



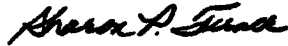
UNIVERSITY OF KENTUCKY

Office of Academic Affairs
Chandler Medical Center
Room M132, College of Dentistry
Lexington, KY 40536-0297
(859) 323-5656
www.uky.edu/Dentistry/

MEMORANDUM

DATE: August 29, 2007

TO: Heidi Anderson, Ph.D.
Associate Provost for Faculty Affairs
Chair, Health Care Colleges Council
Deans, Department Chairs, Members of the University Senate

FROM: Sharon Turner, D.D.S., J.D. 
Dean, College of Dentistry

RE: Course Change – ANA 534, Dental Gross Anatomy and Embryology

The Curriculum Committee, acting on behalf of the Faculty Council of the College of Dentistry, has approved and submits for your consideration and approval the application for the following course:

Major Course Change

The following course is a required course:

ANA 534 – Dental Gross Anatomy and Embryology

Description of Course Change: This is a major course change requesting increases in lecture/laboratory ratio and credit hours in order to integrate embryology with gross anatomy material. There will be no change to the prerequisite. ANA 534 is cross-listed with OBI 815 which will continue with the new course title and description. The sensible title for use on transcripts will be Anatomy and Embryology.

Present Title: Dental Gross Anatomy New Title: Dental Gross Anatomy and Embryology
Current Contact Hours: 1:1.5 ratio Proposed Contact Hours: 1:1 ratio
Current Credit Hours: 5 Proposed Credit hours: 6

Prerequisite: Admission to the College of Dentistry or some background in biology and consent of instructor

Current Course Description: Study of gross anatomy with particular emphasis on functional anatomy of the head and neck. Lecture/laboratory course, with dissection being an essential component of the laboratory portion.

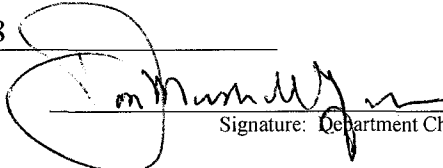
Proposed Course Description: Study of gross and developmental anatomy with particular emphasis on functional anatomy of the head and neck. Lecture/laboratory course, with dissection being an essential component of the laboratory portion.

Justification: Given the compressed nature of the dental curriculum, integration is beneficial wherever possible. Human Embryology, An Abbreviated Course (ANA 536) has been taught by Dr. Pamela Knapp as a separate course to second year dental students. With the current

departure of Dr. Knapp and understanding the compressed nature of the dental curriculum, the Department of Anatomy and Neurobiology saw an opportunity to integrate embryology or developmental anatomy with the Dental Gross Anatomy course (ANA 534).

cc: Dr. Ronald W. Botto, Ph.D., Associate Dean for Academic Affairs, College of Dentistry
Dr. C. Darrell Jennings, M.D., Senior Associate Dean for Medical Education
Dr. Don Gash, Ph.D., Chair, Anatomy and Neurobiology
Dr. Jennifer Brueckner, Ph.D., Associate Professor, Anatomy and Neurobiology

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

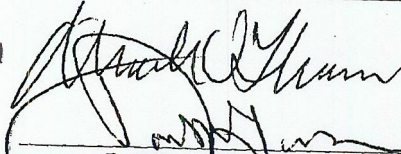
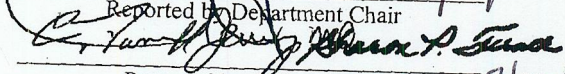
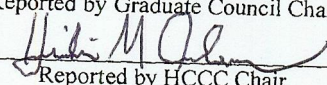
1. Submitted by College of Medicine Date 5/17/07
Department/Division offering course Anatomy and Neurobiology
2. Changes proposed:
(a) Present prefix & number ANA 534 Proposed prefix & number NA
(b) Present Title Dental Gross Anatomy
New Title Dental Gross Anatomy and Embryology
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
Anatomy and Embryology
(d) Present credits: 5 Proposed credits: 6
(e) Current lecture: laboratory ratio 1:1.5 Proposed: 1:1
(f) Effective Date of Change: (Semester & Year) Spring 2008
3. To be Cross-listed as: OBI 815
Prefix and Number 
Signature: Department Chair
4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s)):
Study of gross anatomy with particular emphasis on functional anatomy of the head and neck.
Lecture/laboratory course, with dissection being an essential component of the laboratory portion.
(b) New description:
Study of gross and developmental anatomy with particular emphasis on functional anatomy of the head and neck. Lecture/laboratory course, with dissection being an essential component of the laboratory portion.
(c) Prerequisite(s) for course as changed: NA
5. What has prompted this proposal?
Given the compressed nature of the dental curriculum, integration is beneficial wherever possible. This proposal would incorporate ANA 536 into ANA 534, Dental Gross Anatomy.
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
The content addressed in ANA 536 will be covered in ANA 534, but in an integrated fashion.
7. What other departments could be affected by the proposed change?
NA
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change. (NOTE – If “yes,” program change form must also be submitted.)
10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

**UNIVERSITY OF KENTUCKY
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11. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)
13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Jennifer Brueckner, PhD Phone Extension: 323-3780

Signatures of Approval:

Date of Approval by Department Faculty	8/21/07	 Reported by Department Chair
Date of Approval by College Faculty	8/6/07	 Reported by College Dean
*Date of Approval by Undergraduate Council		Reported by Undergraduate Council Chair
*Date of Approval by Graduate Council		Reported by Graduate Council Chair
*Date of Approval by Health Care Colleges Council (HCCC)	9/18/07	 Reported by HCCC Chair
*Date of Approval by Senate Council		Reported by Senate Council Office
*Date of Approval by University Senate		Reported by Senate Council Office

*If applicable, as provided by the Rules of the University Senate.

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Anatomy 534
Dental Gross Anatomy and Embryology
 Spring Semester 2008

Lectures: See schedule for room

Laboratory sessions: MS 203

Course Director: Dr. J.K. Brueckner

Chandler Medical Center

Anatomy and Neurobiology

Room MN 224

E-mail: jbrueck@uky.edu

Office phone: (859) 323-3780

Course website: <http://www.uky.edu/Blackboard/>

Date	Day	Topic		Time	Room
<u>Week 1</u>					
		Introduction to the course	JB	8-9AM	MN 363
		Thoracic wall (JB)	JB	9-10AM	
		Dissection of thoracic wall (Groups A and B)		10-12AM	
		Pleura and lungs	JB	8-9AM	MN 363
		Heart	JB	9-10AM	
		Dissection of lungs (A)		10-12AM	
		<i>Early embryology</i>	JB	8-10	MN 563
		Dissection of heart 1 (B)		10-12AM	
<u>Week 2</u>					
		Peripheral nervous system	JB	8-9AM	MN 363
		Autonomic nervous system	JB	9-10AM	
		Dissection of heart 2 (A)		10-12AM	
		QUIZ 1		8-8:30AM	MN 363
		Post. & Sup. mediastinum	JB	8:45-10AM	
		Diss. of post. mediastinum (B)		10-12AM	
		<i>Clinical correlation: Thorax</i>	LC	8-9AM	MN 563
		<i>Clinical correlation: Abdomen</i>	JB	9-10AM	
		Online quiz for lab 6 must be completed by 7AM			
		Ant abdominal wall	PS	8-9AM	MN 563

	Development of body cavities and diaphragm	JB	9-10AM	
<u>Week 3</u>	Diss. of abdominal wall (A)		10-12AM	
	Online quiz for lab 7 must be completed by 7AM			
	Development of the heart and vasculature system	JB	8-10AM	MN 363
	Diss. of abdominal viscera (B)		10-12AM	
	Online quiz for lab 8 must be completed by 7AM			
	Abdominal vasculature	JB	8-9AM	MN 563
	Posterior abdominal wall	JB	9-10AM	
<u>Week 4</u>	Diss. of abdominal vessels (A)		10-12AM	
	Online quiz for lab 9 must be completed by 7AM			
	Pelvis	JB	8-10AM	MN 563
	Diss. of post. abd. wall (B)		10-12AM	
	Online quiz for lab 10 must be completed by 7AM			
	Development of respiratory & digestive systems	JB	8-10AM	MN 563
	Dissection of Pelvis (A)		10-12AM	
<u>Week 5</u>	Urogenital development	JB	8-10AM	MN 563
	Lecture Review		8-9AM	MN 363
	Lab Review (A and B)		9-12AM	
	LECTURE EXAM 1		8-11AM	MN 563
<u>Week 6</u>	LAB PRACTICAL 1		11-12AM	
	<i>Clinical correlation:</i> <i>Myofascial pain referral</i>	JO	8-9AM	MN 563
	Axilla	PS	9-10AM	
	Dissection of Back 1 (B)		10-12AM	
	Upper limb	PS	8-10AM	MN 563
<u>Week 7</u>	Dissection of Back 2 (A)		10-12AM	
	Cranial nerves I	JB	8-10AM	MN 563
	Dissection of Axilla 1 (B)		10-12AM	
	Cranial nerves II	JB	8-10AM	MN 563
	Dissection of Axilla 2 (A)		10-12AM	

Week 8

Cranial nerves III	JB	8-9AM	MN 563
Clinical correlation:	DF	9-10AM	
Cranial nerve examination			
Dissection of upper limb 1 (B)		10-12AM	

<i>Neuroembryology</i>	JB	8-10AM	MN 563
Dissection of upper limb 2 (A)		10-12AM	

QUIZ 2		8-8:30AM	MN 563
Triangles of the neck I	PS	8:45-10AM	
Diss. of posterior triangle (B)		10-12AM	

Week 9

Triangles of the neck II	PS	8-9 AM	MN 363
Root of the neck	PS	9-10AM	
Diss. of anterior triangle (A)		10-12AM	

Online quiz for lab 18 must be completed by 7AM

Superficial face	PS	8-10 AM	MN 563
Diss. of root of neck (B)		10-12AM	

Online quiz for lab 19 must be completed by 7AM

Cranial contents I	PS	8-9AM	MN 563
<i>Clinical correlate:</i>			
<i>Cephalometrics</i>	CB	9-10AM	
Diss. of superficial face 1 (A)		10-12AM	

Week 10

Online quiz for lab 20 must be completed by 7AM

Cranial contents II	PS	8-9AM	MN 563
Diss. of superficial face 2 (B)		9-11AM	

Online quiz for lab 21 must be completed by 7AM

<i>Pharyngeal arches I</i>	JB	8-9AM	MN 563
Diss. of cranial contents (A)		9-11AM	

Week 11

Lecture review		8-9AM	MN 363
Lab review (A and B)		9-11AM	

LECTURE EXAM 2		8-11AM	MN 563
LAB PRACTICAL 2		11-12AM	

Online quiz for lab 22 must be completed by 7AM

Orbit	JB	8-10 AM	MN 463
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Week 12

Temporal fossa	PS	8-9AM	MN 363
Infratemporal fossa I	PS	9-10AM	
Dissection of orbit (B)		10-12AM	
Infratemporal fossa II	PS	8-9 AM	MN 363
<i>Clinical correlate:</i>			
<i>TMJ dysfunction</i>	JO	9-10AM	
Diss. of infratemp. fossa 1 (A)		10-12 AM	
Pharynx	PS	8-9AM	MN 563
Nasal cavity	JB	9-10AM	
Diss. of infratemp. fossa 2 (B)		10-12AM	
Pterygopalatine fossa		8-9AM	MN 563
Dissection of pharynx (A)		9-11AM	

SPRING BREAK

Week 14

Pterygopalatine fossa	JB	8-9AM	MN 363
Oral cavity I	PS	9-10AM	
Diss. of Nasal cavity/PPF (B)		10-12AM	
QUIZ 3		8-8:30AM	MN 563
Oral cavity II	PS	8:45-10AM	
Dissection of oral cavity I (A)		10-12AM	
<i>Pharyngeal arches II</i>	JB	8-10AM	MN 563
Dissection of oral cavity II (B)		10-12AM	

Week 15

<i>Pharyngeal arches III</i>	JB	8-10AM	MN 363
Oral cavity (B)		10-12AM	
Larynx	JB	8-10AM	MN 563
Dissection of larynx (A)		10-12AM	
Middle ear	JB	8-10AM	MN 563
Dissection of middle ear (B)		10-12AM	

Week 16

Lecture Review		8-9AM	MN 363
Lab Review (A and B)		9-12AM	
LECTURE EXAM 3		8-11AM	

LAB PRACTICAL 3

11-12AM

Important Course Information for ANA 534

1. Dealing with Death and Cadaveric Dissection

The fact that many of you have not had to deal with the death of a loved one to this point in your life, or ever had contact with a dead body, is a concern that many students have facing the gross anatomy laboratory experience. Much has been written about this experience by faculty and students. Visit the course website (<http://www.uky.edu/Blackboard/>) where links to others' experiences with gross anatomy can be found. A statement concerning the Body Bequeathal program at the University of Kentucky can also be accessed through the course website. You are encouraged to visit the site and read these materials.

2. Course Purpose

ANA 534 is a six credit hour course designed specifically for the academic needs of dental students. The purpose of this course is to present clinically related anatomical principles in a lecture format, followed by a dissection-based laboratory session. The lab is vital for students to appreciate the three dimensional relationships of various structures in each anatomical region.

3. Course Goals

The goals of this course are to:

-Provide the foundational knowledge in Gross Anatomy and Neuroanatomy necessary for the student to attain competency in the practice of dentistry

-Identify the linkages between human structure as it relates to normal function in various body systems, with special emphasis on head and neck anatomy.

The current model of dental education focuses on the concept of **competency**, i.e. describing the levels of knowledge, skills, and values required by the new graduates to begin an independent, unsupervised dental practice. *In order to achieve competence, there exists a necessity for students to obtain foundational knowledge of anatomical structures and to apply these principles in their clinical practice.* The biomedical content presented in this course is focused toward this end.

Methods used to develop this foundational knowledge include:

a) **Role models:** Lectures/labs led by dental faculty/practitioners.

Example: One of the core faculty members in ANA 534 is Dr. Pam Stein, D.M.D., a dental faculty member and practitioner who participates in both the lecture and laboratory components of this course.

b) Content information: Lectures and labs addressing specific organ systems and how they relate to clinical/disease situations.

Example: For each organ system described in this course, clinically relevant disease states are presented, compared and contrasted to the normal state.

c) Case based examples: Dental/oral health cases used to demonstrate anatomical principles.

Example: Dental faculty members present clinical correlation lectures, which use case-based examples to emphasize the importance of the anatomical sciences.

d) Clinical/basic science linkages: Clinical and basic science courses in which the foundational knowledge of this course is expected/required (i.e., are the students prepared with this foundational knowledge for subsequent learning).

Example: This course primes the students with knowledge of how structure relates to function forming a foundational knowledge for physiology and local anesthesia.

4. Course Outcomes:

At the end of this course, the student will:

-know the major gross anatomical structures of the human and their primary functions, along with their embryonic origins

-be able to recognize clinically relevant anatomical structures and landmarks on radiographic images

-be able to make reasonable predictions of the clinical manifestation of injury or disease to gross anatomical structures and their embryological precursors

-be able to relate gross anatomy and embryology to clinical diagnostic procedures and treatment approaches

5. Learning Resources

Each student *must* purchase the Lecture notes/Dissection manual course packet plus an atlas. The atlas is an indispensable resource. You **MUST** have a copy of Grant's atlas at each table. Students in the past have pooled together to purchase a second hand copy for use solely in the lab – not wanting their own personal copy to get greasy.

A *personal copy is essential* for home study and review and for completing self- study of bone markings. The Dissection manual has been written specifically for this course and is keyed to figures from Grant's Atlas of Anatomy. While you are free to use any atlas for personal study, lab dissection is keyed only to Grant's dissector. Purchase of the recommended textbooks is highly recommended.

ANA 534 Lecture Notes and Laboratory Guide

(Primary resource)

Resource Type: Handout/Manual

Primary author: Brueckner, J.K.

Year published: 2008

Grant's Atlas of Anatomy

(Primary resource)

Resource Type: Atlas

Primary author: Anne Agur

Edition/Version#: 10th

The Anatomical Basis of Dentistry

(Primary resource)

Resource Type: Book

Primary author: Bernard Liebgott

Edition/Version#: 2nd edition

Craniofacial Development

Resource Type: Book

Primary author: Geoffrey Sperber

Edition/Version #: 1st edition

6. Evaluation methods overview

The lecture and lab quizzes and exams are designed to complement one another; they cover any material presented in lecture or contained in the lab manual.

Your quizzes and exams will NOT be returned to you. Answer keys will be posted in the hallway between the MS and MN corridors immediately after each quiz and exam and will also be posted in Blackboard. Once corrected, you are encouraged to stop by the instructor's office to look over your exam. *You will have until the next exam in the course to have any corrections made to your grade after each exam.* If you failed to pass the exam, or performed marginally, you will be required to see the instructor and go over your exam.

Written quizzes and examinations will be composed of questions based on lecture and self-study materials. The question format will vary. Multiple-choice questions will comprise no more than 50% of each exam. Other question formats will include relating basic anatomical facts to clinical scenarios, short answer, diagrams and matching.

Simply memorizing the factual material and being able to answer the Learning Objectives will NOT be sufficient to obtain a grade of A in this course. You must be able to extrapolate the material you have memorized, think critically and use this information to answer clinically oriented and functional questions.

Practical examinations will predominantly utilize the cadavers you have dissected. *In addition, selected prosections (previously dissected specimens), bone specimens, X rays and models will supplement the examination materials.* You will have one minute at each station in which to answer a single question. All answers will be written. During practical exams, you are not allowed to touch any specimen. *Anyone caught touching or otherwise rearranging pins, probes, arrows, etc. will be asked to leave the exam and will receive a zero for that practical exam.*

The final course grades will be determined by cumulative points from all written and practical exam points. *From this total, a maximum of 10% may be deducted for lack of regular attendance in lecture or lab or incomplete dissection requiring instructors to*

dissect structures on the cadaver for the practical exam. For each exam and quiz, the ratio of weighting for written and practical is 50:50. A full listing of the exams in ANA 534 can be found in the course schedule at the beginning of this section. The course contains three quizzes, three exams and 10 pre-lab online exercises. Each exam will have a written component (worth 50%) and a lab practical component (worth 50%).

Exam 1 = 100 points

Exam 2 = 125 points

Exam 3 = 150 points

Quiz 1 = 30 points

Quiz 2 = 35 points

Quiz 3 = 40 points

10 online pre-lab exercises = 20 points

Total points = 500

All grades in this course will be reported to you via Blackboard. The final grade in this course is a cumulative total of your performance on 3 quizzes, 3 exams and 10 online pre-lab exercises. In accordance with the College of Dentistry grading format, final grades will be recorded as A, B+, B, C or unsatisfactory (E). The grade breakdown is as follows:

A: 89.6% or higher

B+: 83.6 to 89.5%

B: 75.6 to 83.5%

C: 70 to 75.5%

E: less than 70%

Interim grade reports throughout the semester are submitted to the Academic Performance Committee of the College of Dentistry that meets throughout the academic year.

Academic performance in ANA 534 should not be taken lightly. An unsatisfactory grade will require remediating the course in July of next year – IF the College of Dentistry's Academic Performance Committee (APC) deems it allowable. IF remediation is allowed by the APC, it will take the form of a retake examination, and certain departmental regulations apply to all students enrolled in departmental courses:

Currently, all departmentally administered anatomy courses for dental students utilize a passing grade of 70%. A student receiving a final grade between 59.5 and 69.5% will receive a failing grade, but be allowed to sit a *remediation exam in July* of that year (if permitted by APC and/or Dean of the College of Dentistry). A student obtaining less than 59.5% will receive a failing grade and any stipulations on retaking the course the following year will be dependent on the decisions of the APC and/or Dean of the College of

Dentistry. In all courses, the retake exam will be comprehensive and if a laboratory is offered, will include written and lab practical portions. The student must get a combined average of 70% in the retake to have successfully passed the retake exam. **Regardless of the passing grade obtained on the remediation exam, the student will receive the lowest passing letter grade utilized by the college ("C").**

Making up a Missed Examination or Quiz

Missed exams must be made up as soon as possible after the exam date. Both practical and written components will be administered. Only valid excuses will allow an individual to take a make up examination. ***Lack of a valid excuse will result in a grade of zero on that exam.*** A valid excuse for an absence must be in compliance with the ***University Senate rule on excused absences.***

Briefly, they are:

- a. **Illness of the student or serious illness of a member of the student's immediate family.** A note from the Health Service stating that you visited or were treated is not appropriate verification. The physician's name must be presented along with permission to contact that individual to verify that you were too ill to take the examination.
- b. **The death of a member of the student's immediate family.** Appropriate verification will be requested.
- c. **Trips for members of student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate events.** When feasible, the student must notify the instructor prior to the occurrence of these absences. In no case will such notification occur more than one week after the absence. Formal notification from appropriate university personnel will be required to verify the student's participation in such trips.
- d. **Major religious holidays.** Students are responsible for notifying the instructor in writing of anticipated absences due to observance of such holidays no later than the last day for adding a class.

If you will not be able to take an exam, you are responsible for contacting either Dr. Brueckner (323-3780) or the Office of Student Affairs, who will in turn contact Dr. Brueckner. As soon as possible after your return to classes, you must discuss the rescheduling of your makeup exam.

7. Policy and Procedures

Lectures involve completion or highlighting of material distributed in the lecture notes. ***It is therefore advisable to bring colored pencils or pens to lecture.*** Use of color has been proven to be an effective educational tool that enhances learning. Color coordination is

used for designation of systems and/or structures to help you understand the structure and/or region being studied.

Dissection is an essential component of this course. It reinforces and demonstrates the importance of the lecture material.

Fifty percent of your grade on each of the 3 exams in the course will come from the laboratory practical exam. *Absence from laboratory sessions (skipping) will not be tolerated for any reason other than those outlined by the University Senate.* Each person plays a critical role in the laboratory, either as the head dissector, assistant dissector or as reader.

Attendance will be taken randomly during the lecture as well in laboratory at tables where all students are not present. Missing (not being present in the lab when a faculty member comes to a table for any reason) more than three laboratory sessions for unexcused reasons will result in a *10% reduction in your final grade.*

Most of the osteology, radiology, cross sectional anatomy in the course will be left to each student to accomplish by independent study from your atlas and/or the course CD ROM. The structures for which you are responsible on each of the 3 exams are listed in tabular fashion in the dissection manual.

Laboratory expectations

24 hour access to the laboratory is available and/or completion of the dissections between scheduled labs. *This access is a privilege* and will be revoked if appropriate care of cadaveric material and/or appropriate personal demeanor is not exhibited.

All cadavers in the lab (dental cadavers and PT/PA cadavers) will be used on each practical exam so you need to be familiar with all 15, not just your own. In addition to anatomical variations, the overall size of structures in a 98 year old bed ridden female versus a 250 pound construction worker are striking and this difference can be disorienting. Your extra time in the lab should be used not only to finish and study your own dissections, but to ensure you have seen the other cadavers.

It is advisable to wear light easily washed clothing to the lab. Surgical scrubs may be purchased at the bookstore or through medical supply houses. In addition to scrubs, disposable latex gloves (available at the bookstore or through medical supply houses) should be worn at all times.

-- The wearing of **shorts and open toed sandals** is NOT permitted in the lab due to safety and OSHA regulations.

-- **Baseball caps** are NOT permitted out of respect for the cadavers.

-- The use of **safety eye wear is strongly encouraged**. Eyewash stations are provided in the lab but common sense and safety precautions are the best prevention.

-- The **wearing of clinic type face masks** is NOT allowed. They are unnecessary and ineffective. If you have a breathing problem (asthma, allergies, etc) exacerbated by the faint formalin odor, you **MUST** wear a proper respiratory apparatus.

-- If you wear contact lenses, you may find the preservatives in the cadaveric material irritate your eyes. Switching to glasses alleviates this problem.

Lab waste (including soft cadaveric material removed by dissection), paper towels and/or old or broken scalpel blades **MUST be disposed of in their appropriate containers**. **Cadaveric bone must be left on the table**; do not dispose of bone in the soft tissue containers.

A maximum of 6-7 students will be assigned to each cadaver. Each group of students at a table will be divided into A and B groups. Each class period, **only one of these groups of 3 students will perform the assigned dissection**, while their table mates are encouraged to study either their ANA 534 lecture notes or use the course CD outside of the lab (in the library, computer lab, etc). Each of the 3 students involved in dissection will have an assigned **specific role**: head dissector, assistant dissector and reader. The head dissector has reviewed the day's material in advance and coordinates the dissection activities. The assistant dissector helps the head dissector and dissects the opposite side of the body when necessary. The reader is responsible for reading the lab guide and finding the appropriate pages in the atlas for reference. These roles will rotate each dissection day. During the last 30 minutes of lab, the non-dissecting students will return to lab promptly for a demonstration of the day's dissection by the head dissector. Instructors will monitor the quality of student presentations. **Failure to fulfill the duties for your assigned role in lab will result in a reduction of your individual grade up to 10% of your final grade.**

For full lab grades, both sides of the body must be dissected to the extent specified in the dissector. At each table, there is a check-out list. Before moving on to the next dissection, each table must demonstrate appropriate dissection completeness to the instructors. Those structures listed as those you are responsible for in each section/region must be clearly and cleanly dissected. At the time of each lab exam, the instructors will assess your dissections on overall completeness and thoroughness.

Any group not getting at least 90% completeness on each exam region will have 10% deducted from their final grade; this applies to everyone at the table.

During the lab session, *you are expected to have a copy of the dissection manual* as well as an atlas. The instructors do not feel obligated to help any table that does not have an atlas present and open to the appropriate area.

You are expected to maintain the lab in a clean, presentable appearance. This responsibility is shared with the ANA 811 students. Before leaving the lab each day, *you MUST clean the stainless steel shells* with the Lysol cleaner provided. Dental and medical alumni frequently tour the anatomy lab during non-class times. Keeping the lab clean demonstrates the respect we have for donors to our body bequeathal program. Appropriate dissection tools will be provided. *Students are responsible for providing their own gloves and scalpel blades* (No. 22 or similar). You will need at least 5 blades to begin the first session, as they dull very rapidly. The only thing that a dull blade will cut effectively is you!

Rules Concerning Use of the Gross Anatomy Lab:

- No food or drink whatsoever may be taken into the lab
- No visitors (friends, relatives, significant others, etc.) may be taken into the lab without prior permission of the course director
- No cameras or other photographic equipment may be taken into the lab at any time
- No cadaveric or bone material leaves the lab at any time for any reason
- Unprofessional behavior will not be tolerated and may ultimately lead to dismissal from the course and/or your program

Professionalism

As faculty members assigned responsibility for this course, we have been charged with ensuring the appropriate educational outcomes for you, both during ANA 534 as well as in your board and/or certification exams. One of the expected outcomes in every course is a professional attitude from you in response to being treated as future professionals in dentistry.

As a class of professional students, it goes without saying that certain behaviors create the decorum of a classroom. One important ingredient in professionalism is civility. Faculty and students alike expect a certain degree of respect from each other, regardless of the similarity or divergence of viewpoint and irrespective of age or experience. Professional classroom decorum involves the participation of both faculty and students. While we endeavor to treat you as mature, responsible individuals, we expect you to behave in a professional manner.

Classroom behavior regarded as unprofessional includes:

- Habitual tardiness
- Talking during lecture
- Reading newspapers/doing crosswords
- Napping/sleeping
- Allowing your cell phone or pager to ring audibly
- Using smokeless tobacco
- Creating an adversarial atmosphere