ABSTRACT

INTRODUCTION. At The Ohio State University, an ever-increasing interest from undergraduate students for the opportunity to participate in advanced anatomy courses permitting more "hands on" laboratory experiences, as well as the need to further provide teacher training through an authentic teaching practicum for graduate students (from course design to implementation) has led to the development of a dual use summer dissection course.

METHODS. To design a summer dissection course to meet the needs of anatomy graduate students, undergraduate students, and the Division of Anatomy.

RESULTS. During the pre-planning stages design, organize, and prepare for a summer dissection course including syllabus and schedule construction. Then, during the summer, the graduate students serve as the primary instructors for the course, each being assigned at least one team of four undergraduate students with an opportunity to gain a first-hand experience of the human body. Graduate students are provided with the opportunity to design an undergraduate anatomy dissection course and implement their vision, under the direction of a faculty mentor providing feedback. The goal of the course is to allow the undergraduate students an opportunity to gain a better appreciation for anatomical variation and the intricacies of the human body with a hands-on experience as well as provide additional opportunities for anatomy graduate students to advance, apply, and reflect on their developing teaching skills.

CONCLUSIONS. In order to aid students in their quest for knowledge, different teaching methods and theories have been developed and implemented. Two types of methodologies, specifically cooperative learning and collaborative inquiry, require students to work together in groups in order to accomplish shared learning goals, as well as to increase both the cognitive and social growth needed to succeed in group settings. To qualify for the course, undergraduate students must have previously completed Anatomy 3000 Human Anatomy, Anatomy 3000 Advanced Human Anatomy for Undergraduates, or an equivalent course, with a B- or better. Anatomical structures are taught using prosected cadavers in the laboratory (i.e. Anat 2220 Human Structure and Function for Eunators, Anat 2300 Human Anatomy, and Anat 3300 Advanced Human Anatomy for Undergraduates).

METHODS

Anatomy 3300 Learning Human Anatomy through Dissection is a summer dissection course for undergraduate students, which was designed to meet the needs of undergraduate students, anatomy graduate students, and the Division of Anatomy. This course provides undergraduate students with the unique opportunity of completing a full dissection of a human cadaver. The cadavers dissected during the Anatom 3300 course are used for "hands on" dissections during the following upcoming academic year in undergraduate anatomy courses that utilize prosected cadavers in the laboratory (i.e. Anat 2220 Human Structure and Function for Eunators, Anat 2300 Human Anatomy, and Anat 3300 Advanced Human Anatomy for Undergraduates).

RESULTS

Undergraduate students enrolled in Anatomy 3300 are instructed and guided through a full-body dissection by anatomy graduate student instructors. The class meets on Mondays, Wednesdays, and Fridays for approximately 5 weeks and is in the laboratory for 3 hours each session. These students are also expected to spend time in the laboratory outside of the regular class time in order to complete dissections and to stay on the schedule. The topics and areas for dissection include the back, lower limb, upper limb, trunk, and head and neck. The detailed schedule of dissections is found in Figure 2. Undergraduate students must be selected to participate as part of a two-semester teaching practicum. The selected to participate as part of a two-semester teaching practicum were provided the opportunity to learn and put into practice the skills required to prepare for an undergraduate course and then teach the course under the supervision of a faculty mentor.

CONCLUSIONS

Due to the ongoing requests by undergraduate students to have the opportunity to perform full-body dissections, a course was developed to allow a group of selected students the chance to prepare cadavers for the following academic year's undergraduate anatomy courses. The course was also designed in an effort to provide further training for anatomy graduate students. Through this teaching practicum, anatomy graduate students are provided with the opportunity to design an undergraduate anatomy dissection course and implement their vision, under the direction of a faculty mentor providing feedback. The goal of the course is to allow the undergraduate students an opportunity to gain a better appreciation for anatomical variation and the intricacies of the human body with a hands-on experience as well as provide additional opportunities for anatomy graduate students to advance, apply, and reflect on their developing teaching skills.

REFERENCES


Development of a Summer Dissection Course for Undergraduate and Graduate Student Advancement

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