

University of Southern California
Division of Occupational Science and Occupational Therapy

Human Functional Anatomy for the Occupational Therapist (OT 260)

- INSTRUCTOR:** Shawn C. Roll, PhD, OTR/L, CWCE Office Hours:
CHP 138-B By Appointment
sroll@usc.edu
- DESCRIPTION:** The course is an anatomical survey of the human musculoskeletal, nervous, cardiovascular, respiratory, digestive, and urinary systems – the key systems of relevance for the practice of occupational therapists. Typically, occupational therapists focus on improving patient functional skills in activities of daily living. The systems covered in this course are the biological foundations of these capacities and the content will be linked to disorders and therapeutic approaches. Prosected cadaver, tissue, & organ specimens will be used to emphasize human morphology, diversity, and function.
- OBJECTIVES:** The course is designed to provide a foundation in functional human gross anatomy for Pre-Occupational Therapy students. The course will be presented at a level that relies on introductory undergraduate course work in biology.
- COURSE DATES:** Spring 2012: January 10th – April 24th (Final Exam: May 9th)
- LOCATION:** CHP 111
- REQUIREMENTS:** Three Exams (90% of final grade)
Ten Quizzes (10% of final grade)
Nine quizzes will contribute to the total quiz grade. Therefore, students can **EITHER** miss one quiz **OR** if all quizzes are taken, the lowest score of the 10 quizzes will be dropped. There will be **NO MAKE-UP** quizzes.
- EVALUATION:** The following scale will determine final letter grades:
- | | | | |
|----|---------------|----|---------------|
| A | 94.0% - 100% | C | 74.0% - 76.9% |
| A- | 90.0% - 93.9% | C- | 70.0% - 73.9% |
| B+ | 87.0% - 89.9% | D+ | 67.0% - 69.9% |
| B | 84.0% - 86.9% | D | 64.0% - 66.9% |
| B- | 80.0% - 83.9% | D- | 60.0% - 63.9% |
| C+ | 77.0% - 79.9% | F | < 60.0% |
- REQUIRED TEXT:** Guy, J.F. *Learning Human Anatomy, 4th edition*, Person/Prentice Hall
- SUGGESTED TEXT:** Marieb, E.N. *Human Anatomy & Physiology, 8th edition*, Benjamin/Cummings Kapit & Elson. *The Anatomy Coloring Book*, Benjamin/Cummings

Tentative Course Schedule

Regular Schedule: 1-3:30pm – Lecture; 3:30-4:50 pm – Lab
Exams 1 & 2: 1-2pm – Lab Exam; 2:15-3:15 pm – Lecture Exam; 3:30-4:50 - Lecture
Final Exam: 2-3pm – Lab Exam; 3-4pm – Lecture Exam

Week	Date	Lecture	Lab	Lesson Numbers	Evaluation
1	1/10	Introduction, Body Orientation, Osteology	(L) Orientation to Cadaver Lab	1, 2	
2	1/17	Axial Skeleton: Spine, Sternum, Ribs	(C) Vertebrae, Ribs, Sternum	14	Quiz 1
3	1/24	Axial Skeleton: Skull	(C) Skulls	24	Quiz 2
4	1/31	Nervous System: Brain & Spinal Cord	(L) Brain/Spinal Cord Specimens	8, 25-28	Quiz 3
5	2/7	Cranial Nerves & Special Senses		29, 30, 32	Exam 1
6	2/14	Lower Extremity: Bones & Joints	(C) Bone Specimens	3, 4	
7	2/21	Lower Extremity: Muscles	(L) Cadaver Muscles	5-7	Quiz 4
8	2/28	Lower Extremity: Vessels & Nerves	(L) Cadaver Vessels & Nerves	9, 11, 12	Quiz 5
9	3/6	Cardiovascular & Lymphatic Systems	(L) Heart Specimens	10, 43-45	Quiz 6
	3/13	*Spring Recess – No Class*			
10	3/20	Muscles: Head, Neck, Thorax, and Abdomen	(L) Cadaver Muscles	15, 31, 34, 41	Quiz 7
11	3/27	Respiratory & Endocrine Systems		40, 42	Exam 2
12	4/3	Upper Extremity: Bones & Joints	(C) Bone Specimens	16, 17	
13	4/10	Upper Extremity: Muscles	(L) Cadaver Muscles	18, 19	Quiz 8
14	4/17	Upper Extremity: Vessels & Nerves	(L) Cadaver Vessels & Nerves	20-22	Quiz 9
15	4/24	Digestive, Urinary, & Reproductive Systems	(L) Cadaver/Specimen Organs	35-39	Quiz 10
	5/1	Open Lab 1pm-3pm			
	5/9	*Final Exam – 2pm-4pm*			

(C) = Classroom, (L) = Cadaver Lab

Exam Preparation:

Exams will be comprehensive to the extent that knowledge learned informs the content presented within each successive unit
 Open lab review sessions will be held the week prior to examinations (Schedule TBA)
 Textbook Exercises may be helpful review exams - Exercise 33 (exam 1), Exercise 13 (exam 2), and Exercises 23 & 46 (final)

Mutual Expectations:

To establish a productive climate for learning, students and the instructor must enter into a relationship of mutual respect and trust. When such an environment exists, it promotes sharing of knowledge, encourages creativity, and fosters collegiality. Both the instructor and students have a set of expectations, which, if met, will help develop such an environment.

Students should be able to expect that the instructor will be knowledgeable, prepared, enthusiastic, respectful, responsive, flexible, reasonably available, sensitive, fair, and ethical. The instructor should be able to expect that students will participate actively in the learning process, seek knowledge, communicate effectively, value diversity, and observe the university rules for student conduct.

Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. You can obtain a letter of verification for approved accommodations from DSP. *Please be sure the letter to deliver the letter to me as early in the semester as possible.*

DSP is located in STU 301 and is open 8:30 a.m.–5:00p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Academic Integrity:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by the instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00. Recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>.

Should there be any suspicion of academic dishonesty; the faculty member will refer students to the Office of Student Judicial Affairs and Community Standards for further review. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Please review the policy and understand that serious consequences will follow any known breach of academic integrity.