

Kinetic Anatomy w/ Lab

APK4903c (class #10623) | APK 5102 (class #10638)

3 Credits | Spring 2023

Connect with HHP



Course Info

INSTRUCTOR

Joslyn Ahlgren, PhD

Study tips and a personal note from Doc. A are on the last page.

Office: FLG 108

Office Phone: 352-294-1728

Email: jahlgren@ufl.edu

Preferred Method of Contact: Canvas email if you are a current student

OFFICE HOURS

Both *live* and *virtual* office hours will be available this semester. A schedule, tips for how to best use office hours, and zoom info for office hours will be posted in CANVAS.

MEETING TIME & LOCATION

Lecture: Tues/Thurs Period 2 (8:30-9:20am), FLG 285

Lab: Thurs Periods 4-5 (10:40am-12:35pm), FLG 107B

Labs do not meet in first week of classes

COURSE DESCRIPTION

Provides in-depth coverage of musculoskeletal anatomy as a foundation for learning components of simple and complex motor tasks and emphasizes proper execution and analysis of joint movement and common exercises.

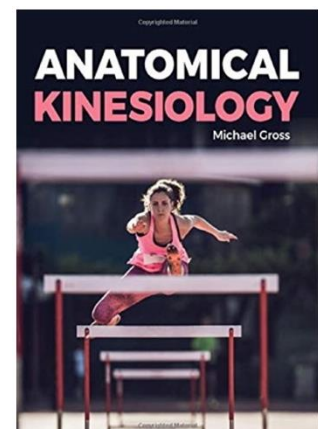
PREREQUISITE KNOWLEDGE AND SKILLS

APK 2100C and APK 3220C (or equivalents); instructor permission.

REQUIRED AND RECOMMENDED MATERIALS

You will NEED the following textbook for this course: **Anatomical Kinesiology (1st edition) by Michael Gross, ISBN: 978-1-284-17564-6**. This course does participate in UF's All Access program. The All Access program allows you to charge this text to your student account rather than paying for it up-front. For this option, you will have a choice to "Opt-In" through a link provided in CANVAS. Students who do not participate in UF's All Access program will be able to purchase the text through the UF Bookstore or online. There is an eText version of this book if you prefer that.

We will also be utilizing an online app called **Muscle & Motion (Strength Training)**. Your instructor will provide you an access code (posted in CANVAS) at *no added cost*.



COURSE FORMAT

This semester a flipped class format will be employed. Students will watch lecture videos on their own time. There will be embedded questions in the lectures that students must answer by Friday at 11:59pm each week (see schedule below)—these are worth points. Students will be required to attend lecture during one of the two lecture days: Tuesday OR Thursday at 8:30am. These lecture meetings will be used for active learning and discussion-based learning activities. Attendance and participation will be graded (see rubric below). Finally, students will be required to attend a one-hour lab each week. During labs, students will have access to plastic anatomical models and will be led through palpations, discussions, and physical activities that relate to the weekly topic and provide context and applications. Lab attendance and participation will also be graded (see rubric below).

COURSE LEARNING OBJECTIVES

After taking this course, students should be able to:

- Name and identify all bones, major bone markings, most muscles, joints, and major joint structures below the skull.
- Give the origin, insertion, and action for major muscles below the skull.
- Contrast healthy vs. dysfunctional joint movements at major joints of the body.
- Predict muscular causes for dysfunctional joint movements and propose corrective solutions for common movement errors – especially for common exercises.

Course & University Policies

ATTENDANCE POLICY

Weekly attendance in active learning and lab are mandatory. Students are allowed one unexcused absence in which they will simply not receive points for that day. **Beyond the one unexcused absence for active learning or lab, students will receive a partial letter grade penalty per absence.** If a student is ill or there is a family emergency, documentation will be required to excuse the absence. Please communicate excused absences with the course instructor as promptly as possible.

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus
- Arrive to lecture and lab on time (i.e., a few minutes early)
- Show respect to the course instructor through politeness and use of proper titles (e.g., “Dr. Ahlgren” or “Doc. A” or “Mrs. Ahlgren”)
- Use professional, courteous standards for all emails and discussions:
 - Descriptive subject line
 - Address the reader using proper title and name spelling
 - Body of the email should be concise but have sufficient detail
 - Respectful salutation (e.g., thank you, sincerely, respectfully)
 - Emojis are great (😊), curse words are not great
 - *[The course instructor will provide constructive feedback on less than professional emails—just a heads up.](#)*
- Electronic devices should be used for class-related activities only
- Adherence to the UF Student Honor Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - Honor code violations of any kind will not be tolerated

- Any use, access, or handling of technology during an exam will result in a zero on the exam **and** further educational sanctions per the University
- All allegations, regardless of the severity, will be reported to the Dean of Students Office for University-level documentation and processing

MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain **documentation**. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. The instructor will follow the recommendations from the DSO. You do not need to provide any documentation to the instructor regarding illness or family emergency unless you are comfortable doing so.

Once you have reached out to the DSO or have documentation of your emergency or illness, please fill out the **make-up request form** posted in CANVAS (orientation module) and submit it to your course instructor via CANVAS email. Make-ups will not be granted for personal travel/vacations. Additionally, many students will encounter having multiple exams in one day. Only if another exam is scheduled for the same time/overlaps with this course's exams will a make-up request be considered.

Should a student miss an exam due to an unexcused reason (e.g., overslept, mixed up the exam time, etc.), the exam can be taken with a 20% penalty if taken within 24 hours of the original exam time or with a 40% penalty if taken within 48 hours of the original time.

Requirements for class attendance and make-ups, assignments, and other work are consistent with the university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Disability Resource Center's Getting Started page at <https://disability.ufl.edu/students/get-started/> to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. *It is imperative that you verify your specific access needs with your course instructor at least 48 hours PRIOR to scheduled assessments.*

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 352-392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Ashley Smuder, HHP IDEA Liaison, asmuder@ufl.edu
- Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

The following table outlines the point-accruing components of the course. Only graduate students will complete a final project.

Course Component	Percent of Course Grade
Online Lectures – Stop & Think Questions	10%
Active Learning Participation	15%
Lab Participation	15%
Online Quizzes	10%
Section Exams (5)	35%
Reflections (mid-term and end of term)	5%
Final Exam (1) + Final Project (1)*	10%

Online Lectures, Stop & Think Questions – Students will encounter multiple questions that pop up during the online lecture videos. These questions are intended to help students stay engaged during the videos AND apply what they are learning about immediately. Students will be allowed up to three attempts to get as many points possible. These lecture “assignments” are open-resource, so use of the textbook, reliable online resources, and peers is encouraged (*though, simply sharing correct answers is not acceptable*). These will be due each Friday at 11:59pm EST.

Active Learning Participation – In place of live lectures, lecture time will be used to facilitate active learning activities that are intended to help students apply what they are learning about in lecture and lab each week and

to give students the opportunity to practice 6-step muscle control analysis with an instructor present who can provide feedback and correction. Students can earn 2 points for each of the active learning sessions. One point will be awarded for arriving on time. One point will be awarded for working collaboratively with others in class. A comment will be added to the gradebook explaining any point deductions. Students who are shy or introverted or otherwise struggle to engage with peers are encouraged to meet with the instructor for strategies and assistance.

Lab Participation – Students can earn 3 points for each of the lab meetings. One point will be awarded for arriving on time. One point will be awarded for actively manipulating the anatomical models, individually or with others. One point will be awarded for working collaboratively during lab time with others in class. A comment will be added to the gradebook explaining any point deductions.

Online Quizzes – Students will have access to online CANVAS quizzes that correspond to the activities found at the back of the textbook. These quizzes will also contain some questions that help with application of the content. Students will be allowed up to three attempts to get as many points possible on these quizzes. These quizzes are open-resource, so use of the textbook, reliable online resources, and peers is encouraged. These will be due each Friday at 11:59pm EST.

Section Exams – You will take a closed-notes exam for each of the five course sections. Each exam will consist of 30-40 questions and students will have 50 minutes to complete the exam. These assessments will be CANVAS quizzes with multiple choice, fill in the blank, matching, true/false, and multiple answer question formats; there will be some free response questions. Students will need to bring their laptop to class with them on exam days. Students can expect to see images on the exam and should expect to APPLY what they are learning, not simply regurgitate information. Students will be allowed one blank sheet of paper for the exam that will be turned into the course instructor at the end of the exam. To best prepare for these exams, students should focus on lecture notes and the chapter learning objectives.

Reflections – Students will complete a short, written reflection at the middle and at the end of the term. These will be graded solely on completion, professionalism, and courtesy, and are intended to serve predominantly as a catalyst for self-analysis to help you become a better student. Methods such as reflections employ metacognitive aspects of learning (thinking about how you learn), which are small but effective ways to enhance your experience in a course or program of study.

Final Exam – The final exam will only assess your knowledge and application of the origins/insertions/actions of muscles covered during the term as well as the 6-step muscle control analysis. This exam will be in the form of a CANVAS quiz with only multiple choice and multiple answer question formats.

Final Project - Graduate students will complete a final project in which they select a topic of interest related to the course content and create/post a video presentation of that project for the class to watch and evaluate. Graduate student projects will be graded on length, scholarship, relevance of the topic, application and expansion of course content, accuracy of movement analysis, visuals used in the presentation, citations, and evaluation of two other presentations. A detailed rubric will be provided in CANVAS and multiple due dates will be implemented for various parts of the presentation to help students with time management.

GRADING SCALE

All grades will be posted in the CANVAS gradebook. Any discrepancies with points displayed in the gradebook should be pointed out to the instructor before the last day of class (prior to reading days). There is no curve for this course and grades will not be rounded up. Any requests for extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking

for preferential treatment) and will be handled accordingly. Minus grades are not assigned for this course. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	≥ 630	90.00-100%	4.0
B+	609-629.99	87.00-89.99%	3.33
B	560-608.99	80.00-86.99%	3.0
C+	539-559.99	77.00-79.99%	2.33
C	490-538.99	70.00-76.99%	2.0
D+	469-489.99	67.00-69.99%	1.33
D	420-468.99	60.00-66.99%	1.0
E	≤ 419.99	0-59.99%	0

Weekly Course Schedule

The following table represents current plans for the term. Any changes to this plan will be posted in CANVAS as an announcement.

*****Watch the instructor welcome, read the syllabus, and take the syllabus quiz before coming to class on day one. Earning a 100% on the syllabus quiz will give you access to all course contents.*****

*****Lecture Assignments and Online Quizzes for each chapter are due each Friday at 11:59pm EST.*****

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Jan 16 – Martin Luther King Jr. Day
- Mar 11-19 – Spring Break
- Apr 27-28 – Reading Days

WEEKLY SCHEDULE

Week	Dates	Weekly Reading / Weekly Active Learning Topic / Lab Topic
1	Jan 09 – Jan 13	Read/Watch Lectures: Ch 1 – Fundamentals of Anatomy Active Learning: Thurs introductions / review of syllabus and class format Lab: None – no labs during drop/add week
2	Jan 16 – Jan 20	Read/Watch Lectures: Ch 2 – Skeletal System / Ch 3 Muscular System Active Learning: Terminology, Bones, and Joints Lab: Articulating a Skeleton
3	Jan 23 – Jan 27	Read/Watch Lectures: Ch 5 – Bones of the Axial Skeleton Active Learning: Tues Review for Exam 1 / Thurs Exam 1 Lab: Bones of the Axial Skeleton
4	Jan 30 – Feb 03	Read/Watch Lectures: Ch 6 – Bones of the Upper Extremities Active Learning: 6-step Muscle Control Analysis Lab: Bones of the Appendicular Skeleton

5	Feb 06 – Feb 10	Read/Watch Lectures: Ch 7 – Bones of the Lower Extremities Active Learning: Palpations Lab: Bones of the Appendicular Skeleton Continued
6	Feb 13 – Feb 17	Read/Watch Lectures: Ch 8 – The Foot / Ch 9 – The Ankle Active Learning: Tues Review for Exam 2 / Thurs Exam 2 Lab: Foot/Ankle Joint Structures
7	Feb 20 – Feb 24	Read/Watch Lectures: Ch 10 – The Knee Active Learning: Foot/Ankle Movements Lab: Knee Joint Structures
8	Feb 27 – Mar 03	Read/Watch Lectures: Ch 11 – The Hip Active Learning: Knee/Hip Movements Lab: Hip Joint Structures
9	Mar 06 – Mar 10	Read/Watch Lectures: Ch 12 – The Trunk Active Learning: Tues Review for Exam 3 / Thurs Exam 3 Lab: Trunk Joint Structures
10	Mar 13 – Mar 17	Spring Break...Enjoy your time off or get ahead on studying...or both!
11	Mar 20 – Mar 24	Read/Watch Lectures: Ch 13 – The Neck Active Learning: Laterality of Movements – Trunk/Neck Lab: Trunk and Neck Joint Structures
12	Mar 27 – Mar 31	Read/Watch Lectures: Ch 14 – The Shoulder Girdle Active Learning: 6-step practice Lab: Shoulder Girdle Structures
13	Apr 03 – Apr 07	Read/Watch Lectures: Ch 15 – The Shoulder Active Learning: Tues Review for Exam 4 / Thurs Exam 4 Lab: Shoulder Structures
14	Apr 10 – Apr 14	Read/Watch Lectures: Ch 16 – The Elbow Active Learning: Shoulder Movements Lab: Elbow Structures
15	Apr 17 – Apr 21	Read/Watch Lectures: Ch 17 – The Wrist Active Learning: Elbow Movements Lab: Wrist Structures
16	Apr 24 – Apr 28	Read/Watch Lectures: None – use your time to begin prepping for final exam Active Learning: Tues Exam 5 Lab: none – this Thurs is a reading day
OIA and 6-step Final Exam Wednesday, May 03, 3-5pm, FLG 285 BYOS – Bring Your Own Snacks		

SUCCESS AND STUDY TIPS

- Read the text and review the chapter learning objectives before watching lectures.
- You do not need to re-write the textbook...just read and pay attention.
- Reference your notes from lecture and chapter learning objectives to prepare for section exams.

- Snowball the lecture notes. Begin studying lecture material immediately after the first lecture. Then, after the second lecture, begin your studies with day one lecture material. Continue this all the way up to each exam.
- Engage your classmates and study as actively as possible.
- Stay on top of your studies...procrastination is SUPER BAD for learning detailed anatomy.
- **Check CANVAS announcements daily and set up your CANVAS notifications to received alerts when announcements are made.**
- Use online resources wisely – there’s great stuff out there...but there’s also a lot of junk. Check with your course instructor if you need help discriminating reliable from less reliable sources or accurate from inaccurate information. *Dr. Google did not get their Ph.D. from a reputable university...just sayin’.*
- Be consistent with your study schedule and study environment. Excellent time management will help you stay motivated to master this material.
- Apply what you are learning and use proper terminology. Any time you can say “anterior” instead of “front,” do that. At the gym, use the term “concentric contraction” rather than “flexed” muscle.
- Have a positive attitude! *THIS STUFF IS COOL!*

PERSONAL NOTE FROM DOC. A

Anatomy is all about the human body. That includes differences and similarities from one individual to the next. I am committed to using this course content to help students become comfortable, competent, and caring when discussing issues related to the body and dismantling systems which inherently disadvantage some bodies. These attributes can help us all advocate for ourselves and others. If you have ideas for me along these lines or feel uncomfortable at any point, please reach out to me—I’d love to hear your perspectives and have a conversation. Also, it is important to me that you feel welcome and safe in this class; and that you are comfortable communicating with me, your TA, and your classmates. If your preferred name is not what shows on the official UF roll, please let me know—I can show you how to change it. I would like to acknowledge the name and pronouns that reflect your identity.

Welcome to Kinetic Anatomy...it’s going to be a great semester!