you may contact her directly at scortezm@pointloma.edu.

Mission Valley

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. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus, there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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 been detected may assign

a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations

at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

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 details.

Synchronous Attendance/Participation Definition

For synchronous courses that 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.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. **Online Courses:** These are courses with class meetings where all instruction and interaction are fully online.
 1. **Synchronous Courses:** At least one class meeting takes place at a designated time.
 2. **Asynchronous Courses:** All class meetings are asynchronous.
 2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Use of Technology

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 nor allowable) 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.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!

- **Grammarly:** Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
 - **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.
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Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.