

Biology 487: A Survey in Human Dissection

Times: Lab: CBB 320 / 320A R @ 4:00-6:50 p.m. Exams = 2/23, 4/6, *5/11 (or *5/20?)

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Office: CBB 313
Office hours: Tuesdays & Thursdays @ 11:00 a.m., or by appointment (can meet in the lab)
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Course Description: (Prereq: BIO 387 with a grade of B+ or better and permission from the instructor.) Additional study of human anatomy by dissecting a cadaver to gain tactile information on anatomical structures, basic identification skills, and hands-on dissection experience. Complements BIOL 387 with an introduction to cadaver dissection and review of human gross anatomy. Dissection is not the equivalent of a medical school dissection.

Required Materials: Atlas of Clinical Gross Anatomy by Moses, Banks, Nava, & Petersen, 2nd Ed.

Additional Resources: Some documents will be posted on the course website, including an inventory of surgical/dissection instruments, images of cadaver pathology from prior semesters, supplemental videos, etceteras. Beyond these resources, the following supplemental texts may be available in class, or are available for purchase in the campus bookstore. If you are uncertain as to whether or not a supplemental textbook is needed, wait until after we have begun dissection.

An Atlas of Human Anatomy by Frank Netter (any edition, even the coloring book),

Atlas of Anatomy by Anne M. Gilroy *et al.*,

The Color Atlas of Human Anatomy by P. Kopf-Maier,

Lippencott Williams & Wilkens Atlas of Anatomy by P.W. Tank & T.R. Gest,

Course Objectives: The emphasis of this dissection course is to introduce students to concepts and techniques which cannot be learned by reading textbooks or reviewing additional materials. The majority of the information gained pertains to tactile properties of human structures and dissection techniques/experiences. Of course, you will still receive additional instruction utilizing available texts and other resources. Specifically, you will:

- 1) Appreciate the information obtained through tactile interaction with cadaveric materials,
- 2) Differentiate between the tensile properties of different anatomical structures,
- 3) Recognize anatomical structures in greater detail, including identification of pathologies on X-rays, handedness on real bone, and clinical signs associated with our donors / willed materials,
- 4) Problem-solve in specific learning activities during structure comparisons,
- 5) Develop team-building skills, and
- 6) Reflect upon the dissection experience relative to your intended career path, knowledge in human anatomy, and your ability to contribute toward the broader community.

487 Grading Policy:

A = 100-90%	A- = 89.9-87.5%	B+ = 87.4-85%	B = 84.9-80%	B- = 79.9-77.5%	
C+ = 77.4-75%	C = 74.9-70%	C- = 69.9-67.5%	D+ = 67.4-65%	D = 64.9-60%	F ≤ 59.9%

Attendance & Participation = 25% ; Lab Reports = 10% x 3 ; Reflection Essay= 15% ; Practicals = ~10% x 3

Attendance: You are permitted 1 unexcused, non-verifiable absence and 1 excused absence per term, *or* up to 3 excused / verifiable absences per term. Since this course is first and foremost built upon the dissection experience, you must be present to obtain these experiences. Common excusable absences include graduate school interviews, documented illness/injury, COVID-19 quarantine, verifiable travel conflicts (i.e., snow days). You may split dissection courses with partial conflicts where possible. However, you must make up practical activities. You must also serve on a rotation schedule of in-lab duties to meet participation requirements (more in lab).

Lab Reports: You must complete 3 lab reports clearly outlining 7 differences between cadaveric materials and either anatomical models or textbook references, highlighting the pros & cons of each in detail. You should plan on a full, well-developed paragraph per difference highlighted. A lab report will be due the day before each lab practical. You will be required to write up your in-lab activities and a few structures identified after each lab in order to keep pace with your lab

report write-up. Therefore, there will also be periodic lab notebook checks to verify that you are recording what we do in class and some information you have learned. You are recommended to relate these entries to your chosen career path and how the dissection experience has impacted your projected career goals (it will help with your reflection essay).

Reflection Essay: For this essay you must reflect upon the overall dissection experience, including how it has affected your intended career path, how it has improved your understanding of human anatomy, and how it has impacted your current and/or future ability to serve the broader community. This reflection essay helps meet part of the experiential learning designation.

Practicals: Lab practicals will vary by unit, but will reflect the structures, tools, or techniques covered in that unit. The emphasis of these practicals will be identification on donors, willed materials, and other dissection materials.

Preparing for Lab Sessions: Dissection of the human body is greasy, messy, and dirty. **You should wear clothes that you do not need to worry about staining.** Tie back long hair, and do not wear dangling or loose sleeves. You can wear a lab coat and keep it in the lab during the semester, but they may not always prevent stains to your clothes. Splash retardant (but not splash resistant) gowns will be provided. Do not wear shorts or skirts that end above the knee, unless you also have a lab coat which will go past your knees. **You MUST wear closed toe shoes!** They should also be sturdy shoes...ask yourself, if I drop a scalpel, will it be stopped by my shoe? Nitrile or latex lab gloves will be provided for you. The cadaver does not pose a biohazard risk, nor is there a substantial risk of formaldehyde or other chemical exposure at this stage (except ethanol). Nevertheless, you MUST wear gloves! Disposable face shields with neck sashes are preferred (and provided), but safety glasses or goggles will be acceptable (not provided). On specific dates, however, use of splash shields will be enforced, possibly along with surgical masks (also provided).

Special Accommodations:

In compliance with the Americans with Disabilities Act (ADA), I will make every effort to honor requests for reasonable accommodations made by individuals with disabilities. If you have a disability and require accommodations, please register with the Disability and Assistive Technology Center (6th floor Albertson Hall) and let me know as soon as possible. Requests for accommodation can be responded to most effectively if I receive the requests early in the semester. Such requests are confidential. More information about the ADA at UWSP can be found here: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>.

UWSP Community Bill of Rights and Responsibilities:

UWSP values a safe, honest, respectful and inviting learning environment. A set of expectations for students and instructors, known as the Rights and Responsibilities document, is intended to help establish a positive living and learning environment. This document is both available through the Dean of students' webpage, or: https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf.

Academic Policy:

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which again can be found at the link in the previous paragraph. A summary of this information is also provided at the Dean of students' webpage, or here: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>. The **minimum penalty** for violating this policy is a recorded zero for the assignment in question. In this class, academic misconduct would entail misrepresentation of absences, disrespect of the willed materials in class, or other ill misconduct directed toward other students and the instructor.

In addition to these standard words on rights and responsibilities, it is prudent to formally discuss class conduct. Specific topics in this class are of a sensitive nature. Please be conscientious of what you say and be respectful of each other. I want to maintain a comfortable learning environment, and also prepare you for appropriate conduct in your future health professions (certain conduct could get you kicked out of a graduate program, for instance). Most of the materials made available in this class have been willed to the university / donated and subsequently obtained through the UW-Madison donor program and should be treated with respect. Inappropriate conduct in this class will get you kicked out without re-entry until appropriate conduct is sincerely assured and provided in writing (the length of such writings will be dependent upon the extent of misconduct). **PLEASE, DO NOT TEST ME ON THIS POLICY.**

As a final note, please be aware that capturing images of the materials in this class is not permitted, and redistributing images provided for academic use on the course website is prohibited.