



Master of Science in Occupational Therapy Program
ANA 6005, Applied Human Anatomy

ANA 6005, Applied Human Anatomy Lab

Number of Units: 5

ANA 6005, Applied Human Anatomy: 4 credit units.

ANA 6005, Applied Human Anatomy Lab: 1 credit unit.

Fall 2024

Meeting days/times/locations:

Asynchronous Lecture: Tuesdays

Synchronous Cadaver Lab: Fridays, 1:00-3:00 pm, Fridays, Rohr Science Center, 165-175.

Case Study Discussion: 2:00-3:00 pm, Balboa, Room 251.

Lab Practical Exams:

9/30; 10/28, 11/18; 12/16/24

Rohr Science Center, Room 165-175

12:30-2:00 pm

| | |
|--|---|
| Instructors: Dr. Joy Balta, Ph.D. jbalta@pointloma.edu Office Phone: 619.849.3005 | Fall 2024 September 3 - December 22 |
|--|---|

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.

COURSE DESCRIPTION

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) will be covered briefly, especially as they relate to the function of the four emphasized systems. Emphasis is on the structure and functional relationships of human anatomy and application of knowledge to clinical conditions through lecture and small lab group experiences.

Students will view and identify prosections from body donors to assist in learning structure and function of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Students will also meet with course faculty to discuss important anatomical concepts and apply knowledge to occupational therapy practice.
Letter Grade

Prerequisite(s): Successful completion of ANA 6005/ANA 6005L is necessary to progress to ANA 6009.

Corequisite(s): ANA 6005 ANA 6005L: Applied Human Anatomy Lab

RELATIONSHIP OF COURSE TO CURRICULUM DESIGN AND THREADS

This course is the first in a two-part series providing foundational science information necessary for OT practice. It is taken concurrently with the following courses: OCC 6000, Introduction to Occupational Therapy, OCC 6002, Professionalism in OT-1; OCC 6003, Evidence-Based Practice, OCC 6004, Health, and Equity Disparities; OCC 6005, Community-Based Seminar-1; OCC 6006, Case-Based Learning Seminar-1. This course supports the curricular thread of occupation. The foundational knowledge gained in the course prepares students to succeed in later coursework including Applied Neuroanatomy, Applied Human Movement, Orthopedic Adult/Older Conditions, Assessments, and Interventions, and Neurologic Adult/Older Adult Conditions, Assessments, and Interventions.

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}

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- 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.

ASSESSMENT AND GRADING

Assessment Methods

Assessment methods include quizzes, module exams, and lab practical exams.

Assignment Distribution by Percentage

| | |
|---------------------|-----|
| Weekly quizzes | 10% |
| Lab practical exams | 40% |
| Module exams | 50% |

Grading Scale

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 |
| Below a B- (80%) in any community seminar, Level I or Level II Fieldwork course will result in a failure of this course, a remediation plan, and the need to join the next cohort of students. | | |
| C+ | 2.25 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.75 | 70-72 |
| Below a C- (70%) is not a passing grade. 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 (applied human neuroanatomy). | | |
| D+ | 1.25 | 67-69 |
| D | 1.0 | 63-66 |
| D- | .75 | 60-62 |

Grade Intervention Plan

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade. Potential consequences of the above may include any of the following:

All students must develop a remediation plan if their grades do not meet the expected threshold. 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.

Potential consequences of the above may include any of the following:

- Need to repeat a Level II or Level III clinical competency.
- Inability to take the next course in a sequence for which this course is a pre-requisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

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 participating in a cadaver using dissections. 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 ANA6005 we will cover a variety of topics, some of which you may find triggering. These topics include participating in a cadaver lab using dissections and exploring various bodily systems and diseases. 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 the profession of occupational therapy, 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 by the designated due date and time of day, typically 11:59 pm. Each day an assignment is late, your grade will be reduced by 10%. Incompletes will only be assigned in extremely unusual circumstances.

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

In addition, there is a quiet space for meditation located in the chapel on the second floor.

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

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 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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) 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.

[APA Style: How to Cite ChatGPT](#)

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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 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 special 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.

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. 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 or find a list of campus pastors at pointloma.edu/title-ix

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - o Synchronous Courses: At least one class meeting takes place at a designated time.
 - o 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).
-

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, two classes for a 16-week course and 1 class for a quad course**, 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 a class should contact the instructor prior to the anticipated absence for approval to miss the class. Acceptable absences include illness, family emergencies, family deaths, and/or a significant life event impacting ability to attend class. Students are to develop a plan with the course faculty to complete the required coursework and/or complete alternative assignments assigned. Acceptance of late work and/or absences which do not meet the "acceptable criteria" is at the discretion of the instructor and does not waive attendance requirements.

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

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) 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.

ACOTE Curriculum Map

| Course Objectives Based on Curricular Threads: (At the conclusion of this course, students will be able to): | ACOTE Standard *=ACOTE Measurement of Learning | HOW? Student Learning Activities | DEMONSTRATE: Assessment of Student Learning |
|---|---|---|---|
| Demonstrate knowledge of the structure and function of the human body, with a focus on the CNS, to include the biological and physical sciences, neurosciences, kinesiology (Curricular Thread: Occupation) | B.1.1* | Online narrated PPT video lectures. Course readings. Synchronous in-person meetings. Synchronous cadaver lab with use of prosections and brain models. | Weekly quizzes. Written module examinations. |

| | | | |
|---|--------|--|--|
| | | In-class discussion about case studies applying knowledge of anatomy to engagement in occupations. | |
| Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance (Curricular Thread= Occupation) | B.3.5* | <p>Course reading materials.</p> <p>Online narrated video PPT lectures.</p> <p>Formative case study discussions during in-person synchronous meetings.</p> | Written examinations with questions focusing on application of anatomy knowledge to engagement in occupations. |

ASSIGNMENTS AT A GLANCE

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