DENTAL GROSS ANATOMY CSBL 5016

Fall 2016

CLASS DAYS and TIME: July 26, 2016-December 12, 2016 on primarily Tuesdays and Fridays (times vary see schedule)

CLASSROOM: Dental 2.424T and Anatomy labs

COURSE FACULTY:

Director:

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OFFICE LOCATION and HOURS: The director's office on main campus is 1.236S. Office hours will be by appointment only.

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READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.

COURSE DESCRIPTION AND OBJECTIVES

Overview of the Course

This course will present the student with a combination of classic regional gross anatomy and embryology tailored for the future dental practitioner. It is classic in the sense that regional material will be presented first in a lecture by faculty, then that region will be dissected by the student. It is specifically tailored for the future dental practitioner in the sense that the gross anatomy, and embryology are concentrated in the head and neck. This is not to indicate that knowledge of the trunk is unimportant. No health care practitioner given permission by a patient, and licensed by society to perform invasive procedures can be allowed to be ignorant of the structure of the human body.

Goals and Objectives

The overall goal of the course is to insure that the student learns the basic anatomical structure of the human body relevant to future dental practice. Anatomy is in itself **NOT** a clinical course. It is so basic to the practitioner, however, that one cannot envision being able to go through the course of even 1 hour of practice without using the knowledge of how the body is put together to aid in the delivery of dental health care. Anatomy is a science basic to understanding the rationale behind many procedures and practices utilized in health care delivery. It is for this reason that anatomy will contribute a basis for understanding these Competencies and Outcomes:

Competency 3: Graduates must demonstrate competence in the use of biomedical science knowledge for patient assessment and treatment.

Semester credit hours – 6 credit hours

General Goals of the Gross Anatomy Course

This course serves several purposes in the dental curriculum. One of these is to present you with a general overview of the functional architecture of the human body, to serve as a basic framework into which knowledge presented in other basic science courses may be integrated. It is our hope that by this process you may gain a general understanding of human biology that can then serve as a basis for much of your interaction with patients in a clinical setting. This will be a major objective of the first part of the course when we will be studying structural characteristics of most of the body systems. Since a certain amount of detail is required in mastering necessary terminology and in achieving an acceptable level of understanding, it may seem that undue emphasis is being placed on minute structural features, partly because of the large amount of material covered in this portion of the course. Realize, however, that your exposure to the anatomy of the human body is, by virtue of the time constraints of a tightly regimented curriculum, severely curtailed in comparison with the experience of previous generations. As knowledge has advanced in the more technical fields of biochemistry, microbiology, pharmacology, and physiology, as well as in clinical disciplines, time allowed for the study of anatomy has been reduced to the point of permitting the presentation of only the essentials of structural relationships.

The general survey of the structure of the trunk portion of the body is also intended to undergird your introduction to medicine. Although you will not likely be directly involved in the clinical management of systemic disease, as a dental practitioner you can contribute significantly to the well-being of your patients if you have a basic understanding of the rudiments of the pathophysiology and treatment that are affecting the patient. You will be exposed to a considerable amount of the anatomical substrates of these entities in this part of the course. This will be supplemented at a later time by a course specifically dealing with the fundamentals of clinical medicine, presented from a dental perspective.

In the second part of the course, in which we will study the anatomy of the head and neck, we will, without apology, delve into extensive depth of structural detail. Because of the obvious application of knowledge of large parts of this area for the preparation for dental practice, most students find this study much more interesting and engaging, although the information load is quite formidable.

A few general and somewhat idealistic objectives also underlie much of the structure of this course. One of these is to help you further develop methods and study habits that will facilitate your acquisition of information. Closely allied to this activity is the intent of furtherance of your abilities to organize data and to mobilize your efforts in an efficient and effective manner. Probably the most

important goal is the development of your background in the basic sciences (in this course, macroscopic anatomy) which will serve you, with periodic up-dating, throughout the years of your professional life. Despite our emphasis on anatomical details, a more important purpose of this course is to encourage you to acquire a fundamental understanding of structural relationships and their significance in normal and pathological function, sufficient to support the development of clinical proficiency. We do not want to train mere tooth technicians. Our goal is health [professionals; although your primary interests and highest technical skills will be concerned with the mouth and teeth (a highly restricted part of the alimentary tract)], your training, beginning with this course, will be directed toward developing your ability and willingness to cooperate in the provision of health care in the interest of the whole patient.

COURSE ORGANIZATION

The main teaching modalities used in this course include:

1) Conventional didactic lectures in which information is delivered to the class;
2) Conference Discussions which are highly interactive case□based activities, encouraging two-way communication between the instructor and the class, and requiring student active participation in the learning process; and
3) Online review and self-study activities.
4) Hands on dissection of the human body.

Computer Access – Various materials and assignments will require access to a computer with internet capabilities. CANVAS contains all of the lecture and laboratory materials for this class.

Reading Assignments – Required reading assignments are posted in the schedule of class meetings (shown below) and are not considered optional. Unless specifically noted by the instructor, anything in the required readings, whether emphasized in class or not, is considered testable on exams. Mandatory readings are primarily found in the required text book (see below).

ATTENDANCE

Attendance in lecture is **Strongly Recommended**. Because of the interactive nature of dissection and that it is essential to the understanding of the human body, laboratory attendance is **Required**. Determination by the faculty that your attendance at or participation in dissection and required activities is less than satisfactory will adversely affect your grade in this course.

Learning Resources

You will need to refer to the following textbooks:

Moore and Dalley: CLINICALLY ORIENTED ANATOMY (6th or 7th edition)

Moore and Persaud: The Developing Human: Clinically Oriented Embryology (8th or 9th edition)

You and your assigned lab partners will be provided with each of the following atlases:

Agur: GRANT's ATLAS OF ANATOMY (12th or 13th edition)

Abrahams, et al.: McMinn's COLOR ATLAS OF HUMAN ANATOMY (5th edition)

The atlases must be returned at the end of the course. If the book is lost, you must provide a replacement.

The following medical dictionary is strongly recommended and is available on *VitalSource Bookshelf* :

DORLAND's ILLUSTRATED MEDICAL DICTIONARY (31st edition)

Be sure to write your name in any personal books you might bring to the anatomy lab, to make it possible to return them to you if they are found after being misplaced.

Clinical Correlations

Except for those who work in a few selected specialties, practicing dentists are not often called upon to contribute actively to the clinical management of medical conditions that affect or arise within organs located in the trunk (so-called systemic disease). Nevertheless, because general dentists are regularly required to provide dental treatment for "medically compromised" patients, it is advisable to begin acquiring a working knowledge of these pathological entities and of how they may limit some of your therapeutic options. Where these systemic conditions intersect our study of the anatomy of specific organs or regions, selected examples of medical problems will be introduced, either as a component of the lecture or as the topic of the "Clinical Correlate" which serves as an introduction to each laboratory exercise. These brief synopses of clinical situations which might be encountered by a general dentist have been prepared by Dr. Ernest B. Luce; each scenario is followed by a series of questions designed to call attention to the use of basic science in the development of therapeutic approaches to clinical problems. Rather than limit your thinking, the selected questions are intended to help start your inquiry into these topics which can be deceptively complex; you are encouraged to give serious thought to, read available reference material on, and discuss all clinical entities you encounter as you study anatomy. The faculty of this course can assist you with this process if you request help.

Study Questions

Study questions are provided with each unit of instruction. Generally, the study questions will follow the dissection guide for that unit, although lectures that are not closely tied to specific dissections may have their own study questions. These questions are intended to serve a variety of purposes: some have been selected to guide students toward the kinds of information they should be obtaining from their study; others were chosen to explain particular points with which students in previous classes had difficulty; still others are included to convey essential concepts not enunciated concisely in other readily available sources. The arrangement of this material in parallel columns is intended to facilitate its use in review, e.g., by attempting to answer each question with the answer covered. A word of caution, however, the totality of the study questions was not intended to encompass all you need to know, and therefore these questions cannot be safely used as a comprehensive review vehicle.

Grading Policies and examination procedures

Each lecture has stated objectives, while each dissection has learning objectives and defined structures to identify. In order to determine if the objectives have been met and the structures have been identified, a series of 4 module examinations, an osteology quiz and 14 weekly quizzes will be

administered. In addition students will be evaluated on their daily performance in the laboratory. Each examination consists of a written component and a laboratory practical component. The written component will consist of, multiple-choice, matching, short-answer questions, and diagrams. The laboratory practical will consist of tagged structures on cadavers and trays, bones, and/or radiographs. Fourteen scheduled weekly quizzes will be given before lecture. The average of the ten highest quizzes will count toward your final grade. There are no make-ups for quizzes. Therefore the 4 dropped quizzes will include days missed for excused, as well as unexcused absences. Laboratory performance of the student and their dissecting group will be monitored for completeness of the dissection and laboratory participation. Points can be deducted from the final course grade for poor performance or a lack of professionalism in the laboratory.

MODULES	WRITTEN EXAMS	LAB PRACTICALS	WEEKLY QUIZZES
Thorax	6.25%	6.25%	N/A
Abdomen	6.25%	6.25%	N/A
Head and Neck I	15%	12.5%	N/A
Head and Neck II	17.5%	15.0%	N/A
Osteology	N/A	5%	N/A
Total	45%	45%	10%

Each exam will be sectional; however, it should be realized that there are structures and concepts that must be learned for the entire course. These topics should be obvious because they will be presented in the lectures throughout the course.

Grading Policy

A=89.50% or higher

B=89.49% to 79.50%

C=79.49% to 69.50%

D=69.49% to 65.00%

F=Below 65.00% **(*see NOTE)**

I=Incomplete

NOTE: 65.0% is the minimum grade allowed to pass this course. Grades below 65.0% will NOT be rounded up (ie. 64.9=F)! Final exam grades and final class averages will **NOT** be released to individuals (dissection groups) that have not returned bone boxes, dissecting kits and lab atlases issued at the beginning of the semester. Realize that you are sharing the bone boxes and atlases with other members of your group, and it is a group responsibility to know the location of these resources at all times.

Attendance Policy

Attendance in lecture is **Strongly Recommended**. Because of the interactive nature of dissection and that it is essential to the understanding of the human body, laboratory attendance is **Required**. Determination by the faculty that your attendance at or participation in dissection and required activities is less than satisfactory will adversely affect your grade in this course.

Lecture

The source of materials for this course will be your electronic or paper manual and textbooks on the VitalSource Bookshelf; Osteology and Radiology software located in the Gross Anatomy folder of your external hard drive; and audiovisual resources from the lectures. Lectures will begin **PROMPTLY** at

the hour indicated. Please be present and seated when the lecture begins as your late entry not only disturbs the lecturer but also your fellow students. In addition, **PLEASE TURN OFF YOUR CELL PHONE AND PAGER DURING LECTURE**. **IF YOUR PHONE/PAGER RINGS DURING THE LECTURE, LABORATORY SESSION OR ONE OF THE EXAMINATIONS, YOU WILL BE ASKED TO LEAVE THE ROOM. YOU WILL NOT BE ALLOWED TO TAKE PICTURES DURING THE LECTURE.** The electronic manual includes Word document files of each lecture given in this course. These files are intended as a guide for note-taking and learning, **NOT** as a sole source of study. You are expected to augment your knowledge by laboratory work and reading from the textbooks. Regarding computer usage, you are reminded that you signed a document saying that computers will be used only for taking notes or as directed by the faculty. **STUDENTS CAUGHT USING THE COMPUTERS FOR E-MAIL, SURFING THE WEB, PLAYING GAMES. ETC. WILL BE ASKED TO LEAVE THE CLASSROOM.** Continued misuse of the computer will be reported to the Dean's office as unprofessional behavior and may result in a grade reduction for the course.

Laboratory Participation

In general, four students are assigned to a dissection group. Within each group a student will be designated as an "A" or a "B" dissector for the left side and the right side of the cadaver. The prinicipal dissector for a laboratory session is posted on the schedule and will be required to dissect during that session. **It is the responsibility of the non-dissector to assist his/her lab partner by reading the instructions, finding appropriate figures in the atlas, and help in locating structures on the cadaver.** The use of an atlas is essential to dissection and is **required** during the laboratory. Those who are not dissecting should **NOT** roam to other tables unless directed by the faculty. The faculty assigned to your group will not only be monitoring the quality and progress of the primary dissector, but will be monitoring the participation of the other group members. All students are required to remain in the laboratory until the dissection is completed or allowed to leave early with permission of the faculty assigned to the dissection group during the laboratory period. Before you can leave, the faculty assigned to your group will check for completeness of dissection. You will be asked to demonstrate structures that need to be dissected. **Unless specfically stated in the lab manual, the dissections are bilateral, i.e. must be completed on both sides of the body.** Continued failure to follow laboratory procedures will result in 1) a written warning that will be sent to the student and to the Associate Deans of Academic Affairs and Student Affairs 2) if not satisfactorily corrected a reduction of the final grade by a maximum of 5 points (5% of the final average) along with notification to the Dean' s Office and 3) further violation will result in the reduction of the final average by a letter grade and notification to the Dean's Office. Absences will be regarded as unexcused unless credible documentation of illness or other legitimate cause is presented to the course director on the student's return to class.

Missed Examination Policy

The Office of Student Affairs must be contacted if an examination will be missed. It is then the responsibility of the student to contact the Course Director within three days after returning to school to discuss the situation. If the absence is excused, a make-up examination will be administered. This make-up examination may consist of essay and objective written questions and an oral laboratory practical. A zero will be recorded as a grade for each unexcused absence of an examination and for a missed quiz.

Remediation Program

The decision on whether or not a student is allowed to remediate a course in which an "F" grade is earned rests with the Academic Performance Committee, **NOT** the Course Director. The decision is made at the **END** of the academic year when the Academic Performance Committee reviews the record of the student for the entire year and the entire record up to date. When Remediation is recommended, we will distribute a calendar schedule to the student. The program usually begins in late May or early June and ends 4 weeks later. It consists of a self-guided study of the lecture and laboratory material previously presented in the Fall course. No classes are formally scheduled, but the student may meet with faculty (by appointment) to discuss questions. An additional cadaver usage fee may be assessed during the summer. Although no dates can be assigned to this schedule until the summer, Remediation will require a mininum of 6-8 hours of work each day, between 8AM and 5PM for 20 consecutive days. The highest grade that can be earned is a "C"; no grade of "D" will be given in remediation. A minimum average of 70% will be required to earn a "C". Those receiving less than a 70% will earn an "F".

Requests for Accomodations for Disabilities

In accordance with policy 4.2.3, Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA), any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at http://uthscsa.edu/eeo/request.asp.

ACADEMIC INTEGRITY AND PROFESSIONALISM

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at
http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/
A detailed list of Professional Development Expectations is found on the Dental School Intranet. Using this as a guide, the faculty will monitor your professional development throughout the course. If changes are needed, they will be discussed with you and your progress monitored. If necessary, your behavior will be reported to the Associate Deans for Academic and Student Affairs of the Dental School for further action. Continued unprofessional behavior can result in the reduction of 5 points from your final average.

Institutional Rules Regarding Academic Dishonesty

The Health Science Center has formulated rules that apply to violations of academic integrity. Although these rules merely state, in terms explicitly applicable to this academic setting, portions of the ethical code to which our society generally adheres and with which you ought to be familiar by virtue of your previous experience, you ought to familiarize yourself with these rules in order to know the behavior expected of you. The portions of those rules applicable to this course are restated below to inform you of expected conduct.

The University expects each student to engage in all academic pursuits in a manner that is beyond reproach. The University views any act of scholastic dishonesty as a very serious breach of the students' responsibility.

Scholastic dishonesty includes all dishonest acts which are designed to or have the effect of interfering with the academic process. A student is also guilty of scholastic dishonesty if he or she aids another student in the performance of an act of scholastic dishonesty. Scholastic dishonesty includes but is not limited to the following actions by students:

1. Incorporation into work offered for credit passages taken either word for word or in substance from the work of another unless the student credits the original author's work in an appropriate manner.

2. Submission for credit as work of his or her own, any work prepared by another.

3. Submission for credit his or her own work that has previously been offered for credit unless the student secures the instructor's permission in advance of the submission.

4. Submission for credit work prepared in collaboration with another unless the instructor's permission is secured in advance of submission. Mere discussion with another of matters related to an assignment does not necessarily constitute illegal collaboration.

5. Indication that a faculty member has reviewed or approved a student's work or proposed work concerning an assignment when no such review or approval has been given.

6. Alteration in any way of a grade or evaluation or other University record concerning a student's academic performance.

7. Entrance of faculty or administrative offices for the purpose of obtaining or copying exams or material used in the preparation of exams. A student who has unintentionally obtained such material must immediately inform the appropriate member of the faculty. Nor shall a student examine or appropriate any teaching materials normally reserved to faculty, without faculty permission.

8. Use or immediate possession, during an examination period of material not authorized by the instructor giving the examination.

9. Submission of an examination paper that is taken for another student, nor may a student permit another person to take an examination for him or her.

10. Failure to comply with examination instructions given by the person administering the examination.

11. Provision to another, reception from another, or acquisition of information pertaining to the examination during the examination period, except as authorized by the instructor.

12. Disclosure of the content of examination items designed by the instructor as not to be disseminated to the class, or willing reception of such contents.

13. Discussion with each other of examination contents by a student who has taken the examination and a student who will take that examination.

14. Appropriation, retention, misplacement, or impairment of the property of the University or of another person if the student will knowingly obtain an unfair academic advantage by such conduct.

University rules further specify procedures for investigation and adjudication of allegations of academic misconduct; assessment of guilt may result in penalties ranging from warning to dismissal from the University, including monetary restitution for property damage.

General Laboratory Rules

The following general rules for the Gross Anatomy Laboratories will be considered the minimal acceptable standards of conduct; additional regulations may be necessary if compliance with these rules is not maintained.

1. OBSERVE THE LABORATORY SCHEDULE.

The laboratories will be unlocked and available for your use 24 hours a day, EXCEPT: (1) when other students have classes scheduled in the laboratories (usually Monday, Wednesday, and Thursday afternoons), (2) when you have other classes scheduled, (3) from midnight preceding a laboratory exam for any class, until the beginning of the exam. *The doors of the laboratories ought to remain closed while the laboratories are in use.*

2. HELP KEEP THE LABORATORY CLEAN.

You are expected to maintain your personal appearance and assigned working space in accordance with professional standards of cleanliness. Place paper waste (such as towels) in the plastic trash containers located near the sinks. Discard sharp objects such as scalpel blades, needles, etc., in the containers on the counters marked for such instruments; *please do not put sharp objects in the containers for paper trash*. During dissections parts of the body (such as skin, scraps of fat, etc.) may be placed in the stainless steel buckets beneath or in the smaller plastic dish within the dissection tanks; *at the end of each dissection period, empty these temporary scrap tissue receptacles into the plastic containers marked "For Tissue Only."* Please take care to replace the lid on the tissue barrel after emptying your receptacle. Do not put paper or scraps of tissue in the dissection tanks or in the sinks. Be sure to leave the cadaver properly covered to avoid excessive drying.

3. USE DEMONSTRATION MATERIALS WITH CARE.

Skeletons are never to be disarticulated or removed from stands. The disarticulated skeletal materials issued by Outpatient Clinic personnel are fragile and currently irreplaceable; please handle these materials carefully. Under no circumstances are reference books, specimens, etc., to be removed from the laboratories or the demonstration room (1.253S). Models and other demonstration materials must be handled with care. Do not leave models disassembled. Special instruments (bone forceps, saws, etc.) are to be returned to the cabinet at the end of each laboratory period.

4. TAKE CARE OF THE LIGHTS.

Dissection lights must be manipulated carefully; be sure your light is turned off before you leave the laboratories. Turning the concavity of the lamp reflector upward and raising the lamphead will help

extend the life of the bulb and will help protect the lamp from accidental damage. If you are the last one to leave the lab at the end of a laboratory period or at night, please help conserve energy by turning off the room lights.

5. DO NOT SMOKE, EAT, OR DRINK IN THE LABORATORY.

No smoking, eating, or drinking is permitted in the laboratories, since, in this environment, these activities may pose a hazard to your health.

6. WORK QUIETLY IN THE LABORATORY.

Loud talk, horseplay, etc., are completely out of place in the laboratories.

7. DO NOT BRING VISITORS INTO THE LABORATORY.

No visitors will be allowed without permission from the course director or laboratory director.

8. DO NOT BRING CAMERAS, ETC. INTO THE LABORATORY.

No photographic equipment will be permitted in the laboratories at any time without approval by the laboratory director.

9. KEEP SPECIMENS INSIDE THE LABORATORY.

Parts of the body, pieces of human tissue, or prosthetic appliances found in the cadavers are never to be removed from the laboratories. Violation of this rule or of rule #10 is a class A misdemeanor, punishable by fine, jail sentence, or both.

10. RESPECT THE CADAVERS AS HUMAN REMAINS.

Proper care of and respect for the bodies is absolutely essential.

ORIENTATION TO EXAMINATIONS

The class will be divided into two groups. As one portion of the class takes the practical examination, the other half will be taking the lecture exam. The groups will be reversed so that each group will be able to take both portions of the exam. Group designation will be notified before each exam.

Roles of Conduct for Written Examinations

Written examinations are administered under conditions designed to assure, as far as possible, that responses are based on no extra-dural information and that all students have an equitable amount of time in which to complete the exam. Pursuant to these goals, the following procedures will be followed:

1. Do not take books, papers, notebooks, clipboards, purses, etc., into the examination room. Since papers and answer sheets will be provided, the only item you will need for the exam is a writing instrument (usually a #2 pencil).

2. Most written examinations are given in the Health Science Center Auditorium. In the few instances in which the auditorium is not available, the course schedule will designate an alternate location. Take your seat according to instructions by the proctor. In general, attempts will be made to assign students only on every other row, leaving three empty seats between each student on the row. Students on the first row should occupy seats beginning at the left isle, and students in subsequent rows should align themselves, as nearly as possible, with the person in the nearest row in front.

3. For electronic exams, be sure that your computer is fully charged and that you have followed all instructions to download your exam so that you are prepared to begin immediately when you enter the examination room.

4. Register personal information on the exam according to instructions. Failure to complete this process may interfere with your ability to obtain your exam score in a timely manner.

5. Begin the exam only after being told to do so by the proctor in charge. Paper exams will be distributed face down; do not turn the paper over until you receive directions from the exam proctor. Starting the exam before the announced time will result in forfeiture of the examination paper and loss of grade for that exam.

6. Record your answers on the answer sheet if one is provided. Only answers properly marked on your answer sheet will be graded. ***We assume no responsibility for interpreting marks on the accompanying question paper.*** It is strongly recommended that you mark your answer sheet as you proceed through the test, in order to avert the loss of credit through failure to transfer answers in case you should misjudge the time you need to complete the exam.

7. Proctors will not interpret exam questions. Because it is not always possible to announce to the class interpretations given to individuals (it would be terribly disruptive even if it were possible), proctors will be permitted to explain or answer questions regarding the intent of examination questions only in cases of errors in construction of the test.

8. Follow directions for movement if you complete the exam before the time is up. If you finish the test early, either sit quietly in your place with your paper face-down on the writing surface or turn in your test paper and answer sheet if there is one. If you are allowed to leave the room, you will be instructed on the limitations on your movements and the time at which you need to return to the examination room to move to the next part of the exam, if applicable. Violation of these instructions may result in forfeiture of your grade for this part of the examination.

9. Turn in your paper promptly when instructed to do so. The approaching end of the examination period will be announced shortly before the time for collection of papers. At this time you ought to concentrate your effort on completing as many remaining items in the test as possible and also making mental preparation to turn in your paper when it is called for. When time is called, stop writing immediately and follow directions for turning in your paper. Failure to do so will risk rejection of your paper and placement of your grade for that exam in jeopardy.

Rules of conduct for Laboratory Examinations

1. <u>Do not take purses, knapsacks, satchels, books, papers, notebooks, clipboards, etc., into the lab during the examination</u>. Since answer sheets will be provided, the only item you will need for the

exam is a writing instrument (pencil or pen; do not use red lead or red ink). Other materials are extraneous and will be removed from the room if you bring them in.

2. Follow the person in front of you. After you have found your assigned place (indicated by a mark on your answer sheet), locate the station to which you will move when the signal is given. Note the person who is occupying that position and follow that person throughout the exam.

3. Approve the clarity of your initial tag. After you have identified the station to which you will move on the beginning signal, look carefully at the tag and structure with which you are to begin. Be sure that you can see the structure to be identified. If there is any ambiguity, ask an instructor to inspect it.

4. Move only when signaled. You will ordinarily have 1-1.25 minutes to identify each structure and write your answer. Generally this will be more than ample time, if you are adequately prepared. It is absolutely necessary that you move when signaled to do so, in order to allow the person following you a fair chance to identify the structure. Likewise, you must not "encroach" on the time of the person ahead of you, even if that person is finished before time is up, since that would give you an unfair advantage. Violation of these principles will be considered cheating and may jeopardize your grade on that exam.

5. Identify structures as specifically as possible. In order to receive full credit for your answers you must use the most specific terminology applicable. You will not receive credit for incomplete answers (you must specify whether the structure is an artery, vein, nerve, muscle, tendon, etc.) or for more than one answer for an item (when given a choice, we invariably pick the wrong one). In most cases it is unnecessary to specify right or left, only in the rare instances in which there is a significant anatomical difference in the structure from the two sides will the side be required.

6. Do not touch anything. Many of the structures tagged are very fragile and will not withstand even very gently traction, let alone more than 90 tugs or pokes over a four-hour period. Additionally, handling the specimens invariably rearranges the testing set-up and gives us no assurance that each student has the same chance of making the identification called for or that that identifying relationships were shown to each student. Violation of the "no touch" rule will be considered grounds for expulsion from the exam and loss of grade.

7. Do not write or draw on station markers, rest stop markers, explanatory cards, etc. Although our collection of limericks, clever sayings, cartoons, four-letter words, etc., would undoubtedly be increased if we allowed you to indulge in creative expression during lab exams (and we recognize that some people benefit from such diversion during stressful situations) any kind of writing (other than answering questions), drawing, or gesturing is forbidden during an examination. This kind of activity can be very distracting to some people and can serve to jeopardize the security of the exam. Participation in such behavior will be grounds for dismissal from the exam and forfeiture of your grade.

8. Do not talk. Ordinarily no conversation is necessary during a laboratory exam. If you have a question, raise your hand to attract the attention of an instructor. Do not leave your place. Resolve your question with the instructor as quietly as possible. Students who converse with

each other during the exam will have their papers confiscated and will receive a grade of zero for the test.

9. Keep your papers folded. Because of the crowded conditions in a laboratory exam, it is often difficult to avoid viewing the paper of another student. For this reason, you are asked to keep your answer sheet folded lengthwise except when you are marking an answer. When you review your identification at rest stops, be sure your paper is held in such a position that another student does not have to assume an awkward posture to avoid seeing your answers. Failure to observe this rule will be judged as cheating and subject to the usual sanctions.

10. Turn in your paper promptly when it is called for and follow instructions for leaving the room. When you have completed the exam, remain at your last station until you are told to turn in your paper. When the papers are called for, give your answer sheet to the nearest instructor and follow directions for leaving the room. Ordinarily you will not be permitted to return for a second look at any test item before you turn in your paper. In some cases it might be necessary to go immediately to the written exam. Keys will usually be posted on Blackboard shortly after all exams are completed. Since security of the examination requires that you do not come into contact with students who have not yet completed the exam, you *must* follow instructions regarding limitations of your excursions before going to the written exam and the route of travel to that exam.

TITLE IX AT UTHSCSA

Title IX Defined:

Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

University of Texas Health Science Center San Antonio's Commitment:

University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at http://students.uthscsa.edu/titleix/

Educational Philosophy

The faculty of The University of Texas Health Science Center at San Antonio would like you to develop a compassionate concern for the total well-being of your patients that would not only take for granted that only the very best individual preventive and restorative dentistry would be recommended and dispensed in a manner in which other body systems or therapeutic regimens would not be interfered with, but also that timely recommendations and referrals for treatment of systemic diseases whose manifestations are prominent in and around the mouth would be assumed.

In order to understand the necessary functional interrelationships, you must be familiar with the structural arrangements.

This brings to mind our philosophy of a professional education, presented for your consideration in the hope that it will also become your philosophy. Our concept of what a professional education ought to be might best be exemplified by contrasting it with a trade-school approach. In a trade-school situation, emphasis is placed on acquiring skill in performing a task or group of tasks without sufficient depth of background to provide understanding of the integration of the operation or to allow development of alternative procedures. While it is essential for dentists to be highly proficient in the particular skills of dentistry, dentists with a first-class professional education will distinguish themselves from so-called "tooth carpenters" by a knowledge of, concern for, and ability to manage the oral health of the whole patient, including psychological aspects of the situation. Achieving these goals obviously demands more of students than mechanically working through laboratory exercises or memorizing lists of required information.

Our responsibilities to you as students are numerous but can be described in three general categories, which run the gamut of the hierarchies of behavior: first, as mentioned above, we are obligated to help shape your attitudes and motivations regarding the manner in which you practice your chosen profession and, to a certain extent, order your private lives. Our second major duty can be described as (a) exposing you to the anatomical knowledge you will need in order to practice dentistry and (b) helping you to assimilate the information. Third, our duties will be directed toward developing your motor skills, ultimately for use in the practice of dentistry. Each of these areas is important, and each will receive more or less emphasis in various segments of the curriculum.

In this context, your obligation to yourselves as students is to learn. From the foregoing, it ought to be apparent that this entails more than mere rote memorization of material presented. You are responsible for developing an understanding of your experiences, including a critical evaluation of the quality of these experiences. Since the faculty will only provide general guidelines, it will be your responsibility to direct your own study. In all these activities, you will provide the faculty with information regarding the value of the program which, in turn, will affect the direction of dental education in the future.

Finally, we believe that it is important that you do not waste your time in school by engaging in "futurism." Although you certainly must consider and plan for your future practice, living in the future and biding your time through school results in unfortunate limitation of the quality of the experience. Rather, you are encouraged to relate to your instructors, fellow students, and patients as persons and to build each day upon the experiences of the preceding ones. Consider the possibilities of an attitude which says, "What can I learn from this experience?" rather than "What is required of me to get through this exercise?"

Course Policy

With specific reference to the course in gross anatomy, it should be understood that this is a lecture and laboratory course, and the most effective use of your time will be made by learning most of the material while you are in the laboratory. It is true that you will be expected to study material from books and class notes (which can also be done effectively in the laboratory), but for this course your primary resource will be the specimen in the laboratory. This is not to imply that you can easily pass this course without committing considerable time and effort in

addition to that scheduled for class. Indeed, you are likely to find that successful completion of this course will require a significant amount of your unscheduled time. The important point, however, is that you should avoid wasting scheduled class and laboratory time.

Many students find the study of gross anatomy to be a problem, for one reason or another, most of which can be traced to the method employed. The importance of the utilization of your time in the most efficient manner cannot be overemphasized. You are encouraged to form the habit of actively studying the material assigned during each laboratory period when the time and help are provided rather than wasting class time in idle conversation, daydreaming, or in silent or open rebellion. Your attitude can be your worst enemy. Learning can be considerably enhanced by open and active conversation regarding the dissection topic. In this context, it should be obvious that discussion of recent or upcoming parties, current sporting events, or even projects in other courses does not contribute to the learning of anatomy. A little time spent looking over the dissection notes before class and marking pertinent sections in the text for study during the dissection can prevent much wasted time and effort in the laboratory. Attempt to master topics under study by relating their components to previous experience, rather than merely committing facts to memory; a true test of wisdom is the ability to use knowledge.

Email Policy

The official means of communication is by e-mail. Although, we make announcements during lecture, there are times in which we need to notify the class of unplanned changes to the schedule, review dates or errors in the manual. Please keep your mailboxes cleared. Non receipt of an e-mail message because "an exceeded e-mail limit" is **NOT** an acceptable excuse. CANVAS will also be used to dispense grades and corrections to the manual that require multiple pages.

Use of Recording Devices

Recording of lectures and other learning activities in this course by any means (e.g., video, audio, etc.) is only permitted if approved by the instructor or required for compliance with Americans with Disabilities Act (ADA).

ELECTRONIC DEVICES

Cell phones must be turned off during all class meetings and exams. Computers and electronic tablets are allowed only for participating in classroom activities (e.g., viewing slides presented in lecture or conference materials). No texting, tweeting, emailing, web surfing, gaming, or any use of electronic devices that is not directly connected with classroom activities is permitted.

TENTATIVE CLASS SCHEDULE

CSBL 5016

Dental Gross Anatomy

Fall 2016

DAY	DATE	TIME	TOPIC	LECTURER	Quiz
Tuesday	Jul 26	1:00-2:50	Introduction to Gross Anatomy	Watts	
Wednesday	Jul 27	1:00 -1:50	Gross Anatomy of Spinal Nerves (1)	Watts	
		2:00 -2:50	Autonomic Nervous System (1)	Watts	
Thursday	Jul 28	9:00-10:50	Vertebral Column and Spinal Cord (1)	Padalecki	
		11:00-11:50	Introduction to Laboratory	Watts	
Friday	Jul 29	11:00-11:50 1:00-3:50	Thoracic Wall (1) **Lab Group A dissects**	Watts	
Tuesday	Aug 2	1:00-2:30 2:30-4:50	Axilla and Upper Extremity (1) **Lab Group B dissects**	Sakaguchi	
Friday	Aug 5	11:00-11:50 1:00-3:50	Pleura and Lungs(2) **Lab Group A dissects**	Watts	1
Tuesday	Aug 9	1:00-1:50 2:00-4:50	Pericardium and Heart (2) **Lab Group B dissects**	Padalecki	
Friday	Aug 12	11:00-11:50 1:00-3:50	Superior and Posterior Mediastinum **Lab Group A dissects**	Bhattacharya	2
Tuesday	**Aug 16**	**1:00-5:15**	**EXAM I - THORAX**		
Friday	Aug 19	1:00-1:50 2:00-4:50	Anterior Abdominal Wall (3) **Lab Group B dissects**	Watts	
Wednesday	Aug 24	1:00-1:50 2:00-4:50	Survey of the Peritoneal Cavity (3) **Lab Group A dissects**	Bhattacharya	
Friday	Aug 26	11:00-11:50 1:00-3:50	The Intestines (4) **Lab Group B dissects**	Sakaguchi	3
Tuesday	Aug	1:00-1:50	Stomach, Liver and Pancreas (4)	Watts	

	30	2:00-4:50	**Lab Virtual Lab-ALTC**		
Friday	Sept 2	1:00-1:50 2:00-4:50	Retroperitoneal Structures **Lab Group A dissects**	Watts	4
Wednesday	Sept 7	**1:00-5:15**	**EXAM II - ABDOMEN**		
Tuesday	Sept 13	1:00-1:50	Skull Overview (Video in class)	Watts	
		2:00-3:50	Introduction to Radiographic Anatomy	Glass	
Tuesday	Sept 20	1:00-1:50 2:00-4:50	Introduction to Cranial Nerves (5) Posterior Cervical Triangle (5)	Bhattacharya Williams	
Thursday	Sept 22	1:00-4:50	Posterior Cervical Triangle **LAB ONLY** **Lab Group B dissects**	Lab Faculty	
Friday	Sept 23	1:00-1:50 2:00-4:50	Anterior Cervical Triangle (6) **Lab Group A dissects**	TBA	5
Tuesday	Sept 27	1:00-1:50 2:00-4:50	Deep Neck (6) **Lab Group B dissects**	Weaker	
Friday	Sept 30	11:00-11:50 1:00-3:50	Muscles of Facial Expression (7) **Lab Group A dissects**	Padalecki	6
Tuesday	**Oct 4**	**1:00-1:45**	**OSTEOLOGY LAB EXAM**		
		1:50-2:50 3:00-4:50	Facial Vessels and Cutaneous Nerves (7) **Lab Group B dissects**	Padalecki	
Friday	Oct 7	1:00-1:50 2:00-4:50	Parotid Region and Facial Nerve (8) **Lab Group A dissects**	Padalecki	7
Tuesday	Oct 11	1:00-1:50 2:00-4:50	Exposure and Removal of the Brain (8) **Lab Group B dissects**	Watts	
Friday	Oct 14	11:00-11:50 1:00-3:50	Brain and Floor of the Cranial Cavity **Lab Group A dissects**	Watts	8
Tuesday	**Oct 18**	**1:00-5:15**	**EXAM III – HEAD AND NECK**		
Friday	Oct 21	11:00-11:50 1:00-3:50	Orbit (9) **Lab Group B dissects**	Padalecki	

Tuesday	Oct 25	1:00-1:50 2:00-4:50	Retropharyngeal Region (9) **Lab Group A dissects**	Vogel	
Friday	Oct 28	11:00-11:50 1:00-3:50	Pharynx, Palate and Larynx (10) **Lab Group B dissects**	Vogel	9
Tuesday	Nov 1	1:00-1:50 2:00-4:50	Temporal and Infratemporal Fossae (10) **Lab Group A dissects**	Richards	
Friday	Nov 4	11:00-11:50 1:00-3:50	Completion of Infratemporal Fossa (11) **Lab Group B dissects**	Richards	10
Tuesday	Nov 8	1:00-1:50 2:00-4:50	Nasal Cavities and Paranasal Sinuses (11) **Lab Group A dissects**	Bhattacharya	
Friday	Nov 11	11:00-11:50 1:00-3:50	Pterygopalatine Fossa (12) **Lab Group B dissects**	Vogel	11
Tuesday	Nov 15	1:00-1:50 2:00-4:50	Anatomy of Oral Regional Nerve Blocks (12) **Lab Demonstration-Both Groups**	Luk	
Friday	Nov 18	11:00-11:50 1:00-3:50	The Mouth (13) **Lab Group A dissects**	Weaker	12
Tuesday	Nov 29	1:00-1:50	Development of Perioral Structures (13)	Vogel	
Thursday	Dec 8	1:00-4:50	Review	Faculty	13
Monday	**Dec 12**	**1:00-5:15**	**EXAM IV– HEAD AND NECK**		