

Syllabus for  
**HLSS 319—Applied Anatomy and Physiology**  
4 Credit Hours  
Spring 2022

**I. COURSE DESCRIPTION**

A study of gross structure and physiology of the human body. Includes the following systems: skeletal, muscular, articular, circulatory, respiratory, digestive, and endocrine. Explores the interplay of structure and function necessary in promoting efficient human movement. Examines the effects of exercise on each of the body's systems. Class consists of a three credit hour lecture session and a one credit hour lab.

Prerequisites: None.

**II. COURSE GOALS**

The purpose of this course is to enable the student to be able to do the following:

- A. Gain an awareness and understanding of the anatomical and/or physiological functions of the human body.
- B. Understand the factors involved in human movement and sport.
- C. Become aware of the major injuries that can occur to the anatomical structures of the human body.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will be able to develop a functional understanding of the structure and function of the human body systems. Specifically, the student will be able to do the following:

- A. Terminal Objectives
  - 1. Palpate bones, muscles, landmarks, and nerves. (Competency 3)
  - 2. Identify muscles, bones, nerves, and landmarks on models, charts, osseous materials, and living subjects. (Competency 3)
  - 3. Demonstrate and identify articular movements. (Competency 4)
  - 4. Demonstrate individual and/or group muscular action. (Competency 4)
  - 5. Describe or demonstrate exercises appropriate for strengthening a given muscle or muscle group. (Competency 4, 8)
  - 6. Demonstrate recommended means of increasing range of motion of a restricted joint. (Competency 8)
  - 7. Identify major muscles involved in common movement patterns from pictures and videos. (Competency 4)
  - 8. Pass written quizzes and exams. (Competency 8)
  - 9. Identify the structures and functions of the major body systems. (Competency 3)
- B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies (SC) SC1, SC 3, SC4, SC7, and SC8.

This course is designed to help students meet subject competencies:

- SC1: understands the Oklahoma Core Curriculum and is able to develop instructional strategies/plans based on the physical education section of Oklahoma's Core Curriculum.
- SC3: understands and uses a variety of both psychomotor and cognitive assessment strategies to evaluate and modify the teaching/learning process.
- SC4: understands and utilizes physical education activities for curriculum integration.
- SC7: understands adaptive learning activities for students with special needs.
- SC8: knows and can demonstrate appropriate fitness, wellness, and personal management components.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

- 1. Textbook  
Behnke, R. S. (2012). *Kinetic Anatomy* (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics. ISBN 13:978-1-4504-1055-7
- 2. Other  
None

##### B. Optional Materials

- 1. Textbook  
None
- 2. Other  
None

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;

- e. Receiving or giving unauthorized help on assignments.  
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. Attendance

- a. Students are expected to attend and participate in all class activities unless administratively excused. Only administrative excuses on the proper form are accepted. Excessive absences can reduce a student's grade or deny credit for the course. **Illness and injuries are not considered excused absences.**

**Unexcused Absences**

Based on Days Each Week Class Meets During Semester			Letter Grade Reduced From Final Grade
1/Week	2/Week	3/Week	
1-2	1-4	1-6	0
3	5	7	1
4	6	8	2
5	7	9	3
6	8	10	Fail the Course

- b. Every two tardies are considered an unexcused absence. Arriving late to class causes disruption and demonstrates a lack of respect for the instructor and the University.

C. Course Policies and Procedures

Evaluation Procedures

1. Evaluations:

		<u>Total Points</u>	<u>Percentage</u>
(1)	6 Exams and class quizzes	1000	80%
(2)	Study Guides and assignments	<u>240</u>	20%
	Total	1,240	

2. Grading scale:  
A=1116-1240  
B=992-1115  
C=868-991  
D=744-867  
F= below 620
3. Whole Person Assessment requirements  
None
4. Other Course Policies and/or Procedures
  - a. Course Attendance
    - (1) Attendance begins the first day of classes which meet on Tuesday and Thursday.
    - (2) If a student adds this course late, he or she is responsible for all material and information covered. From the first day of class and all written work missed must be submitted to the professor within two weeks of the first date of attendance.
    - (3) Students are expected to attend, participate satisfactorily, and dress appropriately during all class sessions in this major course.
    - (4) Each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and an emergency. If a student has absences in excess of this number, the earned grade for the course will drop by a letter grade for each additional absence.
    - (5) ALL make-ups must be completed by the next class period.
    - (6) Administratively excused absences for university-sponsored activities are considered absent unless the student has done the following:
      - (a) Informed the professor before the event.
      - (b) Presented an administrative excuse form with appropriate signatures upon returning to class.
      - (c) Submitted any work due during the administratively excused absence.
      - (d) Submitted work prior to the excused absence.
  - b. Completion of Course  
All course assignments are due on the dates assigned by the professor and announced in class. Any assignment received after the scheduled due date is penalized one letter grade per day, including weekends, breaks, and holidays.
5. Incompletes
  - a. An Incomplete or Extension of an Incomplete is given only after the student establishes, with the instructor and the department chair by an online "Petition for Incomplete or Extension of Incomplete" form, that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). Petition for an Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to the last day this class meets.
  - b. It is the student's responsibility to meet with the instructor and complete (if approved) all course-required work by the following semester.

6. Examinations
  - a. If the student has not made up the missed exam by the following class period, a grade of zero will be given for the missed examination.
  - b. Student must contact professor regarding make-up day/time.

## VI. COURSE CALENDAR

<b>Week</b>	<b>Topic</b>
1	Introduction and syllabus review
2	Chapter 2 - Movement <b>TEST #1</b> (122 pts possible)
3-4-	Chapter 1 - Structures <b>TEST #2</b> (125 pts possible)
5	<b>TEST #3</b> (Skeleton: bones and landmarks) (about 170 points)
6-7	Chapter 3 – The Shoulder
8	Chapters 4 & 5 – Elbow, forearm, wrist, hand <b>TEST #4</b> about 200 points
9-10-11	Chapters 8 & 9 and BODY SYSTEMS <b>Test #5</b> (about 200 points)
12-13	Chapters 11 & 12 – Hip, thigh, knee Chapter 13 – Lower leg, ankle foot
14	<b>Test #6</b> (about 200 points)

**Course Inventory for ORU's Student Learning Outcomes**  
**HLSS 319—Applied Anatomy and Physiology**  
**Spring 2022**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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<b>1</b>	<b>Outcome #1—Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical literacy			<b>X</b>	
1B	Spiritual Formation			<b>X</b>	

<b>2</b>	<b>Outcome #2—Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking, creativity, and aesthetics				<b>X</b>
2B	Global & historical perspectives			<b>X</b>	
2C	Information literacy			<b>X</b>	
2D	Knowledge of the physical and natural world				<b>X</b>

<b>3</b>	<b>Outcome #3—Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle	<b>X</b>			
3B	Physically disciplined lifestyle	<b>X</b>			

<b>4</b>	<b>Outcome #4—Socially Adept Proficiencies/Capacities</b>				
4A	Ethical reasoning and behavior		<b>X</b>		
4B	Intercultural knowledge and engagement		<b>X</b>		
4C	Written and Oral Communication				<b>X</b>
4D	Leadership capacity		<b>X</b>		

(Revised 12/1/17)