West Los Angeles Community College
900 Overland Avenue
Culver City, CA 90230
www.wlac.edu
Science Division

SECTION 0263	**HUMAN ANATOMY 001**

Time:	**Lecture & Lab:** T TH 9:35 pm–12:50 pm **Plus:** 25 minute break TBA	
Location:	MSA 212	
Units & Hours:	4 Units: Lecture and lab; for 16 weeks	
Prerequisites:	Biology 3A and 3B or equivalent with grade "C" or better	
Instructor & Contact Information:	Elizabeth Hennessey, Ph.D. Office: MSB 211; hours T and TH 8:45-9:15 am; or M and W morning drop-in. Email: hennesgm@wlac.edu	
Required Texts and Recommended Learning Materials:	**Lecture**	**Required:** *Human Anatomy* by Marieb *et al*: (7th ed) or any previous edition: 6th or 5th **OR** Any recent human anatomy text, such as: • *Human Anatomy*, Martini (8th ed.*****) • *Human Anatomy & Physiology*, Tortora (14th ed.*****) • *Human Anatomy*, McKinley & O'Loughlin (4th ed.*****) **NB:** It is not necessary to purchase digital access to student websites or most recent text editions. *Recent* older editions will be fine. **"*" Indicates most recent editions**
	Lab	**Required:** Marieb, *et al* (7th ed). *Human Laboratory Manual with Cat Dissections.* Also 6th or 5th editions will suffice.

Other Required and Recommended Learning Materials:

For Daily Class:

- Textbook / lab manual
- Note taking materials: paper, pencils, colored pencils, index cards, cheap sticky notes 1 ½ X 2 to write on

For Exams / Quizzes:

- Scantrons # 882 E (formatted: a, b, c, d, e)
- #2 pencils and eraser

For Lab:

- *Apparel:* Lab coat (long sleeve & knee length), safety glasses or goggles, disposable gloves.
- *Footwear:* Men and women; sneakers or athletic shoes (for safety shoe should be closed toed and cover entire foot). Non-protective footwear is inappropriate for wet anatomy labs.
- Dissection Kit that includes a blunt probe, scissors, forceps, and scalpel handle with blades.

For Lab Group *(Once dissection group is formed, please decide who will bring each item for the group)*

- Small combination lock for space holding group dissection supplies
- Disinfecting wipes (bacterial/virus control vs. scent)
- One dissection kit per group should be fine
- Flower head quilting or sewing pins (see photo); fine line sharpie.

Recommended but not Required:

There are numerous apps for tablet / smart phones, interactive CD's, or professional resources available in digital or print format. Select what you find free or cheap and useful:

- *PAL (Practice Anatomy Lab):* CD comes with new Marieb text, may be purchased separately. Benjamin Cummings Pub.
- *Anatomy & Physiology Revealed*: Online access is more expensive than CD listed above.
- Human Anatomy Atlas: (digital or print)
- Medical Dictionary: (digital or print)
- Human Anatomy Coloring Book: (digital or print)

Welcome to Anatomy 001 (section 0261) an intensive study of the morphology of the human body. This is a rigorous anatomy course designed to provide a foundation for many allied health and other medically oriented professions.

A **strong recommendation** for this course is a background in a college level science, such as, Biology with Lab or an equivalent course. This means you should enter Anatomy 1 with a working knowledge of scientific methodology and the basics of biological organization from the cellular to organismal level.

COURSE DESCRIPTION: The course consists of both lecture and lab. The basic concepts of systemic anatomy – microscopic, gross, and clinical – are presented in this course as logical and accessible as possible; hopefully, to convince you that the structures of the body are well organized and make sense.

Laboratory investigations consist of examinations of: histological slides, photomicrographs, anatomical models and charts, human-like skeletons, disarticulated bones, a complete dissection of a cat / other organs, and video dissection of cadavers.

There will be exams (formative, summative, and exit), lab practicals, group discussions, and the availability of the *Open Anatomy Lab* for extra lab and study time.

Anatomy is inherently an intense course which requires hard work and dedication to learning. As a mature adult learner, with the vision of entering any of the medical related fields, it is inherently important to both you and your future patients to be a studious learner, becoming fluent in anatomy.

The course topics include:

- The process and language of anatomy.
- A review of cytology (cellular structures), and histology (basic tissues of the body)
- A systemic approach to anatomy includes: integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, immune, digestive, respiratory, endocrine, and urogenital systems.
- A use of cross-sectional anatomy so that computed tomographic (CT) scans, magnetic resonance images (MRI's) sonograms, and echocardiograms findings can be interpreted.
- An introduction to dissection (of a cat) as a visual model of the human musculature and organ systems.
- An introduction to dissection of a human cadaver via various video presentations.

- Use of short clinical case reports that dramatize the relevance of anatomy in medicine and other health sciences. The advent of a more violent society has necessitated that greater attention be paid to areas commonly traumatized by gunshot and knife wounds and automobile accidents.

COURSE LEARNING GOAL: The general learning goal of Anatomy 001 is to focus the learner on the material that is most important to learn and understand in each chapter or area of enquiry. At the same time, it seeks to go beyond fact-recall (naming and identifying) of basic anatomical structures to helping each learner develop the ability analyze and synthesize the separate systems into a conceptual whole in order to apply normal human anatomy to simple clinical settings.

Student Learning Objectives

Through knowledge developed in lecture, readings, dissections, interactive discussion of lab assignments, and the utilization of formative and summative assessments student will be able to:

- To acquire a precise and accurate structural knowledge of the basic organs and organ systems of the human body; and to describe concisely their functions.
- To develop an understanding of the 3-deminsional complexity of the human body through a detailed analysis of dissected specimens and knowledge of relational positions of major organs.
- To become fluent in the terminology of the major regions and cavities, directions and planes of section of the human body in order to communicate this 3-dimensional complexity to others accurately and succinctly.
- To be able to identify gross anatomical and histological details of the major tissues, organs, and organ systems from microscopic slides, models, diagrams, and dissected materials.

COURSE EXPECTATIONS

Adult education carries adult responsibilities; likewise, science education has its own set of expectations. Below is a brief list of those responsibilities and expectations. The list is not meant to be exhaustive but merely to give you a sense of what it is like to function as a responsible adult learner in a science learning environment.

Understanding Science Content

In adult education, each student is ultimately responsible for understanding course material and performing at the appropriate level. This involves a significant amount of

independent reviewing the course materials prior to as well as after each class presentation.

It is my intent to help you understand, to the best of your ability, the content of this course; it is your responsibility to fully participate in this learning environment. Each of us doing our part; together we will succeed. I wish you the best in your endeavors in this course; hopefully, you will wish me the best in mine as I work with you to make the anatomical content of this course understandable and meaningful to you.

It is important to understand that I cannot learn for you, I can only help you learn for yourself. You are the person with the intelligent mind. It is, however, my task to help you comprehend the anatomical materials you are studying. Together we will go forward.

As a student in this course, you are expected not only to attend class but actively participate in the learning experiences of this course, accept and seek feedback from the instructor, provide timely feedback to the instructor when requested, and continually self-assess your progress. This is referred to as *active learning*.

Active learning promotes independent thinking, problem-solving, and learning how to seek and confirm answers to problems-- much as a professional would in clinical practice.

ELEMENTS OF PRACTICE: Creating a Culture of Learning and Success

As we wrestle with the meaning of the anatomical content under investigation there are four key features of practice that will support your learning: (1) attendance (2) collaborative learning, (3) evidence of learning, and (4) academic integrity. Each of these is discussed in turn below.

1. Attendance

The lecture, laboratory, and small group discussion sessions associated with the anatomy course are valuable components of the learning experience. It is your responsibility as a mature learner to attend all sessions.

The rational for on-time and complete participation in all aspects the course is relatively simple. The first day that you look at or place your hand on a patient, you require a basic knowledge of anatomy to interpret your observations. It is your responsibility to that patient to learn the basic medical vocabulary and anatomy that you will carry with you throughout your professional career.

In addition, all lecture, laboratory sessions, and study sessions in the *Open Anatomy Lab* are regularly assessed and will contribute to your course grade. Whether in

attendance or not, you are responsible for all class announcements and schedule changes.

Enrollment status in this course is your responsibility. Failure to notify the Admissions Office of changes in your status will result in academic penalties ranging from a grade of "F" for failure to withdraw in a timely manner to no academic grade for failure to enroll properly. Both are to be avoided by simply filling out the proper paper work according to the schedule provided on the campus website.

2. Collaborative Learning:

Students in this anatomy course are encouraged to engage in collaborative learning to help each other construct their understanding of anatomy and develop the skills necessary to become competent health care, allied health, or medical professionals.

Although gaining admission into specific programs can be highly competitive, succeeding as an individual within the medical or allied health professions requires working cooperatively with others for the benefit of each other, patients, the profession, and society. Because grading in this course is criterion-based, this is an excellent opportunity for you to practice the behaviors that will help you succeed in an increasingly collaborative professional environment. However, collaboration does not involve copying another student's work, or having one or two members of a group doing all of the work. As a student in this course, you are encouraged to seek/offer help from/to your classmates, but each completed assignment / assessment must represent your own work.

3. Evidence of Learning

How do you know what you know? This course will use both Formative and Summative Assessments.

- *Formative assessment (e.g., pretest, quiz) implies that the results will be used in the formation and revision of your learning process.* This constructive feedback is valuable; it will help clarify what you understand and what still needs work.

- *Summative assessment (e.g., exam) is used for the purpose of document of outcomes and reporting grades.* Likewise, it is used for providing feedback to instructors about the quality of course or program, reporting to stakeholders and granting programs, producing reports for accreditation, and marketing attributes of a course or program.

Formative assessment tasks are ongoing, conducted throughout the length of the entire course. Summative assessment tasks are scheduled periodically. It is without

saying that both forms of assessment are meant to serve you as a learner – the former dovetailing into the latter.

4. Academic Integrity

Academic integrity is an integral component of this anatomy course and the health care / medical profession per se. All members of West LA College Community play a role in fostering an environment in which student learning is achieved in a fair, just, and honest way.

The opposite of academic integrity is academic dishonesty. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information and one's personal knowledge claims. This anatomy course strongly up holds a culture of honesty and academic integrity.

Students who engage in academic dishonesty will be subject to appropriate academic penalties.

If content of this course proves too challenging, see me, I will try my best to help you with the content. It is important to keep in mind that misrepresenting one's understandings and abilities seriously injures two individuals: yourself as a future unprepared individual seeking to enter a major medical profession and your future patient. Both individuals deserve better!

Examination Integrity

All health care, allied-health, and medical students are expected to adhere to the highest standards of professional behavior and ethics. Students intending to enter any of the above fields should avoid improper behavior or lack of ethical standards while attending undergraduate schooling or fulfilling prerequisite requirements as a graduate student. This means all medically oriented students should conduct themselves according to the standards expected of the members of the professions to which they aspire.

That being said, this course follows standards for exam delivery set by most national boards of examiners. As such, the testing environment will be fair, consistent, respectful, and quiet for all students. What students may / may not bring to the testing area will be explained prior to the exam. Any student not adhering to the standards or displaying any form of academic dishonesty will receive a zero for the exam and is in jeopardy of appropriate academic penalties.

EXPECTATIONS OF LEARNERS

Students are expected to take examinations on the date and time they are scheduled. Examinations are administered with a specific starting and ending time and students are expected to arrive on time. Late arriving students will be allowed to enter the room after the exam has started; but no additional time will be given beyond the scheduled end of the exam without prior approval. Any student absent from a scheduled examination will receive a zero for that examination.

Students with documented conditions restricting certain activities should apply for class / exam accommodations through SDPS located in the Student Service Building Room 320. Students with documented academic adjustments please speak with me privately at the beginning of the semester about your needs; all information will remain confidential.

Tentative Summative Assessment Schedule
Test schedule will be confirmed verbally during class

- Lecture Exam 1. . . . . THU. MAR 12
- Laboratory Exam 1 . . . . . THU. MAR 12
- Lecture Exam 2. . . . . THU. APR 02
- Laboratory Exam 2 . . . . . THU. APR 02
- Lecture Exam 3. . . . . THU. MAY 14
- Laboratory Exam 3 . . . . . THU. MAY 14
- Lecture Exam 4. . . . . TUE. JUN 02
- Laboratory Exam 4 . . . . . TUE. JUN 02
- Final Exam Project Due . . . . . THU. JUN 04

There are no make-up examinations given.
Please adhere to dates listed above.

Grades

Grades are important to learners. Every learner can have an "off day" so to speak. Assuming that you take all of the Lecture and Laboratory Exams (80% of course grade) and the Final Exam Project (15% of course grade), class participation, and quality laboratory performance will make up the final 5% of your course grade.

Grades will be issued according to the following scale:

100 – 90% = A; 89 – 80% = B; 79 – 65% = C; 64 – 50% = D; 49 - 0% = F

As a future health care / allied health care professional, it is important for you to try and achieve a minimum of 80% comprehension of the anatomical material under investigation. The various Formative Assessment tasks will help you achieve this goal.

Open Anatomy Lab

To provide more laboratory / lecture study time, the Anatomy Laboratory will be open (with a supervising volunteer) to students enrolled in any section of anatomy. The times the Lab will be open for your use will be posted on the Anatomy Room door. The sessions usually run on selected weekdays when the Anatomy Lab is not occupied as an instruction space for the other anatomy sections. Check the Anatomy Lab doors for posted times.

LABORATORY GUIDELINES

General

- **All materials must remain in the lab** and are **not** permitted to be taken home. If you need to spend more time with the lab materials, please utilize the ***Open Anatomy Laboratory Times.***
- Eating, drinking, and chewing gum are prohibited in the lab. In the combined lecture / laboratory room closed water containers are permitted during lecture and exams.
- Be responsible when using electronic devices. Speaking on phone, texting, web-surfing *during* lecture / lab are examples of how electronic devices can be a distraction to your learning and can be discourteous to those around you. A lack of classroom / digital etiquette is certainly unbecoming those who hope to join a cadre of health care of medical professionals. On the other hand, the same devices when used ***wisely*** can help a student learn productively.
- As a courtesy to your classmates, please do not talk with each other during the lecture phase of the class; there will be allotted time for you to discuss the materials within in your learning group.
- Remain for the entire length of the class and lab. You many miss important information and extra credit.
- When using electronic devices during the lab portion of the class, please do not video or audio tape classmates without their explicit consent. Digitizing other items (recording or photographs) is for personal use only; are not to be made public via the Internet.

Dissection Labs

- During dissections appropriate lab protective clothing must be worn. Open toed shoes, sandals, flip-flops etc are not considered safe foot apparel in a dissecting environment.
- Lab tables should be clear of all items that are not necessary for the dissecting exercise.
- Long hair tied back during laboratory sessions.

Clean up

- At the end of each lab session, please return all materials to their proper storage areas.

- During dissection labs, please do not "borrow" cats from another classes' storage locker. Students are to dissect and or examine only the specimens assigned to their group and course section.
- Please follow the posted lab clean-up procedures.
- Wash hands and the lab tables with the appropriate cleaning agents after every laboratory session.
- Make sure all members of the group contribute to the clean-up procedures. This builds cooperation, time-efficiency management, and just plain goodwill among the members.

TIPS FOR SUCCEEDING IN ANATOMY CLASS

A course in anatomy can seem like the "Ironman Triathlon" of your prerequisite load -- physically and emotionally demanding at times. But you will succeed if your budget your time, remember to relax, seek support when necessary, and maintain a sense of perspective.

Attend Lectures and Labs!

Yes, this may appear very obvious to you, but I cannot overemphasize lectures and labs are the opportunities to clarify your understanding of the concepts and develop your knowledge base. Be prepared to spend the entire allotted time in the classroom. Use every opportunity to look at available materials, discuss the concepts with your learning team members, and ask questions.

Take Effective Notes

All images used in the lectures will be taken from the text unless specified. Furthermore, the PowerPoint lectures will be made available to you through sharing software. It is not necessary to copy every word of the lecture materials. Learn to summarize key concepts. Effective notes may be in the variety of forms such as short point-forms, flow chart format, or even pictorial. Discover the technique that works best for you!

Use the Study Guides Provided

A significant amount of study materials will be provided to you throughout the course: objectives, key terms that you are required to understand, diagrams to label, useful websites, and review questions – all to help you comprehend the anatomical materials and study for your exams. These learning guides are provided to help you organize your thinking about the content. Utilize them well so that you will know precisely the type and style of exams you will be required to take.

Practice Writing Terms

In this way you can learn the proper spelling of the anatomical terms. Spelling is important because a difference in one or two letters can change completely the meaning of a word. For example, *adduction* (movement towards the body) and *abduction* (movement away from the body) refer to opposite actions. The *ilium* (one of three fused bones of the adult os coxae) and *ileum* (third part of the small intestine) clearly referring to quite a different part of the body. There are many more examples from which I could draw.

Pace Yourself

There are two types of students those who study for several hours every day, and those who cram like crazy in the days before a test. I recommend the former. You will feel less stress, and actually know the content better if you have a constant, steady study schedule. Studying with peers is also a plus during lab time, Open Lab, and before exams.

Study effectively and intelligently; to understand how the anatomical content / material are related, rather than simply memorize isolated bits of information. The greatest hurdle of any anatomy student is the sheer volume of information that must be synthesized. There are two points to keep in mind: First start early in the semester to analyze how various elements the material fit together; and second, study regularly. If you take this approach to studying, then you will improve your understanding of the anatomical content at hand.

Take a Break

Like everyone else, you need time to veg out, reconnect with family and friends, or catch up on sleep. Set aside a few hour each week to relax and enjoy yourself, whatever that means to you. Taking a break (even a short one) from your scheduled studying responsibilities it will improve your focus when you return to your study schedule.

Get Help When Needed

If you are concerned about your performance or feeling overwhelmed, discuss the situation with me. I will be able to advise you on the best course of action. For some students, individual attention and support is enough to get them back on track. Others may want to spend more time in the Open Anatomy Lab, or lighten their course load by deferring the anatomy course to another semester.

Do Not Sweat the Small Stuff

If you are struggling you are not alone. Many students feel overwhelmed at the volume of materials some point during the course. Remember the measure of success is not

whether you feel stress, but how you choose to deal with it. Learning to learn and perform under difficult and demanding circumstances is an important part of becoming a professional.

Always remember, I am here to help you succeed to support your intellectual growth. This is my primary responsibility

TENTATIVE SCHEDULE OF TOPICS
Schedule subject to change

Wk	Day	Date	Lecture Topic	Text	Lab	Lab Man Other
PART ONE: INTRODUCTORY MATERIALS						
1	T	Feb 10	Introduction to: • The Course • The Human Body • Anatomical Nomenclature • Medical Imaging Techniques	Ch1	Human torso: cavities, regions Planes & Sections Medical Imagining	Language of Anatomy Organ System Overview
	TH	Feb 12	Introduction to Cytology • Cells • Cell Cycle	Ch 2	Microscope usage Mitosis slides	The Microscope The Cell
PART TWO: BASIC HISTOLOGY / SYSTEMS OF SUPPORT AND MOVEMENT						
2	T	Feb 17	Introduction to Histology: • Basic tissues Introduction to the skeleton	Ch 4 Ch 7	Microscope usage Tissue slides • Epithelium Bones • Axial • The skull	Classifying Tissue Overview of Skeleton Skeletal System Handout
	TH	Feb 19	Human Skeleton: Bones I • Skull 1 and 2	Ch 4 Ch 7	Tissue slides • CT Bones • Axial • The skull	Axial Skeleton

Wk	Day	Date	Lecture Topic	Text	Lab	Lab Man Other
3	T	Feb 24	Human Skeleton : Bones 1 • Axial skeleton: vertebral Human Skeleton : Bones 2 • Appendicular skeleton FRIDAY FEB 20 LAST DAY TO WITHDRAW WITHOUT "W" ON RECORD	Ch4 Ch 7 Ch 8	Tissue slides • Epithelium • Connective • Disarticulated bones	Appendicular Skeleton
	TH	Feb 26	Human Skeleton II: Appendicular Skeleton	Ch 8	Skeletal System Appendicular Disarticulated bones	Axial Skeleton Appendicular Skeleton
4	T	Mar 3	Human Skeleton II: Appendicular Skeleton	Ch 8	Skeletal System Appendicular Disarticulated bones	Axial Skeleton Appendicular Skeleton
	TH	Mar 5	Bones & skeletal tissue • Bone Tissue	Ch 7 Ch 8 Ch 6	Bones • Disarticulated bones Microscope usage Bone Tissue slides	Structure of Bone and Cartilage
5	T	Mar 10	Integumentary System • Body Membranes Review All assigned Chapters: text 1-3; 5-8; Lecture materials	Ch 6 Ch 5	Microscope usage • All tissue slides • Disarticulated bones, review Model: skin	Integument System / Skin Review Skeletal handout; microscopic tissues
	TH	Mar 12	LECTURE EXAM 1		LAB EXAM 1	
6	T	Mar 17	Introduction to Muscles of Body: 1 • Major groups of muscles: torso • Muscle Analysis	Ch 11	Cat dissection as model for human musculature Model: human torso, muscles	Muscular System Handout • Cadaver Dissection videos, as assigned

Wk	Day	Date	Lecture Topic	Text	Lab	Lab Man Other
6	TH	Mar 19	Muscles of Body: 2 • Major groups of muscles: upper extremities Introduction to cadavers	Ch 11	Cat dissection Model: Upper extremities Cadaver material	Ch 11: Muscular System • Cadaver videos
7	T	Mar 24	Muscles of Body: 3 • Major groups of muscles: lower extremities	Ch 11	Cat dissection Model: Lower extremity muscles Cadaver material	Ch 11: Gross Anatomy of Muscular System Cadaver, videos
	TH	Mar 26	Muscles of Body: 4 • Major groups of muscles: head & neck Arthrology / Joints	Ch 11 Ch 9	Cat dissection Cadaver material Models: • Head / neck musculature • Torso muscles • Extremity muscles • Joint	Head & neck muscles Articulations and Body Movement
8	T	Mar 31	CAMPUS CLOSED: CESAR CHAVEZ DAY			
	TH	Apr 2	LECTURE EXAM 2		LAB EXAM 2	
	T	Apr 7	NO CLASSES SPRING BREAK -- ENJOY!			
	TH	Apr 9	NO CLASSES SPRING BREAK – ENJOY!			
9	PART THREE: MAINTENANCE OF THE HUMAN BODY					
	T	Apr 14	Introduction Digestive System 1: Alimentary Tract		Cat viscera Human viscera Models: Digestion	Visceral Handout Digestive System
	TH	Apr 16	Digestive System 2: Assessors Organs	Ch 23	Cat viscera Human viscera Models: Digestion	Digestive System

Wk	Day	Date	Lecture Topic	Text	Lab	Lab Man Other
10	T	Apr 21	Digestive System 3: Basic histology of GI tract	Ch 23	Cat viscera Human viscera Models: Digestion Microscopy: GI tissues	Digestive System
	TH	Apr 23	Circulation: Heart	Ch 19	Cat viscera Human viscera Models: Heart • Circulation through the heart • Sheep heart	Anatomy of Heart
11	T	Apr 28	Circulation: Vessels	Ch 20	Cat viscera Human viscera Models / Charts: Vasculature • Systemic & pulmonary circuits	Anatomy of Vessels
	TH	Apr 30	Circulation: Blood Lymph & Immune	Ch 18 Ch 21	Cat viscera Human viscera Models / Charts: Blood, Lymph, Immune	Blood Lymphatics & Immune Response
12	T	May 5	Respiratory System	Ch 22	Human torso Larynx model Bronchi model Cat viscera Human viscera	Respiratory System
	TH	May 7	Urinary System FRIDAY MAY 8 LAST DAY TO WITHDRAW WITH "W" ON RECORD	Ch 24	Human torso Model: • kidney • nephron	Urinary System
13	T	May 12	Reproductive System Endocrine System	Ch 25 Ch 17	Human torso • male organs • female organs Models / charts: endocrine system	Reproductive System Endocrine System
	TH	May 14	LECTURE EXAM 3		LAB EXAM 3	

Wk	Day	Date	Lecture Topic	Text	Lab	Lab Man Other
14	T	May 19	Introduction to Nervous System	Ch 12	Models: • brain & spinal cord • meninges Sheep brain	Histology of Nervous System Brain & Cranial Nerves
	TH	May 21	Nervous System: CNS Nervous System: PNS	Ch 13	Models: PNS	Histology of Nervous System Brain & Cranial Nerves
15	T	May 26	Nervous System Autonomics Special Senses	Ch 14 Ch 15	Spinal cord & spinal nerves Models: PNS Models: • Eye • Ear	Brain & Cranial Nerves Spinal Cord & Spinal Nerves Autonomics
	TH	May 28	Autonomics Special Senses	Ch 14 Ch 15	Spinal cord & spinal nerves Models: PNS Models: • Eye • Ear	Spinal Cord & Spinal Nerves Autonomics
16	T	June 2	EXAM 4		FINAL CLINICAL PROJECT	
	TH	June 4	RETURN FINAL CLINICAL PROJECT			