

SW 317 Body Scan: Practical Anatomy and Your Personal Environment

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FACULTY BIO:

I have been in private health care practice since 1984, treating musculoskeletal disorders. The treatments involve hands on manipulation, use of different modalities such as acupuncture, exercise therapy, nutritional counseling and patient education to help avoid reoccurrence of the problem. My B.S. in Biology is from Mundelein College, Chicago; Doctor of Naprapathy is from The Chicago National College of Naprapathy; Certified Acupuncture Therapist from The Midwest Center for the Study of Oriental Medicine; and Doctor of Chiropractic from National College of Chiropractic, Lombard, IL. I have been enjoying teaching at De Paul since 1996.

COMPETENCES: S-2-A, S-2-C, S-2-D

QUARTER HOURS: 2 per competence

COURSE DESCRIPTION:

We are confronted daily with a barrage of physical challenges to our body – in particular to our musculoskeletal system. It can be amazingly adaptive, but mis-use, dis-use and over-use, can cause it to breakdown. This we experience as pain and altered or loss of function - headaches, backaches, muscle spasms, tendonitis, "pinched nerves", bursitis, sciatica, carpal tunnel syndrome, and on and on. When assessing the physical ramifications of stress and strain, we need to know the basic concepts of anatomy, in order to understand how our environmental issues of work, exercise, leisure, etc., affect us. This class will direct the students in thinking about their physical selves functioning in their own environment, while learning basic musculoskeletal anatomy. We will explore the body's changes which result from normal growth and aging, and the ramifications of time on musculoskeletal dysfunction. We will utilize a text/workbook, clinical case histories, and discussions exploring individual students' experiences and choices as their awareness evolves.

COMPETENCE DESCRIPTIONS PER HANDBOOK:

S-2-A Can describe, differentiate, and explain - form, function and variation within biological systems.

1. Describes at least one biological system, eg., circulatory, skeletal, ecological; in terms of its structure and organization.
2. Describes the healthy functioning of this system.
3. Compares this system to a healthy one.
4. Or, compares and contrasts two healthy biological systems (of the same or different organisms or species).

S-2-C Can describe categorize, and explain development or change within physical or biological systems.

1. Articulates the process by which change occurs in at least one physical or biological system.
2. Or, describes the sequence of development or evolution in that system.
3. Analyzes the variations in the development or change of physical or biological systems

S-2-D Can describe, categorize and analyze the interactions and exchanges between living organisms and their physical environment

1. Articulates the distinction between an organism and its environment.
2. Describes the ways in which an organism relates to its environment.
3. Categorizes and assesses two or more interactions of an organism and its environment in terms of their net effects on each other.

AS SPECIFICALLY PERTAINS TO THIS CLASS:

S-2-A: Students will be able to -

1. describe a regional musculoskeletal system, ie., the arm - from neck to hand.
2. describe the possible anatomical changes which result from dysfunction.
3. discuss causes of anatomical dysfunction, specific examples.
4. discuss the effect on the entire person which results from a local dysfunction.

S-2-C: Students will be able to -

1. examine the physiological changes, normal and abnormal which are the result of growth and aging.
2. discuss ways in which we can influence these changes.

S-2-D: Students will be able to -

1. examine the environmental challenges to the student's anatomical integrity
2. describe the impact of environmental situations on specific musculoskeletal problems, and how to improve them.
3. assess overall potential damage to the body from cumulative environmental stresses, especially subtle ones.

LEARNING TOOLS:

THE ANATOMY COLORING BOOK, by Wynn Kapit & Lawrence Elson

Lecture and class discussion

Short research paper and oral presentation

COMPETENCE EVALUATION:

10% Class attendance and participation throughout course

NOTE: cannot be made up by extra credit

15% Short quizzes over material covered in class

30% Take-home final of short answer essay questions

30% Research paper encompassing both competences, the topic chosen from a list offered in the first class

Your research paper should be 5 or 6 pages PER competence. Material may be drawn from the popular press, periodicals, the internet, etc. 15% 10 minute (max) oral presentation of research information

This is a report of your work in progress, not the finished product. Your presentation is an integral part of the student-centered learning experience, as you will be processing the information on a specific topic in depth, and advancing our awareness of how the anatomical, the environmental and the growth and aging factors inter-relate. PLEASE NOTE: I will uphold the University's guidelines on academic integrity as found in the Student Handbook, when assessing your grade.

DePaul policy on incompletes: It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request (BY CONTRACT, IN WRITING) that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form, that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified date, will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. AFTER THE FINAL SUBMISSION DEADLINE, THE STUDENT WILL HAVE NO FURTHER OPPORTUNITIES TO SUBMIT WORK FOR A PASSING GRADE.

DePaul Policy on Plagiarism:

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies": Plagiarism is a major form of academic dishonesty involving the presentation of the work of another's as one's own. Plagiarism includes, but is not limited to the following: The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. Copying of any source in whole or in part with only minor changes in wording or

syntax even without proper acknowledgement. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. The paraphrasing of another's work or ideas with proper acknowledgement. Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or University taking further punitive action, including dismissal from the University.

CALENDAR

WEEK _____ TOPIC _____

1 Introductions; objectives and expectations; exploration of students' issues concerning healthy bodies and aging in our ergonomically challenged world; discuss project topics

2 Basics of anatomical study - terminology, joint structure overview responses to pain and inflammation, recognition of musculoskeletal tissue types, determine what is healthy vs. dysfunctional

pp: 1, 2, 3, 5, 6, 22, 23, 27, 69, 102

Look at, but don't color these pages: 11, 12, 13, 14, 15, 21, 44

3 Quiz #1; Upper body with focus on the cervical spine

pp: 26, 28, 47, 70, 88, 110

Read and color if you have time: 24, 46, 48, 93, 94, 155

4 Quiz #2; Oral presentations

Upper body with focus on the shoulder

pp: 31, 32, 54, 55, 56

5 Quiz#3; Oral presentations

Upper body with focus on the elbow and wrist

pp: 33, 34, 35, 36, 45, 57, 58, 59, 60

6 Quiz #4; Oral presentations

Mid-body, thoracic spine and trunk

pp: 30, 49, 50, 51, 112, 135

7 Quiz#5; Oral presentations

Lower body with focus on the lumbar spine

pp: 29, 37, 38, 39, 52, 89

8 Quiz #6' Oral presentations

Hand out take-home final exam

Lower body with focus on the pelvic area, hip and thigh

pp: 40, 61, 62, 63, 64, 111, 118

9 Quiz #7

Oral presentations; Lower body with focus on the knee and ankle

pp: 41, 42, 43, 65, 66, 67, 68

10 Final due

Written research papers due

Go over answers and discuss the final exam

Wrap-up any unfinished business, questions

Discuss students' increased awareness of their bodies and any environmental changes they have made as a result

PROJECT IDEAS

These are suggestions, you do not have to have personal experience with the problem that you decide to research.

Any head or neck problem, ie.,

tension headaches

whiplash

TMJ

Any shoulder, arm or hand problem, ie.,

rotator cuff injury

tennis elbow

frozen shoulder

carpal tunnel syndrome

Rib injury - fracture , sprain

Osteoporosis

Osteoarthritis, Rheumatoid Arthritis

Any lower back or pelvis injury, ie.,

chronic low back pain

"slipped disc"

sciatica

sacroiliac syndrome

Any hip, knee, ankle or foot problem, ie.,

hip fracture

knee - ligament or cartilage damage

tendonitis

heel spurs, plantar fasciitis

Joint Replacements

Posture, Exercise and Aging, Ergonomics

NOTE: The night of your presentation, you will hand in a quiz question about the material you covered.