

## SYLLABUS

**Name of Course:** Regional Anatomy III – ANAT-219/719(lab)

**Length of Course:** 4 Hours per Week/3 Units

**Course Description:** This course is an examination the anatomical relationships, contents, and functions of the thoracic and abdominopelvic cavities. Emphasis is placed upon the interrelationships of the various systems of the body. An understanding of internal organ structure and function provides the doctor of chiropractic with information which may be correlated with neurological knowledge they are trained to apply.

**Prerequisites:** ANAT-114, PHYS-122

**Course Offered by:** Basic Science Department

**Required Text:** Class Notes  
Clinically Oriented Anatomy, by Moore, Dalley and Agur, 7<sup>th</sup> ed., 2014

**Recommended Text:** Color Atlas of Anatomy, by Rohen, Yokochi and Lutjen-Drecoll, 7<sup>th</sup> ed., 2011  
Atlas of Human Anatomy, by F. Netter, 6<sup>th</sup> edition, 2014  
Grant's Atlas of Anatomy, by A. Agur and A. Dalley, 13<sup>th</sup> edition, 2012  
Atlas of Anatomy, by A. Gilroy, B. MacPherson, L. Ross, 2<sup>nd</sup> edition, 2012

**Method of Instruction:** Instructional methods will include lectures, handouts, reading assignments, models and prosected anatomical specimens.

**Evaluation/Grading Criteria:**  
Grading for this class will include:

<u>Exams</u>	<u>% of Grade</u>	<u>Date</u>
Midterm	50	Week 5
Final	50	Finals Week

GRADES WILL BE ASSIGNED ACCORDING TO THE FOLLOWING SCALE:

- A - 4.0; 100 - 90%
- B - 3.0; 89 - 80%
- C - 2.0; 79 - 70%
- F – 0.0; 69% or below. Must repeat the course

Grades and the Grading System Final Grades are available online through the CAMS student portal. If there are any questions on grading procedures, computation of grade point average, or the accuracy of the grade report, please contact the Registrar's Office or the Office of Academic Affairs. Grades will be reported and evaluation will be based on the Academic Policies, Procedures, & Services. Please refer to Evaluation Policy (**Policy ID: OAA.0007**)

In order to maintain **Satisfactory Academic Progress**, a student must maintain a 2.0 or better in each and every course. **Any grade less than a C must be remedied by repeating the class.** Please refer to Satisfactory Academic Progress (**Policy ID: OAA.0006**)

**Attendance:** Please refer to Attendance Policy (**Policy ID: OAA.0002**)

**Conduct and Responsibilities:** Please refer to the Personal Conduct, Responsibility and Academic Responsibility Policy (**Policy ID: OAA.0003**)

**Make-up Exams:** Please refer to Make-up Assessment Policy (**Policy ID: OAA.0001**)

**Request for Special Testing:** Please refer to Request for Special Testing (**Policy ID: OAA.0004**)

**Accommodation for Students with Disabilities:**

If you have approved accommodations, please make an appointment to meet with your instructor as soon as possible. If you believe you require an accommodation, but do not have an approved accommodation letter, please see the Academic Counselor Lori Pino in the Office of Academic Affairs. Contact info: [Lpino@lifewest.edu](mailto:Lpino@lifewest.edu) or 510-780-4500 ext. 2061. Please refer to Service for Students with Disabilities Policy (**Policy ID: OAA.0005**)

**Electronic Course Management:**

**Canvas** is LCCW's Learning Management System (LMS). Canvas will be used throughout the quarter during this course. Lectures, reminders, and messages will be posted. In addition, documents such as the course syllabus and helpful information about the class project will be posted. Students are expected to check Canvas at least once a week in order to keep updated. The website address for Canvas is <https://lifewest.instructure.com/login/canvas> Please refer to the Educational Technologies Policy (**Policy ID: OAA.0009**)

**Course Goals:** The goal of this course is to allow the student to gain knowledge on the subject of human anatomy as it relates to the regions of the thorax, abdomen and pelvis. The class will expose the student to basic anatomical structures with an emphasis placed on their relationship to clinical relevance therefore assisting the student to be better prepared for the clinical experience at LCCW.

## Course Outline:

- Week 1:** To discuss a general overview and familiarization with the anatomical landmarks, boundaries and directions associated with the thoracic region.
- Week 2:** To discuss the vascular, neurological, and muscular structures as they relate to the thoracic cavity.
- Week 3:** Discussion on the lungs and respiratory structures their physiologic workings as well as the process of gas exchange.
- Week 4:** Discussion of the heart, its external structures, vessels, layers, internal heart structures, the circulation and overall function, and physiology as it relates to clinical relevance.
- Week 5:** *Exam 1.* Review and midterm
- Week 6:** Discussion of the muscles of respiration including the diaphragm and its association between the thoracic and abdominal cavities.
- Week 7:** Discussion of the general overview and familiarization with the anatomical landmarks, boundaries, and directions associated with the abdominal and pelvic regions.
- Week 8:** Discussion of the internal organs of the abdominal cavity as they relate to the digestive system.
- Week 9:** Continue discussion of the digestive system and begin discussion of the structures related to the genitourinary system.
- Week 10:** To conclude discussion of the structures of the reproductive system, the pelvic musculature and related structures.
- Week 11:** *Final examination*

## **Student Learning Objectives:**

1. Describe the structure of the thoracic cavity and organs and the relationship to their functions. [PLO 1, 8]
2. Discuss the clinical relevance of the thoracic structures. [PLO 1, 3, 8]
3. Describe the structure of the abdominopelvic cavity and organs and the relationship to their functions. [PLO 1, 8]
4. Discuss the clinical relevance of the abdominopelvic structures. [PLO 1, 3, 8]

**Program Learning Outcomes (PLO):** Students graduating with a Doctor of Chiropractic degree will be proficient in the following:

1. **ASSESSMENT AND DIAGNOSIS:** An assessment and diagnosis requires developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation, hypothesis generation and testing, and critical evaluation of diagnostic strategies. It is a dynamic process that occurs before, during, and after the collection of data through history, physical examination, imaging, laboratory tests and case-related clinical services.
2. **MANAGEMENT PLAN:** Management involves the development, implementation and documentation of a patient care plan for positively impacting a patient's health and well-being, including specific therapeutic goals and prognoses. It may include case follow-up, referral, and/or collaborative care.
3. **HEALTH PROMOTION AND DISEASE PREVENTION:** Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of biological, chemical, behavioral, structural, psychosocial and environmental factors on general health.
4. **COMMUNICATION AND RECORD KEEPING:** Effective communication includes oral, written and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of healthcare related activities, to include patient care, professional communication, health education, and record keeping and reporting.
5. **PROFESSIONAL ETHICS AND JURISPRUDENCE:** Professionals comply with the law and exhibit ethical behavior.
6. **INFORMATION AND TECHNOLOGY LITERACY:** Information literacy is a set of abilities, including the use of technology, to locate, evaluate and integrate research and other types of evidence to manage patient care.
7. **CHIROPRACTIC ADJUSTMENT/MANIPULATION:** Doctors of chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction, interpretation and application of clinical knowledge; and, the use of cognitive and psychomotor skills.
8. **INTERPROFESSIONAL EDUCATION:** Students have the knowledge, skills and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical or simulated learning environments.
9. **BUSINESS:** Assessing personal skills and attributes, developing leadership skills, leveraging talents and strengths that provide an achievable expectation for graduate success. Adopting a systems-based approach to business operations. Networking with practitioners in associated fields with chiropractic, alternative medicine and allopathic medicine. Experiencing and acquiring the hard business skills required to open and operate an on-going business concern. Participating in practical, real time events that promote business building and quantifiable marketing research outcomes
10. **PHILOSOPHY:** Demonstrates an ability to incorporate a philosophically based Chiropractic paradigm in approach to patient care. Demonstrates an understanding of both traditional and contemporary Chiropractic philosophic concepts and principles. Demonstrates an understanding of the concepts of philosophy, science, and art in chiropractic principles and their importance to chiropractic practice.