ANP 402: Human Anatomy  
Carroll University  
Fall 2017

Course Description:
This course includes the study of the microscopic and gross anatomy of the skeletal, muscular, integumentary, nervous, cardiovascular, lymphatic, respiratory, renal, digestive, endocrine, and reproductive systems. Anatomy software programs and applications and anatomical models are used to study the structure of the human body. Palpation laboratories are also integrated into the course.

Credits: 4

Prerequisites: Junior Standing; BIO 225 or ANP 130 and 140; or instructor consent.

Class Sections: MWF (Sections A: 8:00-10:30am; B: 9:20-11:50am; C: 10:40am-1:10pm;  
D: 12:00-2:30pm; E: 1:20-3:50pm)  
MWTh (Section F: 6:00-8:30pm)

Classrooms: Jaharis Science Facility 017 or 019

Faculty:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Lori Brock, Ph.D. (Sec.A,C,E)</th>
<th>Dr. Sue Hanson, Ph.D. (Sec.D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>TBD</td>
<td>RK 303</td>
</tr>
<tr>
<td>Office Hours</td>
<td>W 4:00-5:00pm or by appointment</td>
<td>M,W,F 3:00-4:00pm; T 12:30-2:30pm appts recommended</td>
</tr>
<tr>
<td>Phone</td>
<td>262-825-3166</td>
<td>262-524-7276</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:lbrock@carrollu.edu">lbrock@carrollu.edu</a></td>
<td><a href="mailto:shanson@carrollu.edu">shanson@carrollu.edu</a></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Instructor</th>
<th>Dr. Natalya Zinkevich, Ph.D. (Sec.B)</th>
<th>Susan Stillman, PA (Sec. F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>CH 209</td>
<td>JA 019</td>
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<tr>
<td>Office Hours</td>
<td>M,W,F 3:00-4:00pm; Th 12:30-2:30pm appts recommended</td>
<td>M,W,Th 8:30-8:50pm</td>
</tr>
<tr>
<td>Phone</td>
<td>262-524-7280</td>
<td>414-248-6042</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:nzinkevi@carrollu.edu">nzinkevi@carrollu.edu</a></td>
<td><a href="mailto:sstillma@carrollu.edu">sstillma@carrollu.edu</a></td>
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</table>

Required Texts:


**Recommended Software Application:**

We will be using a software application called **Complete Anatomy** (developed by 3D4Medical) to visualize the structure of the human body. During lab class time you will be able to access this app on laboratory iPads and laptops. Outside of class time, this app is also available on the Mac lab computers on campus located in: Shirley Hilger Hall (formerly New Hall) rooms 006, 007, and the Common Area; Humphrey Art Center rooms 116, 126, and 216B; and the Pioneer Hall Lab. To launch the software on these campus computers:

1. After logging in, double click “Macintosh HD” on the desktop.
2. Open the “Applications” folder by double clicking on it.
3. Double click “Complete Anatomy” to open it.

Because the computers are not touch screens, interacting with the software is different than on the iPads:

1. To rotate the skeleton (or anatomical segment) in three dimensions, hold the “Command” key on the keyboard while clicking and dragging.
2. To move the image about within the window, hold the “Control” key on the keyboard while clicking and dragging.
3. To zoom in or out, use the scroll wheel (or ball) on the mouse.
4. To go back to the “home” view (e.g. undo zoom, rotation, etc) click the “Home” button in the upper right corner of the window.

The software is restricted to 20 copies in concurrent use. If another copy is attempted to be launched while all 20 are in use, the user will be informed and offered the option to wait in a queue until a copy becomes available.

Contact ITS (262-524-7229) with any technical issues you have associated with accessing the app.

→ This app is also available to purchase for your personal devices (iPad, Mac, and Windows) for $50. Visit [https://3d4medical.com/apps/complete-anatomy](https://3d4medical.com/apps/complete-anatomy) for more information!

**Student Learning Outcomes:**

At the completion of the course the student should be able to:

1. Demonstrate a basic knowledge of the human body (as outlined in lecture introductions, study guides and laboratory materials) that can be applied during subsequent didactic work, as well as in future clinical screening for, evaluation of, decision making regarding, and treatment of disease processes.
2. Describe the structural organization of most tissues, organs and organ systems.
3. Describe the general effects of age, gender and race on the structure of select tissues, organs and organ systems.
4. Correlate the structure of cells, tissues, organs and organ systems with their function.
5. Identify, access, and utilize sources of information for the study of the human body.
6. Explore and utilize information obtained from past and current research in anatomy and relevant related fields.
7. Disseminate anatomical knowledge to one’s peers and evaluate the efficiency of such by one’s peers.
8. Demonstrate the application of critical thinking and problem solving skills to explain clinical signs and symptoms in anatomical terms.
Format:
Both undergraduate and graduate teaching techniques will be employed in this course with active learning emphasized and expected. “Hands-on” or participatory (laboratory) activities will be combined or integrated with more traditional (lecture-type) teaching/learning each class period. Independent study and group presentations will also be utilized.

Grading and Course Requirements:
Grading will be based on strict adherence to the following scale and will be based on performance on the following assessments of student learning:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A/B</td>
<td>90-92.9%</td>
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<tr>
<td>B</td>
<td>83-89.9%</td>
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<tr>
<td>B/C</td>
<td>80-82.9%</td>
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<tr>
<td>C</td>
<td>70-79.9%</td>
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<td>D</td>
<td>60-69.9%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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**Assessment**

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<tr>
<th>Assessment</th>
<th>Points</th>
<th>Linked Objectives*</th>
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<tbody>
<tr>
<td>Exams (5x150)</td>
<td>750</td>
<td>1,2,3,4,8</td>
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<tr>
<td>Quizzes (9x20)</td>
<td>180</td>
<td>1,2</td>
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<tr>
<td>Group Presentation</td>
<td>70</td>
<td>1,3,5,6,7</td>
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<tr>
<td></td>
<td>1000</td>
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*Linkages between these course student learning outcomes/objectives and the Entry-level Doctor of Physical Therapy program goals can be reviewed within the document entitled “Curriculum Matrix” found on the College of Health Sciences server (Physical Therapy/Assessment).

**Exams:** Exams will cover material presented in both lecture and laboratory (i.e. will require both identification and thought processes). The general exam format will be derived from a “traditional” lab practical, from licensure/board-like objective questions and possibly from short answer/essay questions where you will be asked to apply your anatomical knowledge to the solving of clinical problems. Exam V (Final Exam) will follow the same format as the previous exams, but may also include questions drawn from material provided in the group presentations. Although not strictly cumulative in nature, you may be required to draw on previous learning experiences with each exam.

**Quizzes:** The material covered on all quizzes will be outlined during the class period prior to the announced date of the quiz and may include questions from lecture and laboratory. Quiz results will provide feedback to you, as well as to the instructor, regarding your comprehension of the subject matter and will help you to “keep up” in class.

**Group Presentation:** Group presentations will consist of 20-25 minute seminar-type talks presented to the rest of the class on a topics chosen by each group early in the semester. Presentations will be timed and evaluated using the **Group Presentation Evaluation Form** at the end of this syllabus. The presentation should include an **Introduction** stating the importance of the topic and its relevance to the audience, a **Review of Pertinent Anatomy**, a **Discussion** of a primary research article on the selected
topic and a Conclusion in which the direction of future research is discussed. It is strongly recommended that portions of the presentation NOT be divided as tasks among the group members, but that all members work collectively on all sections of the talk. A preliminary outline with at least 10 primary references must be submitted and reviewed with the Instructor. After approval, an electronic copy of the one primary research article that is to be the focus of the presentation and a final outline should be submitted to the Instructor. The presenting group must formulate 5 multiple choice questions regarding their topic that could be used on the final exam. The formulated questions will be collected and evaluated and included in the assignment of grades. Groups are encouraged to utilize available visual aid resources (PowerPoint, video, demonstrations, models, etc.) and all group members should have equal speaking roles during the presentation. Each group will receive feedback during a scheduled group meeting with their Instructor and are encouraged to review the responses later as a group. All members of a presentation team will receive the same grade, except under unusual circumstances. Enjoy this experience; it is a good way to review, to apply the anatomy you have learned and to showcase your accomplishments this semester!

**Group Presentation Topic Ideas:**

- Vestibulocochlear disorders
- Alzheimer’s disease
- Phantom limb
- Parkinson’s disease
- Muscular dystrophy
- Inflammatory bowel disease/Crohn’s disease
- Rheumatoid arthritis
- Marfan’s syndrome
- Amyotrophic lateral sclerosis (ALS)
- Anatomical consequences of pregnancy
- Multiple sclerosis (MS)
- Prenatal vs Postnatal circulation
- Traumatic brain injury/concussions

*Or any other creative and exciting topic idea approved by your Instructor*

**Student Responsibility:**

Regular attendance is expected and required for successful completion of this course. Three or more unexcused absences and/or tardiness will be noted and will lower your grade, because you will miss out on important interactions/classroom exercises. Students should come prepared for each class period by: 1) having reviewed the previous information from each unit and 2) having at least skimmed assigned readings and reviewed any materials on-line or in handouts provided. Because of the nature of this course, you should expect to spend a great deal of time in independent study and review outside of class. Each student is responsible for material assigned and presented in class, whether the student is present or absent.

Because of the nature of the course, NO MAKE UP EXAMS will be given except under extraordinary circumstances and as approved prior to the absence by the course Instructor (when possible). In the case of an unexpected absence (such as a medical emergency) written documentation (such as an explanation from the attending physician) will be required to sit for the exam. The scheduling of and format for any make-up exams will be at the discretion of the Course Coordinator.

Additional policies will be in accord with those outlined in the “Entry-Level Master/Doctor of Physical Therapy Program Student Handbook”. It should be re-emphasized that repeated tardiness or disruptive behavior, as well as any form of academic misconduct will not be tolerated in this course. Students are also asked to comply in a timely fashion with requests related to assessment of this course in particular and how ANP 402 fits into the curricula in general.
Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook on the University website: http://www.carrollu.edu/campuslife/. Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, the instructor reserves the right to fail the student on the assignment/exam or even FAIL the student in the course. Some examples of violations include:

1) Looking at another student’s quiz or exam for the answers;
2) Using a “cheat sheet” that contains information during a quiz or exam;
3) Using a cell phone during a quiz or exam period (even if the quiz/exam has already been turned in).
4) Failure to return or removal of an exam from the classroom;
5) Copying answers to questions directly from lecture notes/textbook/another student;
6) Discussing the content of a quiz/exam with a student who has not yet taken the quiz/exam.

Core Professional Behaviors:
1. Personal Responsibility
   • Student attends all lecture and laboratory sessions, is punctual, and completes assignments and tasks on time. If student misses class, the student is responsible for any content presented. Instructors do NOT provide their lecture notes to students.
   • Students may NOT attend another lecture section without prior approval of your instructor.

2. Honesty and Integrity
   • Student is honest in word and actions and is accurate in reporting all information and maintains a positive learning environment.
   • Student follows the University policies regarding academic integrity (i.e., cheating, removal of an exam, passing exam information to peers, etc.)

3. Respect
   • Student gives full attention to the Instructor, does not talk in class, treats others with dignity.
   • Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops) unless permitted by the Instructor.

4. Teachability/Adaptability
   • Student takes responsibility for own actions and understands consequences of inappropriate actions.
   • Student behavior is appropriate during times of high stress.

5. Communication
   • Student properly formats emails to instructors and with respect (i.e., appropriate salutation, complete sentences, proper grammar, signed with student name and section, etc.). Your instructor reserves the right to not respond to emails that do not meet these criteria.
   • Student refrains from spreading rumors regarding instructors and course assessments.
   • Student follows appropriate procedures for discussion of course issues and concerns:
     ➢ 1st → Student contacts their lecture or laboratory instructor
     ➢ 2nd → Student communicates concerns to course coordinator (Dr. Zinkevich) (should the need arise, the coordinator will direct the student to the Department Chair)
6. **Relationship with Peers**
   - Student participates in class and small group discussions.
   - Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

7. **Personal Appearance**
   - Student dresses appropriately for presentations and palpation
     → During class periods where time is specifically allotted for palpation exercises, it is expected that students will come to class dressed in a manner that will allow observation and study of important anatomical landmarks. Layering of clothes is strongly advised, as rooms are drafty.

**Consequences if a student not meet the above expectations:**
*At the discretion of the Instructor:*
  - Removal from class
  - A deduction in course points
  - Full letter grade deduction for multiple offenses

**Accommodations for Disabilities:**
Students with documented disabilities that may need accommodations, or any student considering obtaining documentation should contact Martha Bledsoe at the Walter Young Center no later than the first week of class. She can be reached by calling 524-7335 or contacting her via email at **mbledsoe@carrollu.edu**. The instructor will make the appropriate accommodations once notification is received.
Course Overview: The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s). CA = Complete Anatomy app; M = Moore text; G = Grine workbook; *The Netter atlas should be utilized/consulted with every topic of study.*

<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Sept. 4</td>
<td>Th/F: Course Overview &amp; Intro</td>
<td>M: 1-12; 25-29; G: Lab 1</td>
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<td>Anatomical Vocab/Arthrology</td>
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<td>Sept. 11</td>
<td>M, W: Histology</td>
<td>bone worksheet; bone model;</td>
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<td>Th/Fri: QUIZ 1</td>
<td>M: 19-25; 29-37</td>
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<td>Th/F: Integument</td>
<td>skin model; M: 12-17; 51; 842-865; G: 2.1</td>
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<td>Sept. 18</td>
<td>M: Nervous System</td>
<td>CA; models; M: 46-65; 496-507; 878-888; G: 2.3, 7.1</td>
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<td>Wed: QUIZ 2</td>
<td>CA; models; M: 440-482; G: 2.2</td>
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<td>W: Vertebral Column</td>
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<td>Th/F: Skull &amp; Cranial Nerves</td>
<td>CA; models; G: 6.1, 7.2 ; <em>Netter</em></td>
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<td>REVIEW TIME</td>
<td>M: 822-835; 889-891; 1054-1082; Chpt. 9</td>
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<td>Sept. 25</td>
<td>Mon: EXAM I</td>
<td>Intro → Vertebral Column</td>
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<td>W: Head &amp; Face</td>
<td>CA; models; M: 844-946; G: 6.3, 6.5, 7.2</td>
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<td></td>
<td>Th/Fri: QUIZ 3</td>
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<td>Th/F: Head &amp; Vertebral Col Palpation</td>
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<td></td>
<td>Heart &amp; Great Vessels</td>
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<td><strong>Bring washable markers</strong></td>
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<td></td>
<td>M: 449-453; CA; models; M: 37-43; 128-163;</td>
<td>G: 9.7, 9.9;</td>
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<td>G: 9.7, 9.9;</td>
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<td>Oct. 2</td>
<td>M: Neck Anatomy [Discuss Presentations]</td>
<td>CA; M: 982-1015; G: 5.3, 5.4</td>
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<td>W: Thoracic Wall</td>
<td>CA; models; M: 43-46; 72-97; 160-172; 306-309; G: 9.2, 9.3, 9.9</td>
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<td>Th/Fri: QUIZ 4</td>
<td>CA; models; M: 106-128; 960-965; 1021-1032; G: 5.1, 6.4, 9.4-9.6, 9.8, 9.10</td>
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<td>Oct. 9</td>
<td>M: Neck Mapping &amp; Palpation</td>
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<td><strong>Bring washable markers</strong></td>
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<td>M: 99-104</td>
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<tr>
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<td>Wed: EXAM II</td>
<td>Skull → Respiratory System</td>
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<td>Th/F: Back Musculature</td>
<td>CA; models; M: 482-496; 700-704; G: 2.4</td>
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<tr>
<td>WEEK OF</td>
<td>TOPIC</td>
<td>RESOURCES</td>
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</table>
| Oct. 16  | Mon: Fall Break – no class  

  W: Abdominal Wall  

  Th/F: Abdominal Cavity Part I  

  CA; models; G: 10.1-10.3  

  M: 182-195; 202-206; 212-213; 309-312 |
| Oct. 23  | **Mon: QUIZ 5**  

  M: Abdominal Cavity Part II  

  W: Upper Extremity: Osseous Anatomy  

  Th/F: Back & Abdomen Palpation  

  REVIEW TIME  

  CA; models; M: 226-263; 265-290; 290-301  

  G: 6.2, 10.4, 10.7  

  CA; models; M: 672-688; 793-812  

  G: 3.1, 3.2  

  M: 492 |
| Oct. 30  | **Mon: EXAM III**  

  W: UE: Shoulder & Pectoral Region  

  Th/Fri: Prelim. Outline due  

  Th/F: UE: Arm & Forearm  

  Back Muscles → Abdominal Cavity  

  CA; models; M: 98-106; 688-689; 697-713; 796-800; 814-815  

  G: 3.2, 3.4, 9.1 |
| Nov. 6   | **Mon: QUIZ 6**  

  M: UE: Wrist & Hand  

  W: UE: Vessels & Nerves  

  Th/Fri: QUIZ 7  

  Th/ F: Lower Extremity: Osseous Anatomy  

  CA; models; M: 754-755; 771-779; 809-819  

  G: 3.2, 3.4  

  CA; M: 689-697; 715-731; 736-739; 757-770; 779-792  

  G: 3.3, 3.5  

  CA; models; M: 327-338; 510-531; 659  

  G: 4.1, 4.2 |
| Nov. 13  | M: UE Mapping & Palpation  

  REVIEW TIME  

  **Bring washable markers**  

  M: 680-683; 707-709; 739-741; 764-766; 786-789  

  Upper Extremity  

  CA; models; M: 327-343; 357-361; 402-418; 423-424; 431-433  

  G: 11.1, 11.2, 11.7, 11.8 |
<table>
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<tr>
<th>Date</th>
<th>Activity Details</th>
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</table>
| Nov. 20 | M: Pelvic Viscera (Repro System)  
W: LE: Hip & Gluteal Region  
Th/Fri: Thanksgiving – no classes |
|         | CA; models; M: 202-210; 362-399; 418-434; G: 11.4-11.6 |
|         | CA; models; M: 545-546; 562-569; 581-582; 626-634 G: 4.2, 4.4 |
| Nov. 27 | **Mon: QUIZ 8**  
M: LE: Thigh & Knee  
Wed: Final Pres Outline due  
W: LE: Leg & Ankle  
Th/F: LE: Vessels & Nerves |
|         | CA; models; M: 532-535; 545-551; 569-572; 634-645; 661-665; G: 4.2, 4.4 |
|         | CA; models; M: 532; 587-609; 645-650; 665-666; G: 4.2, 4.4 |
|         | CA; M: 532-541; 551-556; 560-562; 572-578; 581-587; 592-594; 602-608; 614-621; 644-645 G: 4.3, 4.5 |
| Dec. 4  | **Mon: QUIZ 9**  
M: LE: Foot  
W: LE Mapping & Palpation |
|         | CA; models; M: 609-626; 650-656; 667-668; G: 4.1, 4.4 |
|         | **Bring washable markers**  
M: 519-520; 522; 524-525; 557-558; 578-581; 602-604; 622-624; 656-658; 662-663 |
| Dec. 11 | M: Student Presentations |
|         | W: REVIEW TIME  
Th: Reading Day  
**FINAL EXAM:** (Lower Extremity; Presentations)  
Section A (Brock): Tuesday, Dec.19, 8:00am  
Section B (Zinkevich): Friday, Dec.15, 8:00am  
Section C (Brock): Monday, Dec.18, 11:00am  
Section D (Hanson): Wednesday, Dec.20, 11:00am  
Section E (Brock): Tuesday, Dec.19, 11:00am  
Section F (Stillman): Monday, Dec.18, 6:00pm |
GUIDELINES FOR GROUP PRESENTATIONS
ANP 402: HUMAN ANATOMY

The following assignment is to be completed as a group effort. It is expected that each group member will “pull their weight” and that all will be equal contributors. In addition, all members should contribute to all portions of the project and open discussions between group members regarding formatting, research findings etc., should be on-going (i.e., do not assign different persons to work on sections in isolation and then throw all of the fragmented pieces together at the end). No changes may be made with regard to the date that a particular presentation is scheduled (i.e., if you have an exam that day in another class, manage your time and be prepared ahead of time). Because it is expected that all members of a group will work equally hard, all members of a group will receive the same grade for their presentation.

GROUP PRESENTATION [70 points]
The presentation should consist of a 20-25 minute seminar-type talk presented to the rest of the class on a topic chosen and approved by the Instructor early in the semester. Presentations will be evaluated with regard to the following criteria:

A. Outlines [10 points]: A preliminary outline with at least 10 primary references must be submitted to the instructor by the due date indicated on the course schedule. These will be evaluated with regard to suggested content for the talk (i.e. does it plan to fully address the assigned topic), formatting, overall organization and references selected. In addition, the outline should provide information as to which group members will be performing what duties or covering what portions. The instructors will review the content of the outline in a meeting with all group members present, after which a final outline must be submitted to the instructor on or before the due date indicated on the course schedule.

B. Pertinent Published Article [5 points]: Each group must choose one primary research article that includes enough previously unpublished data to form the bulk of the presentation discussion. The presenting group must provide the instructor with an electronic copy of that article by the due date indicated on the course schedule.

C. Multiple Choice Questions [10 points]: It is expected that the presenting group formulates five multiple choice questions regarding the topic that could be included on the final exam. At least three of the questions should focus on the primary research being presented. Questions should be varied in terms of challenge level and include clinical “case vignette” type questions that occur on other exams throughout the semester. Your instructor will collect these questions at the beginning of each presentation class. In addition, questions MUST be submitted electronically via a Word document. Since it is expected that this will be an active learning experience, questioning the speakers or seeking clarification on things you do not understand is encouraged and class participation is expected and will be noted.
D. Presentation [45 points]: The presentation will be evaluated according to the following criteria:

1. **Topic Comprehension [10 points]:** This refers to whether or not group members have adequately prepared with regard to pertinent background information, understand the significance of the topic or problem and how they handle questions posed by their peers. Note: You are NOT expected to know all of the answers, but should be able to acknowledge when you do not know something, be able to do ground-level problem solving (apply what you do know to come up with a plausible hypothesis), etc. All group members are expected to be equally knowledgeable about the topic being presented.

2. **Presentation Style [5 points]:** This refers to the delivery and includes such things as audiovisuals used, speaking rate, tone and volume, and maintained audience interest.

3. **Presentation Organization and Content [25 points – see below for point distribution]:** This refers to if you have adequately covered the assigned topic, if the flow of the talk makes sense and if you have fully presented the significance of the topic, provided the necessary background information and taught us something. The recommended organization for the presentation is:
   
   A. **Introduction [5 points]:** The group should introduce the topic, state the importance/interest of the topic, and its relevance to the audience.

   B. **Pertinent Anatomy and Background [5 points]:** The group should bring the class “up to speed” with regard to any applicable anatomy, as well as any other background information necessary to understand the topic discussion. This does not have to be a separate section of the talk and can be woven into the introductory material or primary research article discussion as appropriate.

   C. **Discussion of Primary Research Article [10 points]:** This should be the “meat” of the talk (i.e. the majority of the presentation time should be spent here). The group should discuss why the authors have done their study, what the hypothesis and research methods are, and provide an explanation of relevant data. The results of the research study should be discussed in relation to previous findings, applied to the current understanding in the sciences etc., and address any new questions that were raised as a result of the study.

   D. **Conclusion [5 points]:** The group should tie everything together for the audience by summarizing major points and re-emphasizing the importance of (interest in) the topic. Most importantly, the direction of future research must be discussed along with how the group would approach unanswered questions related to the topic.

4. **Overall Impression [5 points]:** This refers to the overall “package”. Was it a complete, finished product delivered in a professional manner?
ANP 402: HUMAN ANATOMY

GROUP PRESENTATION EVALUATION FORM

Date:_____________ Evaluator:______________ Presentation Length:______________

Group Members: __________________________________________________________________________________________________

Topic Presented: __________________________________________________________________________________________________

SCORE [70 points total]: ___________________

A. Outlines [___/10 points]: Outlines will be evaluated with regard to suggested content for the talk (i.e. does it plan to fully address the assigned topic), overall organization and references selected. In addition, the outline should provide information as to which group members will be performing what duties or covering what portions.

   Preliminary outline with at least 10 primary literature references (5 points): ______.

   Final outline (5 points): ______.

B. Pertinent Published Article [___/5 points]: The quality of the primary research article chosen as the focus of the presentation will be evaluated and should include enough previously unpublished data to form the bulk of the presentation discussion.

C. Questions [___/10 points]: The quality of the five multiple choice questions submitted will be evaluated and should include at least three of the questions that focus on the primary research being presented. Questions should be varied in terms of challenge level and include clinical “case vignette” type questions that occur on other exams throughout the semester.

D. Presentation [___/45 points]:

   1. Topic Comprehension [___/10 points]: This refers to whether or not the group members have adequately prepared with regard to pertinent background information, understand the significance of the topic or problem and how they handle questions posed by their peers.

   2. Presentation Style [___/5 points]: This refers to the delivery and includes such things as audiovisuals used, speaking rate, tone and volume, and maintained audience interest.
3. **Presentation Organization and Content [___/25 points]**: This refers to if you have adequately covered the assigned topic, if the flow of the talk makes sense and if you have fully presented the significance of the topic, provided the necessary background information and taught us something.
   
   **A. Introduction [___/5 points]**: The group should introduce the topic, state the importance /interest of the topic, and its relevance to the audience.

   **B. Pertinent Anatomy and Background [___/5 points]**: The group should bring the class “up to speed” with regard to any applicable anatomy, as well as any other background information necessary to understand the topic discussion.

   **C. Presentation and Discussion [___/10 points]**: This should be the “meat” of the talk (i.e. the majority of the presentation time should be spent here). The group should discuss why the authors have done their study, what the hypothesis and research methods are, and provide an explanation of relevant data. The results of the research study should be discussed in relation to previous findings, applied to the current understanding in the sciences etc., and address any new questions that were raised as a result of the study.

   **D. Conclusion [___/5 points]**: The group should tie everything together for the audience by summarizing major points and re-emphasizing the importance of (interest in) the topic. Most importantly, the direction of future research must be discussed along with how the group would approach unanswered questions related to the topic.

4. **Overall Impression [___/5 points]**: This refers to the overall “package”. Was it a complete, finished product delivered by professionals in a professional manner?