Course Offering: 4 Credit Hours

Prerequisites: Pre-admission grade of C or higher
Admission to the MOT Program

Format: Lecture & Laboratory

Lecture
Class Day/Time: Tuesdays & Fridays 8:00-10:00am
Class Location: Main 116
Faculty: Dr. Natalya Zinkevich
Office: Charles House 209
Office Hours: Thu: 11:30-1:00 and 4:00-5:00pm; F: 1:00-3:00
Phone: 262-524-7280
Email: nzinkevi@carrollu.edu

Lab
Class Day/Time: Tuesdays, Section A 1:00-3:00pm, Section B 3:00-5:00pm
Class Location: Jaharis building, SCI08
Faculty: Sara Kotschi, DPT
Office: Jaharis building, prep room 006
Office Hours: By appointment
Phone: 920-312-0567
Email: skotschi@carrollu.edu

Course Description
The emphasis of this course is on a functional understanding of the location and interrelationship of the body’s structures. The anatomical basis for human occupation will be examined and applied through the integration of structure and function in content areas most pertinent to the practice of occupational therapy. Content areas will be studied both clinically and regionally, e.g., head and neck, upper extremities, lower extremities, thorax, spine, with corresponding emphasis on the bones, muscles vasculature, innervations and so forth, for each region. Relevant injuries, clinical applications, and potential occupational dysfunction will be addressed. Topics are integrated into both lecture and laboratory formats.

Course Rationale
A sound knowledge of the structure and function of the human body is an essential component of the skill set necessary to guide assessments and interventions. Students are expected to take advantage of knowledge gained in concurrent courses including Human Physiology and Overview of Occupational Therapy Practice, and apply this to their learning experience in Human Anatomy. This mode of study will help solidify knowledge as structures in body regions are simultaneously studied inter-relationally to body systems. Students will use this foundational
knowledge to help form the idea of function and dysfunction as it relates to occupational performance and to the practice of occupational therapy.

**Relationship to Curriculum Design**
The curricular threads of Occupational Performance, lifelong learning and scholarship, professional development and self-reflection, and interprofessional and collaborative care, help support and are supported with the acquisition of knowledge in the foundational sciences. With a solid understanding of the foundational and theoretical sciences, students can begin to develop an appreciation of the complexities of the human condition and the integral relationship between health, and engagement in everyday occupations.

**Student Learning Outcomes**
*At course conclusion, students are expected to:*
1. Integrate knowledge and concepts from various body structures to explain function of the human body.
   a) Define and apply anatomical and medical terminology related to position, planes, relationship and comparison, laterality, and movement of the body.
   b) Identify and name the bones of the body, locate and identify their landmarks, and describe the types, structure and function of bones.
   c) Classify skeletal joints based on structure and function, including functional movement according to region.
   d) Identify and connect vasculature and innervation of bones and joints.
   e) Identify and describe attachments, innervation, vascularization, and structure and function of muscles according to body region.
   f) Explain and demonstrate the action of each muscle based on knowledge of its origin and insertion, the joints it crosses and the direction of its fibers.
   g) Identify cartilaginous and ligamentous components, and describe the function and nerve supply when applied to each body region or structures therein.
   h) Describe anatomical and functional relationships between the major skeletal, muscular, vascular, and nervous structures in specified anatomical regions.
2. Use self-assessment, feedback from peers and faculty, the textbook, online resources, course and lab learning experiences, and the course objectives to identify strengths and limitations in knowledge of anatomy.
3. Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.
4. Demonstrate the knowledge, skills and attitudes needed to be able to use appropriate tools of evidence to identify and analyze books, reviews, online resources, and basic science reports for their applicability towards quality in healthcare and quality improvement.
5. Work effectively and reach consensus in small peer groups while solving problems that require integration of physiological and clinical information.
6. Demonstrate a combination of knowledge, skills, attitudes, and behaviors necessary to function as a respected member of a learning team in both small group and large class settings.
7. Demonstrate a commitment to individual, professional and personal growth.
Course Goals and Relationship to ACOTE Standards

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

- B.1.1 Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences.
- B.1.2 Demonstrate knowledge and understanding of human development throughout the lifespan.
- B.2.6 Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
- B.8.3 Use scholarly literature to make evidence-based decisions.
- B.9.0 Apply professional ethics, values, and responsibilities of the OT profession in the conduct of self and during all interactions with others as encountered and required during this course of study.
### Student Learning Objectives/Instruction/Assessment

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Instructional Method</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>For each region of the body noted, the student will:</td>
<td>The following instructional methods will be utilized throughout the course:</td>
<td></td>
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<tr>
<td>• Head, Neck and Nervous System (NS)</td>
<td>• Lecture</td>
<td></td>
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<tr>
<td>• Back and Vertebral Column</td>
<td>• Visuals (models, posters, diagrams, PowerPoint, animation, movies)</td>
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<tr>
<td>• Upper Extremity</td>
<td>• Activity (hands-on, computer based dissection)</td>
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<td></td>
<td>• Class Discussion</td>
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<td>• Group Interaction</td>
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<td></td>
<td>• Problem-based Learning</td>
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<td></td>
<td>• Self-study</td>
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<td>Define and apply anatomical and medical terminology related to position, planes, relationship and comparison, laterality, and movement of the body.</td>
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<td>Identify and name the bones of the body, locate and identify their landmarks, and describe the types, structure and function of bones.</td>
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<td>Identify cartilaginous and ligamentous components, and describe their function.</td>
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<tr>
<td>Describe anatomical and functional relationships between the major skeletal, muscular, vascular, and nervous structures in the anatomical regions listed above.</td>
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<tr>
<td>Describe the structural organization of most tissues, organs and organ systems.</td>
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<tr>
<td>Describe the general effects of age, gender, and race on the structure of select tissues, organs and organ systems.</td>
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<tr>
<td>Correlate the structure of cells, tissues, organs and organ systems with their function.</td>
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<tr>
<td>Identify, access, and utilize sources of information for the study of the human body.</td>
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</table>
**Required Texts for All Students:**


**Recommended Text:**

**Course Format:**
This course utilizes a regional approach to the study of Human Gross Anatomy. Several teaching techniques will be employed in this course including: lecture/PowerPoint, laboratory, group presentations, computer-aided dissections, case studies, participatory exercises, and independent learning activities. Students are expected to be independent, self-directed learners.

**Grading and Course Requirements:**
Grading for this course will be based on a total possible accumulation of 1000 points, with letter grades applied to a percentage of this total as follows:

Grading Scale:  
93-100% = A  
90-92.9% = A/B  
83-89.9% = B  
80-82.9% = B/C  
70-79.9% = C  
60-69.9% = D  
<60% = F

Progress will be evaluated through the following means:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED STUDENT LEARNING OUTCOMES</th>
<th>LINKED COURSE GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>125</td>
<td>1, 2, 6, 7</td>
<td>B.1.1, B.1.2, B.2.6, B.9.0</td>
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<tr>
<td>Exam II</td>
<td>125</td>
<td>1, 2, 6, 7</td>
<td>B.1.1, B.1.2, B.2.6, B.9.0</td>
</tr>
<tr>
<td>Exam III</td>
<td>125</td>
<td>1, 2, 6, 7</td>
<td>B.1.1, B.1.2, B.2.6, B.9.0</td>
</tr>
<tr>
<td>Exam IV</td>
<td>125</td>
<td>1, 2, 6, 7</td>
<td>B.1.1, B.1.2, B.2.6, B.9.0</td>
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</table>
Exams I – IV: Will cover material presented in both lecture and laboratory - i.e., will require both identification and thought processes - as well as that included in assigned readings or other activities. 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 IV (Final) will have at least 30 points in the objective portion drawn from material provided in the group presentations.

Quizzes: There will be four 20 point announced quizzes during the course of the semester. The material covered on all quizzes will be outlined during the class period prior to the announced date of the quiz. Quiz formats may include written or oral questioning. Quiz results will provide feedback to you, as well as to the Instructor, regarding your comprehension of the subject matter covered and will help you to “keep up” in class.

Assignments and Assigned Readings are designed to strengthen your understanding of a subject and/or to provide for coverage of material which, because of time constraints, we are unable to discuss in class. These topics are, however, important due to the nature of the Health Professions. These assignments may involve group discussion and problem solving activities (e.g. clinical problems at end of units), and may or may not be collected for grading.

The Group Presentations will consist of 20-25 minute seminar-type talks presented to the rest of the class on the topics chosen by each group at the beginning of the semester. Presentations will be timed and not allowed to exceed the limit. The presentation should include an Introduction stating the importance of the topic and its relevance to the audience, a Review of the Pertinent Anatomy, a Presentation & Discussion of the literature on the selected topic, clinically relevant Case-Studies and a Conclusion that ties everything together for the audience. 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. Each group has to incorporate at least 10 PRIMARY references into their presentation. The presenting group must formulate five questions regarding their topic that could be applied in the open discussion following each talk and/or the final exam. The formulated questions will be collected and evaluated and included in the assignment of grades. Groups are required to utilize available visual aid resources (PowerPoint, video, slides, models, etc.) and it is required that ALL group members speak at the presentation. Presentations will be evaluated by all faculty members present. Each group will receive this feedback during a scheduled group meeting with their Instructor and are encouraged to review the responses later as a group. The exact criteria used for grading is available within this document and online. All members of a presentation team will receive the same grade, except under unusual circumstances. Again, as mentioned above, material presented in class by each group will be included on the final written exam. 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 Topics:

**Topic 1:** “CRPS → chronic regional pain syndrome”

**Topic 2:** “Spasms and muscle cramps”

**Topic 3:** “Inflammation: a necessary evil?”

**Topic 4:** “Alzheimer’s disease”

**Topic 5:** “Stroke and recovery”

**Topic 6:** “Parkinson’s disease”

**Topic 7:** “Arthrogryposis”

**Topic 8:** “Tennis elbow/Lateral epicondylitis”

*** Any creative and exciting topic idea approved by the Instructor***

Student Writing Guidelines
As a reminder, the MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly recommended that students purchase the *Publication Manual of the American Psychological Association, 6th Edition.* Thus, for all work submitted in written or presentation form (including references), must be APA style and format.

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 result in specific point deductions at the instructor’s discretion, 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 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; your Instructor can only do so much for you. 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 MOT 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.
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, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course. Some examples of violations will be discussed on the first day of class. These will include:

1. Plagiarism
   - Must use OWN words
   - If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
   - A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

2. Failure to return or removal of an exam

3. Submitting work completed by another individual
   - A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

4. Discussing quiz/exam questions with students who have not yet taken the quiz/exam.

5. Any other forms of cheating

Core Professional Behaviors:
We insist on student development of ethical and professional behaviors expected of practitioners according to standards, values, and attitudes of the occupational therapy profession. As a reminder, an expectation for MOT program graduation is the demonstration of appropriate behaviors consistent with professional standards as mentioned, as well as Carroll University and MOT Program policies.

1. PERSONAL RESPONSIBILITY
   - Student is punctual
   - Student completes assignments and tasks on time
   - Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
   - Student is honest in word and actions and is accurate in reporting all information
   - Student maintains positive learning environment
   - Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
   - Student gives full attention to lecturer, 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)

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., correct punctuation and salutations)
• Student follows appropriate procedures for discussion of course issues and concerns
  ➢ 1st → Student contacts their lecture or laboratory instructor
  ➢ 2nd → Student communicates concerns to OT program director (should the need arise, the OT program director will direct the student to the Departmental 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.

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
*At the discretion of the Instructor:
  ➢ A deduction in course points (i.e., -10 pts for cell phone use)
  ➢ Removal from class
  ➢ Multiple offenses may result in a full letter grade deduction
  ➢ Tardiness of required assignments, -5% per day late or at instructor’s discretion

Accommodations for Disabilities:
Students with documented disabilities that may need accommodations, or any student considering obtaining documentation should contact Walter Young Center by calling 262-524-6892 no later than the first week of class. The MOT Program and I will make the appropriate accommodations once I receive notification.

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).

Tentative Lecture Schedule:

M = Moore text; TGB = Trail Guide to the Body text; TGM = Trail Guide to the Movement text; TGW = Trail Guide to the Body Workbook – you need to complete the assigned pages. *The Netter atlas should be utilized/consulted with every topic of study. Always bring your texts to class!

Because the TGW is a recommended text, a copy of the workbook will be available as a resource in the OT Lab @ CGS (Room LL16).
<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS*</th>
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<tbody>
<tr>
<td>May 29</td>
<td>Course Overview &amp; Intro&lt;br&gt;Anatomical Vocab/Arthrology&lt;br&gt;Integument&lt;br&gt;Nervous System (CNS &amp; PNS)</td>
<td>Anatomy article online;&lt;br&gt;M: 1-11; 25-29; TGM: Chapters 1, 2, 5&lt;br&gt;TGB: 1-9; TGW: 1; 4, 6-13&lt;br&gt;M: 19-25; 29-37; TGB: 10-17;&lt;br&gt;TGW: 2-3; TGM: Ch.3,4,7&lt;br&gt;M: 15-19; TGW: 5&lt;br&gt;M: 46-65; TGM: Ch. 10; TGB: 42;&lt;br&gt;TGW: 23</td>
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<td>June 5</td>
<td><strong>QUIZ 1</strong> (Tue, 6th)&lt;br&gt;Vertebral Col &amp; Arthrology&lt;br&gt;Skull &amp; Cranial Nerves</td>
<td>M: 440-482; TGM: Ch. 14;&lt;br&gt;TGB: 168-184; TGW: 84-91; 113-117&lt;br&gt;M: 822-835; 889-891; Chapter 9&lt;br&gt;TGB: Ch. 5; TGW: 119-124</td>
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<tr>
<td>June 12</td>
<td><strong>EXAM 1</strong> (Tue, 13th)&lt;br&gt;Head Structures/musculature&lt;br&gt;Neck Anatomy</td>
<td>M: Ch. 7-8; TGB: 240-274;&lt;br&gt;TGW: 125-142</td>
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<td>June 19</td>
<td>Thoracic Wall &amp; Back&lt;br&gt;Thoracic Cavity (Heart &amp; Lungs)&lt;br&gt;<strong>QUIZ 2</strong> (Tue, 20th)</td>
<td>M: 72-97; TGB: 82-94; 168-223;&lt;br&gt;TGW: 84-117&lt;br&gt;M: 37-43; 128-163; 106-127; 1021-1032&lt;br&gt;306-309; 960-965</td>
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<tr>
<td>June 26</td>
<td>Abdominal Wall&lt;br&gt;Abdominal Cavity&lt;br&gt;<strong>EXAM 2</strong> (Fri, 30th)</td>
<td>M: 182-195; 202-206; 212-213; 309-312&lt;br&gt;M: Ch.2</td>
</tr>
<tr>
<td>July 3</td>
<td><strong>Happy 4th of July!</strong>&lt;br&gt;Upper Extremity: Osseous Anatomy&lt;br&gt;Upper Extremity: Pectoral, &amp; Shoulder Region &amp; Breast</td>
<td>M: 672-687; 793-813; TGB: 46-60;&lt;br&gt;110-126; TGW: 25-29; 52-58;&lt;br&gt;TGM: Ch.5&lt;br&gt;M: 98-106; 688-689; 697-713; 796-800; 814-815</td>
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<td>July 10</td>
<td>Upper Extremity: Arm &amp; Forearm&lt;br&gt;Arthrology (elbow etc.)&lt;br&gt;Upper Extremity: Wrist &amp; Hand&lt;br&gt;<strong>QUIZ 3</strong> (Fri, 14th)</td>
<td>M: 713-721; 731-735; 744-757;&lt;br&gt;800-808&lt;br&gt;TGB: Ch. 2-3; TGW: 30-82; TGM: Ch.&lt;br&gt;M: 754-755; 771-779; 809-819</td>
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<td>July 17</td>
<td>Upper Extremity: Associated Structures&lt;br&gt;<strong>EXAM 3</strong> (Fri, 21st)</td>
<td>M: 689-697; 715-731; 736-739;&lt;br&gt;757-770; 779-792&lt;br&gt;M: 327-338; 510-531; 659</td>
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<td>July 24</td>
<td>Lower Extremity: Osseous Anatomy&lt;br&gt;Pelvic Wall &amp; Perineum&lt;br&gt;Pelvic Viscera (Repro System)</td>
<td>M: 327-343; 357-361; 402-418;&lt;br&gt;423-424; 431-433&lt;br&gt;M: 202-210; 362-399; 418-434</td>
</tr>
<tr>
<td>July 31</td>
<td>Lower Extremity: Hip &amp; Gluteal Region/Arthrology</td>
<td>M: 545-546; 562-569; 581-582; 626-634&lt;br&gt;TGB: Ch.6; TGW: 143-177;</td>
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## OTH502 Summer 2017

### QUIZ 4
(Tue, 1st)
Lower Extremity: Thigh & Knee

| Aug. 7 | Lower Extremity: Leg & Ankle Arthrology |
| Aug. 7 | Lower Extremity: Associated Structures & Foot |
| Aug. 14 | Student Presentations |
| Aug. 18 | FINAL EXAM (EXAM 4) 9:00-11:00am |

### Tentative Lab Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6th</td>
<td>Histology, Anatomical terminology, Arthrology, Integumentary system</td>
</tr>
<tr>
<td>June 13th</td>
<td>Nervous System (CNS &amp; PNS) Vertebral Column Skull &amp; Cranial Nerves Head structures/musculature</td>
</tr>
<tr>
<td>June 20th</td>
<td>LAB PRACTICAL #1 Neck anatomy Thoracic Wall &amp; Back</td>
</tr>
<tr>
<td>June 27th</td>
<td>Thoracic Cavity (Heart &amp; Lungs) Abdominal Wall Abdominal Cavity</td>
</tr>
<tr>
<td>July 4th</td>
<td>NO CLASS – Make up class on Friday, July 7th</td>
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<tr>
<td>July 7th (Friday)</td>
<td>LAB PRACTICAL #2 Upper Extremity: Osseous Anatomy</td>
</tr>
<tr>
<td>July 11th</td>
<td>Upper Extremity: Pectoral, Shoulder Region &amp; Breast Upper Extremity: Arm &amp; Forearm</td>
</tr>
<tr>
<td>July 18th</td>
<td>Upper Extremity: Wrist &amp; Hand Upper Extremity: Associated Structures</td>
</tr>
<tr>
<td>July 25th</td>
<td>LAB PRACTICAL #3 Lower Extremity: Osseous Anatomy</td>
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</tbody>
</table>
GUIDELINES FOR OTH 502 GROUP PRESENTATIONS

As mentioned in class and discussed in the syllabus, 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 (and if not, the other members should attempt to bring the offenders into line -- i.e., do not come to the Instructors to solve this problem until you have tried). 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 write 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). Groups may exchange topics if there is full agreement between all interested parties (please inform your instructor beforehand, however), but the presentation dates cannot be altered. 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 PRESENTATIONS [100 points]
As stated in the syllabus, these will consist of a 30-35 minute seminar-type talks presented to the rest of the class on the topics chosen at the beginning of the semester and will be illustrated by several case-studies, emphasizing the clinical relevance of the topic. Presentation participation will be evaluated with regard to the following criteria:

A. Questions & Participation [20 points]: It is expected that presenting members of the class will have reviewed the appropriate material AND have formulated 7 questions regarding the current topic that can be included on the final exam. 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.

B. The Presentation Itself [80 points]: Presentations will be evaluated by all faculty members present, as well as by the non-presenting members of the class through a peer review form (yes, the faculty are your peers too, in this case). Each group will receive this feedback after review by the Instructors (names kept confidential; only “student” or “faculty” status will be identified) and are encouraged to review the

| August 1st    | Pelvic Wall & Perineum  
|              | Pelvic Viscera (Repro System)  
|              | Lower Extremity: Hip & Gluteal  |
| August 8th   | Lower Extremity: Thigh & Knee  
|              | Lower Extremity: Leg & Ankle Arthrology  
|              | Lower Extremity: Associated Structures & Foot  |
| August 15th  | LAB PRACTICAL #4 |
responses as a group. After the review of all faculty comments, the Instructors will make a joint decision regarding grading. The presentations will be evaluated according to the following criteria:

- **Topic Comprehension [20 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. 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.

- **Presentation Style [10 points]:** This refers to the delivery and includes such things as audiovisuals used; speaking rate, tone & volume; maintained audience interest.

- **Presentation organization & content [35 points – see below]:** Here we are looking to see 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.

- **Relevance and clinical significance of selected case-studies [10 points]:** This refers to the ability to identify and discuss the most interesting and significant clinical cases and involves interactions with the audience (you will guide your non-presenting peers by asking questions and providing hints).

- **Overall impression [5 points]:** How was the “package”? Was it a complete, finished product delivered by professionals in a professional manner?

The recommended organization for the presentation is:

A. **Introduction [5 points]:** This section should introduce the audience to the topic to be discussed and state the importance (interest) of the topic and its relevance to the reader.

B. **Pertinent Anatomy & Background [10 points]:** This section should bring the reader “up to speed” with regard to any applicable Anatomy, as well as any other background information that you feel the reader must have in order to understand the topic discussion.

C. **Presentation & Discussion [15 points]:** This section should be the “meat” of the paper. It is here that the relevant published findings should be presented and discussed in relation to previous findings, applied to current understanding in the Sciences etc., and where any new questions raised should be introduced and, perhaps, discussed.

D. **Conclusion [10 points]:** This final section should tie everything together for the audience by summarizing your major points and re-emphasizing the importance of (interest in) the topic just presented. In addition, it may be appropriate to suggest where future research endeavors involving the topic (or unanswered questions presented) should go.
OTH 502: HUMAN ANATOMY

GROUP PRESENTATION EVALUATION FORM

Date:_______________ Evaluator:_______________ Presentation Length:_______________

Group Members:________________________________________________________________________

Topic Presented:________________________________________________________________________

SCORE [30 points total]: ________________

A. Questions & Participation [___/5 points]: It is expected that presenting members electronically submit five questions regarding the topic. These questions may also show up on the final exam.

D. The Presentation Itself [___/25 points]:

1. Topic Comprehension [___/3 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 [___/3 points]: This refers to the delivery and includes such things as audiovisuals used; speaking rate, tone & volume; maintained audience interest.

3. Presentation Organization & Content [___/15 points]: Here we are looking to see 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 [___/2 points]: This section should introduce the audience to the topic to be discussed and state the importance (interest) of the topic and its relevance to the reader.
b. Pertinent Anatomy & Background [___/3 points]: This section should bring the reader “up to speed” with regard to any applicable Anatomy, as well as any other background information that you feel the reader must have in order to understand the topic discussion.

c. Presentation & Discussion [___/5 points]: This section should be the “meat” of the presentation. It is here that the relevant published findings should be presented and discussed in relation to previous findings, applied to current understanding in the Sciences etc., and where any new questions raised should be introduced and, perhaps, discussed.

d. Conclusion [___/5 points]: This final section should tie everything together for the audience by summarizing your major points and re-emphasizing the importance of (interest in) the topic just presented. In addition, it may be appropriate to suggest where future research endeavors involving the topic (or unanswered questions presented) should go.

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