

# Advanced Cadaveric Dissection (ATR7128C)

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## Course Information

### INSTRUCTOR

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### CO-INSTRUCTORS

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### OFFICE HOURS

Thursdays 10:00 – 12:00. Happy to meet at other times – just send a text message.

### MEETING TIME/LOCATION

*Class Day and Times:* Monday and Wednesday 08:00-12:15  
*Location:* OSMI 4<sup>th</sup> floor, Surgical Skills Lab

### COURSE DESCRIPTION

Advanced clinical anatomy course, employing human cadaver dissection as a means to learn the major musculoskeletal, vascular, and nervous structures relevant to the field and practice of Athletic Training. Students will be responsible for dissecting the human cadaver specimens and discussing applications of gross anatomy knowledge.

### PREREQUISITE KNOWLEDGE AND SKILLS

*Pre-requisite:* Admission into the Doctor of Athletic Training program.

## REQUIRED AND RECOMMENDED MATERIALS

Textbook	ISBN	
<b>Title:</b> Atlas of Anatomy <b>Edition:</b> Fourth Edition <b>Authors:</b> Anne M. Gilroy, Brian R. MacPherson, Jamie C. Wikenheiser	9781684202034	Required
<b>Title:</b> McMinn and Abrahms' Clinical Atlas of Human Anatomy: with Student Consult Online Access <b>Edition:</b> 7 <sup>th</sup> Edition <b>Authors:</b> Peter H. Abrahams, Jonathan Spratt, Marios Loukas, Albert van Schoor	0723436975	Required

## COURSE FORMAT

1. The primary goal of this course is to provide students with advanced knowledge of musculoskeletal anatomy of the human body.
2. Secondary goals of the course include:
  - a. Peer teaching of anatomical structures.
  - b. Demonstration of surgical interventions for fractures with clinical implications for patient rehabilitation and recovery.
3. Students will be expected to attend all class sessions.
  - a. Please provide information in advance if you have any potential conflicts.
4. Students will be expected to come to class prepared for each dissection session.
  - a. Personal items must be kept in the dressing room and not brought into the lab area.
5. We will follow all UF standard BBP and BMW standards.
6. Food and drink are not permitted in the lab.

## COURSE LEARNING OBJECTIVES

1. Dissection human cadaver specimens
2. Identify structures of the musculoskeletal, nervous, and cardiovascular systems on human cadaver specimens or images of a human cadaver
3. Use appropriate anatomical terminology in describing and discussing gross anatomy
4. Discuss how anatomical structures relate to mechanisms of athletic injuries, and evaluations
5. Use acquired information to teach others on specific anatomical topics, prepare infographics
6. Identify anomalies of the musculoskeletal system

## Course & University Policies

### ATTENDANCE AND PARTICIPATION POLICY

Attendance is mandatory. Students must attend class to successfully reach the learning outcomes for the course. Please notify the instructor via email regarding absences at least 24 hours prior to the class. University [guidelines](#) will determine excused vs. unexcused for the absence.

### PERSONAL CONDUCT POLICY

- All students are expected to conduct themselves in a respectful and responsible manner.
- All students are expected to be on time for class.
- All students are expected to turn off or silence their cell phones.
- All students are expected to not participate in actions that may disrupt the class.
- All students are expected to stay home if they feel unwell.

- The instructor reserves the right to ask any student to leave the classroom, if the student violates any of the above class procedures.

### ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

### EXAM AND ASSIGNMENT MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the [Dean of Students Office](#) and follow the [DSO Care Team procedures](#) for documentation and submission of a request for make-up assignment. The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online [catalog](#).

### PLAGIARISM POLICY

Defined as the use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, projects/papers submitted for another course (either intentional or unintentional), is guilty of plagiarism (*please refer to the DAT Program Plagiarism Policy in the Student Handbook*).

### PRIVACY

Our class sessions may be audio-visually recorded for students in the class to reference and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their [Get Started page](#). It is important for students

to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Please review [guidance](#) on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the GatorEvals [website](#). [Summaries](#) of course evaluation results are available.

## Getting Help

### HEALTH & WELLNESS

- [U Matter, We Care](#): If you or a friend is in distress, please contact 352.294.CARE(2273)
- [Counseling and Wellness Center](#), please contact 352.392.1575
- Sexual Assault Recovery Services (SARS) – [Student Health Care Center](#), 352.392.1161
- [University Police Department](#), 352.392.1111 (or 9.1.1. for emergencies)

### ACADEMIC RESOURCES

- [E-learning Help Desk](#), Technical support: 352.392.4357 (select option 2) or [e-mail](#)
- [Career Connections Center](#), Reitz Union, 352.392.1601. Career assistance and counseling.
- [Library Support](#), various ways to receive assistance with using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 352.392.2010 or 352.392.6420. General study skills and tutoring.
- [Writing Studio](#), 302 Tigert Hall, 352.846.1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints Process](#) (on-campus)

### CIVILITY, ACCESSIBILITY, AND COMMUNITY RESOURCES

The Athletic Training Program supports an inclusive learning environment and promotes diversity of thoughts, perspectives, and experiences. We value critical reasoning, evidence-based arguments, and self-reflection to support the growth of each student. Please refer to the Doctor of Athletic Training Program Policies and Procedures Manual (Canvas) for the Non-Discrimination, Equity, and Diversity Policy. For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Ashley Smuder, APK Culture and Engagement Committee Chair, [asmuder@ufl.edu](mailto:asmuder@ufl.edu)
- Dr. Stephen Coombes, APK Graduate Coordinator, [scoombes@ufl.edu](mailto:scoombes@ufl.edu)
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Class Assignments and Grading

Students will earn their course grade based on completion of coursework as outlined below.

### INFOGRAPHIC PROJECT

Students will complete one infographic during the semester. Students cannot complete similar topics as classmates. Students will be required to post their topic to the discussion board by 20 May. If there are overlapping topics, please discuss with each other to resolve. Infographics will be due on 3 June. Assignments will be due at 1700 on the due date.

#### **Examples of infographics.**

1. <https://www.nata.org/sites/default/files/skin-disease-handout.pdf>
2. <https://www.tomwademd.net/a-chart-on-spinal-cord-injuries-neuroanatomy-infographic/>
3. <https://pin.it/1tzQzEw>

**Grading of infographics.** Infographics will be graded on the following areas:

1. Comprehensive coverage of key anatomical structures
2. Comprehensive information related to diagnosis
3. Information pertaining to treatment/care and rehabilitation
4. Submitted infographic will be worth a maximum of 50 points.

### MINI-REVIEW ARTICLE

Students will complete one mini-review article detailing an anatomic anomaly. In a maximum of 2000 words, students will describe an anatomic anomaly and discuss how it may impact sport participation and/or rehabilitation approaches. At least one figure or image must be included. Each student must describe a unique anatomic anomaly and no overlapping topics will be permitted. Students will be required to post their anatomic anomaly to the discussion board by 29 May. The clinical pearl will be due on 12 June at 1700 in Canvas.

#### **Examples of Mini-Review Article**

1. <https://www.orthojournal.org/articles/transolecranon-distal-humerus-fractures-a-mini-review.html>
2. <https://www.orthojournal.org/articles/injuries-to-the-stomatognathic-system-during-the-practice-of-brazilian-jiu-jitsu-and-the-importance-of-using-mouthguard-a-mini-review.html>

**Grading of Mini-Review Article.** Manuscripts will be graded based on the manuscript guidelines; please ensure your manuscript is appropriately following the submission checklist per the journal requirements. Additionally, manuscript will be graded on following areas:

1. Title
2. Abstract
3. Introduction
4. Methods/Search Strategy
5. Evidence Assessment
6. Discussion
7. Journal Formatting
8. Submitted manuscript will be worth a maximum of 100 points.

### TEACHING ASSIGNMENT MODULE

Students will complete one teaching module as a group during the semester. Once the first group teaches on the topic assigned (e.g., hip joint) during class time, the group learning the topic will be required to record themselves teaching the same topic (e.g., hip joint) learned through their lens. Additionally, the group will be responsible for creating a short assessment (e.g., quiz, assignment) pertaining to the topic taught. The videoed teaching assignment modules will be due on 17 June. Modules will be due at 1700 on the due date.

**Grading of teaching projects.** Teaching projects will be graded on the following areas:

1. Delivery methods of the content during the presentation
2. Content included and the organizational structure of the presentation
3. Enthusiasm and Audience Awareness during the presentation
4. Professionalism
5. Assessment design
6. Submitted teaching module will be worth a maximum of 50 points.

### CLASS ASSIGNMENTS

Assignments will be due on the following dates at 17:00 on the due date. \*\*Late assignments will not be accepted.\*\*

Due Date	Assignments
3 June	Infographic
12 June	Manuscript

**PROJECT AND EXAMINATION SCORING**

Grades will be based on the following criteria.

Assignment	Points
1. Teaching Assignment	50
2. Infographic	50
3. Mini-Review Manuscript	100
4. Practical exam #1	100
5. Practical exam #2	100

**GRADING SCALE**

Assignments (posted within Canvas) include rubrics, expectations for submission, and associated grading criteria. Students can see their progress within the Canvas gradebook. Examinations and quizzes score upon submission; however, adjustments to score may occur after the instructor reviews question performance statistics. Within the Canvas gradebook, percent calculations round up at “.6 or above” and round down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values and academic regulations related to grading, please visit the University [website](#).

**Weekly Course Schedule**

Letter Grade	Grade Points	Percentage
A	4.00	92 – 100
A–	3.67	89 – 91
B+	3.33	87 – 88
B	3.00	82 – 86
B–	2.67	79 – 81
C+	2.33	77 – 78
C	2.00	72 – 76
C–	1.67	69 – 71
D+	1.33	67 – 68
D	1.00	62 – 66
D–	0.67	60 – 61
E	0.00	Below 60

Week	Dates	Topics	Reading
Week 1	13, 15 May	Introduction – assign dissection groups 1. Shoulder 2. Upper arm 3. Hip 4. Thigh	<b>Gilroy:</b> Chapters 2, 24, 25, 28, 31 <b>McMinn:</b> Chapters 3, 5 (pgs. 263-277), 6
	15 May	In-class Demonstration (Dr. Krupko)	
Week 2	20, 22 May	1. Shoulder 2. Upper arm 3. Hip 4. Upper thigh	<b>Gilroy:</b> Chapters 2, 24, 25, 28, 31 <b>McMinn:</b> Chapters 5 (pgs. 263-277), 6
Week 3	27 May	<b>No Class – Memorial Day</b>	<b>Gilroy:</b> Chapters 4 (start-spinal cord; stop-neovascular topography of the back), 26, 32
	29 May	1. Elbow	

<b>Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Reading</b>
		2. Forearm 3. Knee 4. Lower Leg Practical examination (29 May)	<b>McMinn:</b> Chapters 3, 6
<b>Week 4</b>	3, 5 June	1. Wrist 2. Ankle Suturing Infographic (due 3 June) at 17:00	<b>Gilroy:</b> Chapters 27, 33, 34 <b>McMinn:</b> Chapters 3, 6
<b>Week 5</b>	10, 12 June	1. Hand 2. Foot Manuscript (due 12 June) at 17:00	<b>Gilroy:</b> Chapters 27, 33, 34 <b>McMinn:</b> Chapters 3,6
<b>Final Examination</b>	17 June	Teaching Assignment (due 19 June) at 17:00 Practical examination (comprehensive)	
<b>Open Lab(s)</b>			