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## ATEP 569.01: Clinical Anatomy Laboratory

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## ATEP 569 Clinical Anatomy Lab

**Instructor:** Valerie Moody PhD, ATC, LAT, CSCS, WEMT-B **Semester:** Fall 2013

**Campus:** Missoula

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**Office:** McGillHall238C

**Credit Hours:** 1

**Office Hours:** Tuesday 10-12, Wednesday 11-1, by appointment

**Class meets:** Tuesday 12-1 McGill Hall 235 (Clinical Lab-optional)

Friday 10-11 Skaggs 050 (Cadaver Lab)

**Course Description:** Clinical applications of KIN 322. Laboratory time for practical applications including prosected cadavers, surface anatomy, osteology, radiology, functional analysis of movement, applied clinical anatomy and sports application.

### Required Texts and Readings:

1. Moore, KL. & Dalley, AF. Clinically Oriented Anatomy, 7<sup>th</sup> ed. Lippincott, Williams, & Wilkins, Philadelphia, PA: 2013.

### Required Equipment for Anatomy Lab:

Erasable marking pen, long white clean lab coat, rubber gloves, probe

### Recommended Texts and Readings:

Tank, Grant's Dissector, 13<sup>th</sup> ed. Lippincott, Williams, & Wilkins, Philadelphia, PA: 2005.

### Course Objectives:

1. Identify major muscle groups and describe origins, insertions, innervations, as well as primary and secondary actions of those muscles.
2. Observe, describe, and analyze movement patterns using correct terminology.
3. Identify and define distance, speed, velocity, force, inertia, mass, momentum, weight, and acceleration as they relate to linear and angular motion.
4. Explain the effects of weight, friction, buoyancy, and drag on human motion.
5. Explain the significance of impulse-momentum, work-energy, and conservation of momentum in linear motion.
6. Identify and evaluate factors that affect joint stability.

### Evaluation of Student Outcomes:

1. **Practical Examinations:** Exams will be used to assess student's awareness and understanding of the concepts covered by the course content.
2. **Research Paper-** Each student will be assigned a muscle to research. A detailed description of anatomy, function, and clinical relevance of the muscle should be discussed. Papers should be 5-10 pages in length and written in AMA style. A minimum of 5 peer-reviewed references must be used.

3. **Poster Presentation on Muscle:** This will be presented to the class in a short 8-10 minute poster presentation. A handout must be given to classmates the day of presentation. Each student will be assigned a muscle and must describe in detail the anatomy of the muscle, its role in athletic injury, evaluation, and rehabilitation. More information will be provided by the instructor
4. **Assignments/Labs:** Various assignments and labs will be given throughout the course. Due dates will be announced in class.

**Attendance:**

Attendance is compulsory. Prior arrangements should be made with the instructor for excused absences to make up work.

**Course Evaluation:**

Practical Examination 1:	15%
Practical Examination 2:	15%
Practical Examination 3:	15%
Assignments/Labs:	20%
Muscle Research Paper	15%
Presentation:	<u>20%</u>
	100%

**Grading Scale:**

90-100% = A  
80- 89% = B  
70- 79% = C  
60- 69% = D  
<60% = F

The instructor reserves the right to award + or – grade where deemed appropriate

- **All course requirements must be completed with a minimum grade of C or better**

**Americans with Disabilities Act (ADA):**

The University of Montana upholds the ADA by providing reasonable accommodations to individuals with disabilities. If anyone requires a reasonable accommodation to adequately perform the duties of the class, please see the instructor as soon as possible so that specific plans can be made.

**Academic Misconduct:**

All assignments and exams are intended to be individual efforts unless otherwise assigned as a group project. Plagiarism is a violation of the law and against the Student Code of Academic Integrity. Any plagiarism or use of someone's paper will result in the student receiving an "F" for the final grade in the course. Further action will be at the instructor's discretion in accordance with the University of Montana's policy and procedures.

## **EMERGENCY PREPAREDNESS AND RESPONSE**

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be through the main doors to McGill Hall located on the west side of the building. If that route is blocked, our secondary route will be through the east door located toward the north end of this wing of the building.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the west of McGill Hall – at least 300 feet from the building exit. Our indoor rally point is in the Adams Center Lobby. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.

**Course Outline:** Class will closely follow KIN3 22 content. Additional readings are assigned for the laboratory component to reinforce anatomical concepts.

Date	Topic	Reading/Assignments
August 27	Syllabus; Intro to Lab	
August 30	<b>Meet in McGill 235 at 10:10</b>	
September 3	Anatomical Terminology	
September 6	<b>Intro to the anatomy lab</b>	
September 10	Biomechanics; Neuromuscular Fundamentals	
September 13	Anterior/Medial Thigh, Gluteal Region and Posterior Thigh	Moore Chapter 5
September 17	Trunk and Spinal Column	
September 20	Knee and Leg	
September 24	<b>Practical Exam 1</b>	
September 27	<b>No Lab this Week</b>	
October 1	Head and Neck	Moore (p 1124-1153)
October 4	<b>Practical Exam 1/ Foot/Ankle</b>	Moore Chapter 5
October 8	Shoulder Girdle	
October 11	Deltoid, Pectoral, and Scapular Region	Moore Chapter 6
October 15	Shoulder	
October 18	Brachium/Antebrachium	Moore Chapter 6
October 22	Elbow/Brachial Plexus	
October 25	Hand & Brachial Plexus (Axilla)	Moore Chapter 6
October 29	Wrist and Hand	
November 1	Back muscles associated with upper limb; muscles of back proper	Moore Chapter 4,6
November 5	<b>Practical Exam 2</b>	
November 8	<b>Practical Exam 2</b>	<b>Poster Presentations Due/Research Paper Due</b>
November 12	Hip and Pelvis	
November 15	Anterior and Posterior Abdominal Wall	Moore Chapter 2,5,6
November 19	<b>No class meeting</b>	
November 22	<b>Thanksgiving No Class</b>	Moore Chapter 5
November 26	Knee	
November 29	Breathing muscles Spinal Cord and Suboccipital Triangle	Moore Chapter 4, 7,8
December 3	Ankle/Foot/Review	
December 6	<b>Practical Exam 3</b>	Anatomy Lab Exam
December 10	<b>Practical Exam 3</b>	10:10-12:10

For Moore text: Only read pertinent sections of each chapter

## **Anatomy Research Paper/Poster Presentation**

### **Content of poster:**

1. Students are responsible for describing the anatomy of the assigned muscle in detail- origin, insertion, action (primary and secondary), innervation, nerve roots, vascularity, etc. Any other interesting information about the muscle may also be included.
2. Once anatomy is described, students should describe that muscle's particular role in a variety of exercises and physical activity (ex: rotator cuff muscle and the overhead athlete, empty can exercises, lateral raise, external/internal rotation exercises, etc) (exercises and/or activity targeting this muscle)
3. The muscle's role in injuries (ex: peroneus longus and fallen arch). How does that particular muscle affect certain injuries if the muscle itself is not functioning properly- or how does it contribute to injury?
4. What role does the muscle play in the evaluation process? How is it tested? Are there special tests for this muscle?
5. Lastly, each group of students should address how this muscle is addressed in rehabilitation. What exercises target this muscle and why are those exercises important?

### **Poster Requirements:**

1. Presentations will be 8-10 minutes in length- be sure you practice your presentation ahead of time!!!
2. Posters will be evaluated on the following: content, appearance (use of visual graphics and professional appearance), documented references, grammar and spelling. Presentations will be evaluated on content, professionalism, and overall quality of presentation. The poster itself is worth 100 points, the presentation worth 50 points, and handout to class is worth 25 points.
3. Handouts must be given to the class the day of the presentation.
4. The information you provide on your poster should be concise and well organized (try not to write a full text paper and put it on a poster!)
5. Minimum poster size is the standard poster you can pick up at any grocery store. Preferred poster size is the 3 part board that you get at Staples or Office Depot.
6. Feel free to be creative with your posters and presentations!!!
7. If you want to show me any work ahead of time to be sure you are on the right track, I am more than willing to give preliminary feedback! Take advantage of this!

Be sure to include your references on the poster somewhere and on your handout to the class. Remember: minimum of 5 references, AMA Style

**Poster Assignments:**

Garrett: Transverse Abdominus

Laura: Serratus Anterior

Dani: Gluteus Medius

Katrina: Pectoralis minor

Michael: Tibialis Posterior