**University of Florida**

**College of Public Health & Health Professions**

**PHT 6788: Functional Anatomy I (5)**

Fall 2021

Delivery Format: On-Campus and Online  
E-Learning

**Instructors**

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**Teaching assistants: Movement**

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**Prerequisites**

Participation in this course is limited to students in the Doctor of Physical Therapy program at the University of Florida.

# Course Overview

This course is a comprehensive study of human anatomy and the implications of that anatomy for human movement. You will learn the intricacies of the human organism through dissection and laboratory activities designed to lead you through a great adventure of fascinating discovery. Dissection covers the entire scope of the body - musculoskeletal, cardiopulmonary, integumentary, and organs. This new knowledge is applied in the context of understanding human movement through laboratory exercises, team learning and online content.

## Relation to Program Outcomes

# This course is foundational for many of the subsequent courses within the DPT curriculum.

# Course Objectives and/or Goals

The student will be able to:

1. Demonstrate appropriate affective behaviors (at the level of 90%) during class lecture, classroom laboratory sessions, dissection lab, student presentations, and classroom and laboratory examinations. These behaviors include but are not limited to respect, consideration, communication, and professionalism. (Please refer to the generic abilities and professional development plan for more details). Students will use feedback to improve affective skills.
2. Define the anatomical and biomechanical terminology and use the terminology appropriately when discussing anatomical content in the classroom and in the laboratory.
3. Identify and locate the points of osteology.
4. Identify boney landmarks and muscles through palpation.
5. Discuss the joints of the body including classification and type, structures (ligaments and other) involved and their functions, and motions occurring at the joint.
6. Discuss the plexi indicating trunks, divisions, and cords from which each nerve emerges and give cord segments for each nerve with an asterisk.
7. Trace the course of each peripheral nerve finding branches to each muscle innervated and the cutaneous branches. Indicate the area of cutaneous innervation for each cutaneous nerve in the body per region.
8. Describe, identify and locate muscle attachments, nerve supply, and actions of muscles in the body per region as described in the muscle chart.
9. Describe, identify and locate major arterial and venous structures in the body per region.
10. Describe the organs in the body per region.
11. Discuss the relationship of structures in the body to one other: (arteries, veins, nerves, muscle layers, compartments, regions)
12. Explain the sequence of joint motion and muscle activity at complex joints and during complex movements
13. Apply biomechanical principals to use passive movements of joints arthokinematics for joint testing and interventions used by physical therapists
14. Evaluate human movement for deviations and compensations and hypothesize possible causes for these deviations
15. Explain the sequence of joint motion and muscle activity at complex joints and during complex movements
16. Evaluate human movement for deviations and compensations and hypothesize possible causes for these deviations with emphasis on gait
17. Discuss the implications of changes in the neuromuscular system (injury, ageing, etc) for human gait, and hypothesize possible causes of deviations from typical gait.

## Instructional Methods

The class this semester is broken into broad units – gross anatomy and dissection (Pozzi) and movement (Bishop).

***Gross Anatomy***

The gross anatomy portion of the course involves lecture, laboratory sessions of regional cadaveric dissection, and small group meeting with teaching assistants.

**Lectures**: This course focuses on basic anatomical foundations with an emphasis on the neuromuscular and musculoskeletal anatomy. You are expected to actively participate in lectures by asking question via chat or interact through polls and direct questions.

* You **MUST** wear a surgical mask regardless of vaccination status.

**Cadaver lab**: The lab portion of the course involves regional cadaveric dissection focusing on the neuromuscular, musculoskeletal, and cardiovascular anatomy of the back, abdomen, and upper and lower extremities. During cadaver lab:

* Each student **MUST** have their own dissection kit (probe, scalpel with handle #3, blades #10, hemostat forceps, tissue forceps). You will need approximately 40 blades (#10) for this semester.
* You **MUST** wear close toe shoes in the lab. If you arrive with open toe shoes you will be asked to leave the lab.
* The Florida State Anatomical Board **REQUIRES** all persons handling cadaveric materials to wear gloves (latex).
* You **MUST** wear a surgical mask regardless of vaccination status.
* We **RECOMMEND** a lab coat to prevents fluid from staining your clothes.
* We **RECOMMEND** wearing plastic googles to prevent fluids from splashing in your eyes.
* Each group of students **MUST** have the dissection guide and atlas.
* **TABLETS** are allowed in the lab to consult eBooks and electronic atlases (VisibleBody).
* You will have **UNRESTRICTED ACCESS** to the lab during the week (6AM-10PM). The lab is under 24/7 video surveillance. The course offers 2 hours of supervised dissection each week; however, we **ENCOURAGE** students to maximize the time in the lab also outside of class time. TAs will be available for outside class supervision (previous notice required).
* **NO PHOTO (read carefully)**: The Florida State Anatomical Board does not permit taking photo at any time. Taking photo is unethical and against HIPAA. Taking photos in cadaver lab is considered a major professional offence and it is ground for dismissal from the program.
* **NO FOOD**: The Florida State Anatomical Board does not permit eating in the lab.
* **NO MUSIC / HEADPHONES**: The Florida State Anatomical Board does not permit listening to music or wearing headphones in the lab.

**Small group discussion (with TA)**: You will be assigned to a small group lead by TA. Your small group will be required to meet with the assigned TA for an hour each week throughout the semester. The small group will meet on zoom, you TA will communicate with you to determine the best day/time for the meeting and send the zoom link.

* You are expected to actively participate in the small group discussion by asking question via chat or interact through polls and direct questions.
* You must have your camera on at all time.
* You may be required to share your screen.

***Movement***

This portion of the class has two pieces. An online component includes lectures and quizzes to provide content material, assignments, and additional resources. These online materials serve as preparation for our “in person” laboratory sessions. There will be short presentations related to specific content areas. The presentations have been made as voice over powerpoint and as recorded presentations. Depending on your browser, you may need to download powerpoint files and run as a presentation to hear the audio file.

**Skills labs**

During labs, we work on palpating surface anatomy, discuss solutions to online assignments, and analyze movement. The way that this works is that you practice on and with your colleagues to understand the complex variety that is 'typical'. Opportunities for application to people who are functioning less than optimally are available through Community Engagement activities.

For palpation laboratories we will follow along with the gross anatomy part of the class for the most part. You discuss the upper extremity in the gross anatomy portion, then we palpate those muscles in class, for example. Methods for palpation vary but you have a great resource in the Trail Guide text. We will follow the techniques in this resource and demonstrate alternatives that might be useful to you.

Dress for labs (online or in person) will be the UFDPT shirt and shorts. We will be disrobing at times to palpate the upper extremity. Consequently, those identifying female should bring a sports bra to change into for those labs. Gowns and draping are available and used throughout the course to protect your modesty and that of your classmates.

**\*\*Blended Learning\*\***

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructors, we would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets us focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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| **SCHEDULE** | | | |
|  | **Delivery methods** | **Days** | **Time** |
| **Lectures\*** | In person | Tuesday / Thursday | 8-9:15AM |
| **Cadaver lab\*** | In person | Tuesday / Thursday | 1st rotation: 9:40 – 10:40  2nd rotation: 10:40 – 11:40  3rd rotation: 11:40 – 12:40  4th rotation: 12:40 – 1:40 |
| **Movement Skills lab** | In person | Wednesday | 8:30 – 11:30 |
| **Small group (with TA)** | Online, synchronous | Determined with the assigned TA | Determined with the assigned TA |

\*, except where noted

**Required resources**

These resources will be used both fall and spring terms:

* **Finley’s Interactive Cadaveric Dissection Guide**. Senesac C & Bishop M. Copies available for purchase at: <https://www.clinicians-view.com>; purchase code: 519cc2ba-65
* ***Visible Body Interactive Anatomical software*** – You will receive an email with an invitation link to this app. This will give you the student rate and connect you to this course.
* **Color Atlas of Human Anatomy, Vol. 1: Locomotor System**. Platzer W, ed. 7th Edition. Stuttgart: Thieme; 2014. doi:10.1055/b-005-148912. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu> (look for eBook, Thieme MedOne Education). Note: requires VPN for off campus access.
* **Color Atlas of Human Anatomy, Vol. 2: Internal Organs**. Fritsch H, Kühnel W, ed. 6th Edition. Stuttgart: Thieme; 2014. doi:10.1055/b-005-148854. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu> (look for eBook, Thieme MedOne Education). Note: requires VPN for off campus access.
* **Color Atlas of Human Anatomy, Vol. 3: Nervous System and Sensory Organs**. Kahle W, Frotscher M, ed. 7th Edition. Thieme; 2015. doi:10.1055/b-005-148875. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu> (look for eBook, Thieme MedOne Education). Note: requires VPN for off campus access.
* **Atlas of human anatomy** Netter, Frank H. (Frank Henry), 1906-1991.; EBSCOhost 2014. **Free eBook** at the UF Health Science Center Library: <https://library.health.ufl.edu>. Book link [here](https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990351242020306597). Note: requires VPN for off campus access.

**Recommended resources**

* **Trail Guide to the Body**. Biel A. Books of Discovery. Any edition will be very useful for palpation and surface anatomy
* **Kinesiology of the musculoskeletal system: foundations for physical rehabilitation.** Neumann, Donald A. (2002). St. Louis :Mosby,
* Each group must have an atlas to bring in cadaver lab. If you prefer paper books, we recommend buying used copies. There are many atlases to choose from, here are some suggestions:
* Atlas of Anatomy (any edition). Gilroy AM. Thieme
* Atlas of Human Anatomy (any edition). Netter F. Elsevier
* Anatomy: A Photographic Atlas (any edition). Rohen JW. Wolters Kluver

**GRADING**

(Across both portions of this course)

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| **PERCENTAGE** | **LETTER GRADE** | **GPA** |
| 93 – 100 | A | 4.00 |
| 90 – 92 | A- | 3.67 |
| 87 – 89 | B+ | 3.33 |
| 83 – 86 | B | 3.00 |
| 80 – 82 | B- | 2.67 |
| 70 – 79 | C | 2.00 |
| 60 - 69 | D | 1.00 |
| < 60 | E | 0 |

There are: **NO MAKE UP EXAMS**, and **NO EXTRA CREDIT/NO MAKE UP POINTS**

Please see “*extraordinary circumstances*” below under Policy Related to Make Up Exams.

Every effort will be made to review exams online as a group. This may be outside of class.

Grades given on an exam will not be changed once 2 weeks has elapsed from the exam date. Please make an appointment to discuss individual answers. Instructor is available for individual review by appointment.

**Written examinations:** These are multiple choice and short answer examinations that combine information provided in both portions of the class.

**Assignments and quizzes:** Throughout the modules of this course there are several types of quizzes. The gross anatomy portion of the class will have weekly quiz that will count toward your grade. The movement portion of the class will have short mastery quizzes are required to complete for each concept within the content. Further, there will be quizzes at the end of each module that will count towards your grade. Each of the quizzes will be formative to help with mastery. What that means is that you have many attempts to get the material correct. If you do not get correct answers on the quizzes, consult your resources - texts, peers, TAs etc, and post a question to the discussion board so that we can all discuss the concepts.

**Cadaver lab examinations: There will be two cadaver lab exams testing your accuracy to identify structures of the human body. This will consist in answering question related to structures tagged on each cadaver.**

**Cadaver dissection: The progress, completeness, and thoroughness of the dissection will be evaluated, counting toward your grade.**

**Palpation competency:** There will be a palpation competency in this class, testing your accuracy in identifying surface anatomy. This will consist of identifying 15 structures on a partner who will be assigned to you. Each item on the competency is a 'pass/fail' item; i.e. did you identify it or not. However, you must demonstrate your competence to pass the course; therefore any item that is missed you will demonstrate at a later date to a TA or instructor.

**Professional Behavior:** Professional behavior expectations specific to this course are listed in the section “Student Expectations, Roles, and Opportunities for Input” below.

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|  | **Overall weighting (% of total)** |
| Quizzes | 25.5 |
| Cadaver lab 1 | 11 |
| Cadaver lab 2 | 11 |
| Cadaver dissection | 2.5 |
| Written - midterm | 20 |
| Written - final | 21 |
| Palpation competency | 3 |
| Professional behavior | 6 |

***Recording of lectures***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.  The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding.  All other purposes are prohibited.  Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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**.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of

Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

\*\*Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and will be referred to the Student Conduct and Conflict Committee Through the Dean of Students Office.

## Policy Related to Required Class Attendance

**Attendance:**

As adult learners in the DPT program, every class and lab period is important to facilitate development, and therefore attendance is expected for the scheduled didactic and clinical education experiences. We strongly encourage students to attend and actively participate in every session.

**Excused absences** must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance).

**Additional information** can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx Please contact the instructor as soon as possible if you are unable to attend class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Make an appointment with one of the instructors to discuss your individual circumstances as soon as possible.

# *Policy Related to Make up Exams or Other Work*

1. Policy related to exams: Can only be made up with an excused absence. In extraordinary circumstances it may be possible to take an exam early or late. Please consult with the instructor if necessary. If for any reason you are unable to attend an exam at the last minute, you must notify the instructors as soon as possible. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.
2. Policy Related to Unexcused Absences: **You are allowed one (1) unexcused absence.** It will be your responsibility to make up the work that you missed.
3. Excused absences The instructor should be contacted as soon as possible. Excused absences include but are not limited to: documented illness, death in the family, or other special circumstance to be discussed with instructor. It is the students responsibility to make arrangements with the instructor to make up the work that was missed.
4. Technical issues related to submissions: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST email me within 24 hours of the technical difficulty if you wish to request a make-up.

***Exam proctoring***

Any examination worth >15% of the overall grade MUST be proctored per UF policy. We will use the Respondus LockDown browser.

“LockDown Browser is a proctoring service that requires students to download a custom browser to take quizzes and exams. This browser prevents students from copying, pasting, accessing other applications, and/or visiting other websites during the time for the online exam. The software also helps disable other methods of cheating such as the use of virtual machines, remote desktops, screensharing, screen-recording, instant messaging, and much more. When students start an exam with LDB, the assessment will be displayed in full-screen without the option to minimize the browser until the students submit their work for grading. The browser does not have a menu or toolbar, only providing the options to go back, forward, refresh and stop. When setting up LockDown Browser for an exam, instructors also have the option to use Respondus Monitor, a service that records the exam session and highlights any suspicious activity for the instructor to review.” https://elearning.ufl.edu/instructor-help/lti-request/canvas-learning-tools/learning-tools/respondus-lockdown-browser.php

# *Student Expectations, Roles, and Opportunities for Input*

**Professional Behavior** is expected at all times, and can be defined as:

1. Zoom meetings online: Etiquette - Cameras should be on at all time, unless there are bandwidth/hardware/software issues that need to be handled on an individual basis. You are responsible to notify the instructor during class through the chat. The instructor reserves the right to ask students to turn off their cameras under certain circumstances.
2. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time. This will be done through the zoom and chat feature.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
4. **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned materials as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class online meetings.
5. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all other electronic devices at your end; not reading other material during class; meeting deadlines; arranging with instructor or peer to get materials or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
6. Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.
7. While it is anticipated that professional physical therapy students will behave with tact and courtesy online, please follow the following guidelines for Internet etiquette:
   1. In the real word we can see facial expressions, gestures, and hear tone of voice. We do not have that extra information online. It is easy to misinterpret the other person’s meaning. Be cognizant of how you are communicating to your faculty and peers online.
   2. Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion. This online class does not allow flaming.
   3. YELLING: Using all capital letters in your writing is considered yelling online. Please make sure your caps lock is off.
   4. Flaming, yelling or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset related to something in this class, make an appointment with the instructor for a telephone conference. Students who are disrespectful of the instructor(s) or fellow classmates during discussion will be denied access to the course until the matter can be resolved.
8. Students are expected to actively participate in lecture and small group discussions. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to one another of various backgrounds whether students, therapists, supervisors or professors. Students gain an understanding of relationships in a professional role.
9. Lecture notes and/or Power Point slides: are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and small groups.
10. **Laptops/Tablets:** Laptops or computer of some sort are essential in this class which is taught online.
11. **Cell Phones**: Cell phones should be turned off and not used during online class time. This includes making or receiving phone calls and/or texting. Breaks are given throughout the block time periods to access/use your phone.
12. **Recording Devices:** the lecture and small group meetings will be recorded on zoom and posted on canvas for your access.

**Communication Guidelines**

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

**STUDENT RESPONSIBILITIES Specific to dissection:**

1. Professionalism and respect are expected at **ALL TIME** during cadaver lab.
2. You are expected to attend all cadaver lab sessions as indicated in the schedule. The student is responsible for locating the content in the "Anatomy Syllabus" as indicated in the course objectives.
3. **The only excused absence is for illness.** The student is responsible to contact the instructor about missing the lab experience and making arrangements to reschedule this important experience. Individual circumstances may be discussed with the instructor. Unexcused absences will result in a reduction of the lab grade.
4. Each student is responsible for an **EQUAL share** of the dissection work. If the instructor observes during class time that a student is not doing his/her share of the dissection, the student will be notified. If the problem is not corrected by the next lab period following the warning, **points will be subtracted** from your dissection grade. Subsequent unheeded warnings will result in loss of all dissection points.
5. **Dissection of a region must be completed prior to the examination day** on that region. The instructor will make rounds to be sure all dissection is complete. If dissection is not completed by the date on the schedule, each partner on the side of the body not completed will have points deducted from their dissection points. In addition, the dissection will need to be completed prior to the exam.
6. Each individual is responsible to **bring all the required material to each cadaver** lab, including gloves, mask, dissection kit.
   1. **DO NOT** use gloves provided for the TA’s or the instructor. If you are found to have taken gloves from the instructors’ supply, you will have **points deducted** from the dissection points for.
7. Each table **MUST HAVE:** an atlas, dissectors guide and sewing kit at each lab period.

**SUPPORT SERVICES**

## Accommodations for 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 https://disability.ufl.edu/students/get-started/ . 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. The College is committed to providing reasonable accommodations to assist students in their coursework.

## Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

* The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

* You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

* The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

* Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

**Do not wait until you reach a crisis to come in**. You are not alone so do not be afraid to ask for assistance.

## Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu