Advanced Cadaveric Dissection (ATR7128C)

INSTRUCTOR INFORMATION

MaryBeth Horodyski, EdD, LAT, ATC, FNATA, FNAP
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Office Hours

Wednesdays 1300-1500. Happy to meet at other times – just send me a text.

CO-INSTRUCTOR

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CO-INSTRUCTOR

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MEETING TIMES/LOCATION

Class Day and Times: Monday and Wednesday 0800-1215
Location: OSMI 4th floor, Surgical Skills Lab
Attire: Students are required to wear scrubs or other clothing items (old sweatpants/shirts) to lab. Students should also wear comfortable shoes (sneakers or clogs). Students will be provide with Personal Protective Equipment (PPE) in class.

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 and discussing applications of gross anatomy knowledge.

PREREQUISITE KNOWLEDGE AND SKILLS: Admission into the Doctor of Athletic Training program.

REQUIRED AND RECOMMENDED MATERIALS

Required	Trail Guide to the Body 6th Edition Andrew Biel ISBN: 0998785067
Recommended	Trail Guide to the Body Student Workbook 6th Edition Andrew Biel ISBN: 9780991466672
	Gray's Clinical Photographic Dissector of the Human Body 2nd Edition Marios Loukas, Brion Benninger, R. Shane Tubbs ISBN: 9780323551021

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, their classmates, the instructors, and the cadavers 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.

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)*.

STATEMENT REGARDING THE USE OF GENERATIVE AI, CHATGPT, AND SIMILAR TOOLS

Unless specifically requested or authorized by your course or clerkship director for a particular need, the use of AI on assignments, essays/reflection papers, exams, and quizzes is considered cheating and you would be violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code. When authorized, the use of electronic and other resources, including artificial intelligence tools, requires proper attribution. You are responsible for understanding your dynamic data stewardship responsibilities to minimize personal, college, and university risk. UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines.

You are explicitly forbidden from using ChatGPT or other AI language learning models to generate material (written submissions) for this course. At instructors' discretion, text may be submitted to plagiarism checkers and AI detection tools to monitor compliance with this rule.

Please note that under all circumstances you must not post research, clinical or educational data to AI language models; doing so could be a potential violation of IRB, professional ethics, HIPAA and FERPA rules (subject to fines and penalties). No restricted data (see full definition here) should be entered into third-party AI systems. The entry of sensitive data (e.g., unpublished research results) should be avoided without explicit approval of the lab PI (in addition to any individual study PIs).

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.

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
- Dr. Stephen Coombes, APK Graduate Coordinator, scoombes@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

GRADING

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

INFOGRAPHIC (HORSE AND ZEBRA) PROJECT

Students will identify a common anatomical injury (horse) and a relatively uncommon or unanticipated differential diagnosis (zebra) by the midpoint of the semester. Example: Dx: SLAP Tear (horse) v. DDx: Sublabral Foramen (zebra) – see examples specific to this project provided in Canvas. Students will be responsible for creating two separate infographics; one detailing the more common, more anticipated injury (horse) and the second detailing the less common, less anticipated injury (zebra) that could be included in the differential diagnosis of a common injury. These infographics should include a likely patient presentation SOAP style note and a review of the involved anatomy. The infographics should make it easy for your peers to understand how these two injuries or conditions could have similar presentations with vastly different anatomical differences upon diagnostic or surgical exam. You will also be required to give a presentation on your infographic at the end of the semester. Please see the Rubric in Canvas for grading details. Please see examples of infographics on the course Canvas page and below.

Examples of infographics:

1. Skin Conditions Infographic
2. Spinal Cord Injuries Infographic
3. Shoulder Injuries Infographic

TEACHING ASSIGNMENT MODULE

Students will be divided into groups on the first day of the semester. Groups will choose one anatomical region to present. Presentation will include teaching their classmates the anatomical makeup of the region, (OIANB). Presentations should also cover common injuries that may occur to that anatomical region. Oral presentations will be approximately 10 minutes in length. Presentations must include a PowerPoint or equivalent file with the required materials. Please see rubric uploaded to Canvas for full grading details. Each student in the group will be graded separately.

Grading of teaching projects.

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. Accuracy of material discussed in presentation
6. Each submitted teaching module will be worth a maximum of 50 points.

Anatomical Region	Presentation Date
Hip	MNP – May 12
Shoulder	MBH – May 14
Elbow/Brachial Plexus	Group 1 – May 19
Upper Thigh	Group 2 – May 21
Knee/Lower Leg	Group 3 – June 2
Ankle/Foot	Group 4 – June 4
Forearm	Group 5 – June 9
Wrist/Hand	Group 6 – June 11

Class Assignments Due Dates

Due Date	Assignments
16 June	Horse and Zebra Project
Various throughout semester	Teaching Assignment

**Late assignments will not be accepted. Assignments will be due at 1700 on the due date.

PRACTICAL EXAMINATIONS

There will be two practical examinations throughout the semester. These exams will test your identification and application of anatomical structures. For example, you may be given an injury and asked to correctly identify what anatomical structure may be impacted. Or the instructor may point to a muscle belly and you need to identify the OIANB of that muscle. The exam will be a combination of fill-in-the-blank, multiple-choice, and essay-based questions.

PROJECT AND EXAMINATION SCORING

Grades will be based on the following criteria

1. Syllabus Quiz 0
2. Teaching Assignment 50
3. Infographics (Horse & Zebra) 100
4. Exam #1 May 28 100
5. Exam #2 June 16 100

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

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

WEEKLY COURSE SCHEDULE

Week	Dates	Topics	Reading
Week 1	May 12, 14	Introduction – assign dissection and teaching groups 1. Shoulder 2. Hip *5/14: Surgical techniques with Dr. Krupko (Trauma Surgeon)*	 Chapter 2 Chapter 6
Week 2	May 19, 21	1. Shoulder 2. Upper arm & Brachial Plexus 3. Hip 4. Upper thigh	Chapter 2 Chapter 2/5 (Brachial Plexus only) Chapter 6 Chapter 6
Week 3	May 28 (May 26 Memorial Day – No Class)	1. Elbow 2. Lower Leg **EXAMINATION 1 (May 28)**	Chapter 3 Chapter 7
Week 4	June 2, 4	1. Forearm 2. Wrist 3. Knee 4. Ankle	Chapter 3 Chapter 3 Chapter 7 Chapter 7
Week 5	June 9, 11	1. Hand 2. Wrist 3. Foot 4. Ankle	Chapter 3 Chapter 3 Chapter 7 Chapter 7
Week 6	June 16, 18	June 16: HORSE AND ZEBRA Presentation **EXAMINATION 2 (June 16)** *6/18 ACL-R demo with Dr. Roach **START TIME 7AM*** *Suturing with Kendal LaMonica PA-C*	
Open the Lab(s)		**As needed throughout the semester**	