

## BIOH480 (honors): Teaching Anatomy and Physiology I Syllabus Fall 2018

**Instructor: Laurie Minns, PhD**

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- Office Hours: Mondays 12-1pm and by appointment
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**\*\* Pre-requisite: Grade of B- or higher in BIOH365, consent of instructor**

### Course Meeting Times:

- Fridays 7am-7:50am
- Mondays 5pm-7pm: rotation check off
- Assigned lab (arrive 10 minutes early)
- Assigned open labs (stay the entire 2 hours or 2 blocks of 1 hour, TBD at the beginning of the semester)
- TA only open labs (optional for content mastery, see lab schedule)

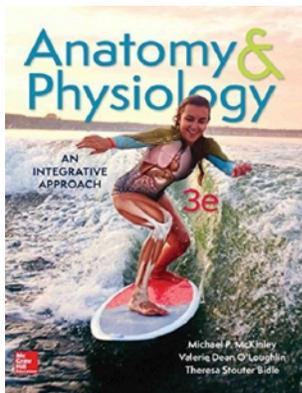
### Course Structure

- 1) Lecture, discussion and preparation of laboratory materials for BIOH365.
- 2) Weekly mandatory meetings to discussing teaching strategies effective for undergraduate BIOH365 cadaver labs
- 3) Supervised teaching of laboratory activities in one BIOH365 laboratory per week
- 4) Supervised teaching during weekly open labs for BIOH365 students.

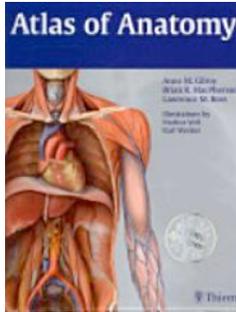
### Required materials:

Required Course Materials:

Anatomy and Physiology, an Integrative Approach, 2ed. McKinley, O'Loughlin, Bidle. McGraw Hill, 2018 McGraw Hill Connect online supplement. (the 2<sup>nd</sup> edition is acceptable as well).



Optional Course Materials:



Atlas of Anatomy by Anne M. Gilroy, Brian R. MacPherson, Lawrence M. Ross - Thieme (2008)  
–ISBN-978-1-60404-062-1 or the 2<sup>nd</sup> or 3rd edition of the Gilroy atlas or the electronic edition  
(available from [www.thieme.com](http://www.thieme.com))

**Course Objectives:**

Upon successful completion of this two-course sequence, you will have mastered the conceptual and practical information regarding the anatomy and physiology of the human organism by assisting in teaching the human anatomy and physiology labs (BIOH365). More specifically, upon the successful completion of this course you should be able to:

- 1) Demonstrate understanding of chemical and biological principles and knowledge that serve as the foundation for understanding human anatomy and physiology.
- 2) Understand and analyze cellular processes governing development, growth and normal function of the human body.
- 3) Understand the processes involved with maintaining homeostasis and anticipate what may occur when homeostatic balance mechanisms are lost.
- 4) Demonstrate practical knowledge of human gross and microscopic anatomy using human cadavers and prepared histological slides.
- 5) Identify structures in the body and analyze their relationship with other structures.
- 6) Describe development, regeneration and normal function of body systems
- 7) Understand the cellular and physiological mechanisms that drive tissue formation and function.
- 8) Employ the scientific process for understanding principles of anatomy and physiology.
- 9) Analyze A&P observations and data and determine the potential physiological consequences.
- 10) Become familiar with current teaching practices and ways to address the various learning styles of students in the human anatomy and physiology laboratory.

**Topics covered (Learning Goals):**

During this two-semester course, students enrolled in BIOH480 will gain mastery of human anatomy and physiology as it pertains to health professionals attributed to the increase in preparation of course materials and conveying this information to students enrolled in BIOH365.

The two-semester sequence is divided as follows:

<b>BIOH 480</b>	<b>BIOH 481</b>
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<p><b>Body Plan &amp; Organization</b> <b>Homeostasis</b> <b>Chemistry &amp; Cell Biology Review</b> <b>Histology</b> <b>Integumentary System</b> <b>Skeletal System &amp; Articulations</b> <b>Muscular System</b> <b>Nervous System</b> <b>Special Senses</b></p>	<p><b>Endocrine System</b> <b>Cardiovascular System</b> <b>Lymphatic System &amp; Immunity</b> <b>Respiratory System</b> <b>Digestive System</b> <b>Metabolism</b> <b>Urinary System</b> <b>Fluid/Electrolytes &amp; Acid/Base</b> <b>Balance</b> <b>Reproductive System</b></p>
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**Important Lab Meeting dates are below: topics may change**

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### MINIMUM requirements for BIOH480 Peer Leaders

- 1) Present the content from prepared rotation lesson plans during the mandatory Friday 7am-7:50am meeting to fellow PEER LEADERS and Instructors. The sign up sheet for these labs will be posted in the first course meeting or earlier.
- 2) Prepare and present two rotation lesson plans and BIOH365 student study sheets and to the fellow TAs and Lab instructors at the Friday 7am-7:50am meeting according to the sign up sheet posted in the lab.
- 3) Assist in teaching one lab per week. Assignments for these labs are made by Dr. Minns. Missing a lab without notifying Dr. Minns and your lab instructor will result in the automatic drop of one letter grade. Missing more than one assigned lab without contacting your lab instructor will lead to course failure.
- 4) Assist during one open lab period per week (2 hours) and one extra open lab prior to laboratory practical exams.
- 5) Participate in the TA check-off meeting on Mondays 5-7pm. Be fully prepared for scheduled BIOH365 laboratories by being familiar with cadaver prosections, histology slides, laboratory equipment operation, and laboratory teaching rotations.
- 6) Assist in preparing and grading the laboratory quizzes and practical examinations through the online Moodle question forums.
- 7) Demonstrate professionalism in your behavior. PEER LEADERS must consistently exhibit an understanding of the confidentiality of conversations regarding student performance and student grades.
- 8) Demonstrate a high degree of initiative and independence.
- 9) Include Dr. Minns in all email correspondence between yourself and students (you may use cc or bcc); if you do not know how to respond to student inquiries, please email Dr. Minns for advice.

### BEHAVIOR EXPECTATIONS

- 1) Above all, be professional and ethical in all your dealings with colleagues and the students.
- 2) At **NO** time are you to discuss the grades or performance of a student enrolled in BIOH365/370 with anyone other than the laboratory instructor, any Peer Leader teaching within the same laboratory section, or Dr. Minns.
- 3) Minimize the amount of body contact/touching between you and the students while instructing or supervising open laboratories.
- 4) Arrive at the laboratory (HS101) five or ten minutes early (unless you are constrained by your academic or work schedule).
- 5) Immediately address the needs of the laboratory instructor. For example what needs to be done so the quiz or practical examination can begin on time.
- 6) Proctor the quiz or practical examination. Proctoring requires vigilance and observation of student's activities and needs during examinations.
- 7) Put other personal or academic issues aside when it is time for you to interact with the students.
- 8) Do not bring food or drinks into the laboratory.
- 9) Be prepared
- 10) Review all information for the assigned lab.
- 11) Determine what specific objectives your laboratory instructor would like you to address
- 12) Design your teaching preparation and instruction around these objectives.
- 13) Prepare one question for your peers from the lab learning objectives and answer one question from your peers each week on Moodle by Monday at midnight of each week.
- 14) Review any tutorials provided for the assigned lab.
- 15) Review all information linked to the TA Moodle site.
- 16) If you are unable to attend a lab meeting, contact the laboratory instructor at least one day prior to the scheduled lab to determine your teaching objective(s).

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- 17) Be attentive as the laboratory instructor is providing answers to quiz questions so you can correctly grade the quizzes.
- 18) Assist with the supervision of at **least one open lab per week, and one 'extra' open lab during the pre-practical open lab week**. If your schedule prohibits you from meeting this obligation during the week, please correspond with Dr. Minns so that alternative arrangements can be made.
- 19) If your academic or work schedule precludes you from assisting with scheduled open laboratories, it is expected that you will arrange another time that does coincide with your schedule (which may include weekends).
- 20) A minimum of **two** PEER LEADERS must be in attendance for any of these additional open laboratories (no matter the day or the time).
- 21) Any of these additional open lab sessions must be scheduled at least five days in advance so the day(s) and time(s) can be placed on the Moodle page.
- 22) Be a good team member.
- 23) If another PEER LEADER requests help in reviewing a concept, do so without criticism.
- 24) If another PEER LEADER becomes ill or has some other scheduled conflict, be willing to "cover" their teaching responsibility.
- 25) If such an event does occur, **IT IS THE RESPONSIBILITY OF THE PEER LEADER, NOT** the laboratory instructor or Dr. Minns, to facilitate this "switch".
- 26) If you check out the key to HS 101, leave contact information for others who may want to gain access to the room. Return the key within three days of the date you have checked it out. **UNDER NO CIRCUMSTANCES** should this key ever be in the hands of someone other than a BIOH 365 Peer Leader a BIOH365 laboratory instructor, an official course tutor, or Dr. Minns. The key should **ALWAYS** be returned to the drawer by Monday morning.
- 27) Participate **EQUALLY** in the lab or prep room cleanup responsibilities assigned to your dissection team.
- 28) Be willing to admit when you do not know and answer, or have provided incorrect information.
- 29) Clean up after yourself and others after every lab.
- 30) Monitor the laboratory during all class visits to insure that all procedures are being followed appropriately.
- 31) Enforce HIPAA regulations.
- 32) Notify Dr. Minns immediately if you observe suspicious behavior.

### Evaluation Methods

Students will be evaluated each week on their ability to effectively teach their assigned lesson plan to their peers, laboratory instructors and Dr. Minns. Students will not be allowed to teach the material in the BIOH365 laboratory rotation until they exhibit mastery of the rotation material.

- ❖ The following factors will be considered during the rotation presentation evaluation (worth 40% of the total grade):
  - ❖ Effective use of proper anatomical, physiological and medical terminology.
  - ❖ The rotation presentation must be accurate and completely follow the established lesson plan.
  - ❖ The student must effectively engage peers and instructors in their teaching.
  - ❖ The student must effectively address peer and instructor questions to show mastery of the material.
  - ❖ The student must be able to complete the rotation information within the allotted time period.

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- ❖ Students will be evaluated by Laboratory Instructors as they teach the actual rotation in BIOH365 laboratories. The following factors will be evaluated by laboratory instructors (worth 20% of total grade):
  - ❖ Effective use of proper anatomical, physiological and medical terminology.
  - ❖ The rotation presentation must be accurate and completely follow the established lesson plan.
  - ❖ The student must effectively engage peers and instructors in their teaching.
  - ❖ The student must effectively address peer and instructor questions to show mastery of the material.
  - ❖ The student must be able to complete the rotation information within the allotted time period.
  - ❖ If the student does not know the answer to a question posed by a BIOH365 student, they are expected to find the appropriate answer by consulting with course materials and laboratory instructors/Dr. Minns.
- ❖ Students are required to be present and actively engage students during open labs (worth 20% of total grade)
- ❖ Monitor and respond to lab quiz questions on the Moodle page (worth 20% of total grade).
  - ❖ Students will automatically fail the class if they:
    - ❖ Discuss student performance or grades of a student enrolled in BIOH365 with anyone other the laboratory instructor, other Peer Leader's teaching within the same laboratory section, an official course tutor, or, Dr. Minns
    - ❖ Provides access to the Peer Leader Moodle site to anyone who is not a laboratory instructor, tutor, or a fellow Peer Leader.
- ❖ A deduction of one letter grade will automatically occur as a result of:
  - ❖ One unexcused absence from a scheduled lab class or lab meeting.
  - ❖ Failure to submit your assigned lesson plan on time.
  - ❖ More than ONE incident in which you have not taken the initiative to contact the laboratory instructor at least one day prior to a scheduled lab to determine your teaching responsibilities.
  - ❖ More than ONE week during which you did not provide Dr. Minns one quiz or practical examination questions related to your teaching objectives PRIOR to the scheduled lab via email.

### Course Policies

Dr. Minns and the Laboratory Instructors follow academic policies as stated in the 2017-2018 Course catalogue. Students are responsible for being familiar with these policies.

<http://www.umt.edu/catalog/>

These policies include but are not limited to:

- Student Conduct ([http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php))
- Class attendance
- Credit/No Credit Grading
- No more than 18 CR credits may be counted toward graduation. Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.
- A CR is given for work deserving credit (A through D-) and an NCR for work of failing quality (F). CR and NCR grades do not affect grade point averages. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

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- Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. After the fifteenth day, but prior to the end of the 30th day of instruction, an undergraduate student may change a credit/no credit enrollment to an enrollment under the A F grade system, or the reverse by means of a drop/add form.
- The University cautions students that many graduate and professional schools and some employers do not recognize non traditional grades (i.e., those other than A through F) or may discriminate against students who use the credit/no credit option for many courses. Moreover, students are cautioned that some degree programs may have different requirements regarding CR/NCR credits, as stipulated in the catalog.
- Audit
- Incomplete Grading Policy
- Plagiarism
  - Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See Student Conduct Code section of this catalog.)
  - Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

### ***Students with Disabilities:***

The University of Montana assures equal access to instruction through collaboration. If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at [www.umt.edu/disability](http://www.umt.edu/disability).

Students with disabilities who would like reasonable accommodations must provide documentation to both Dr. Minns and the lab instructor the first week of class so that appropriate arrangements can be made. In the event that students decide after the semester begins that they would like to disclose their disability and request accommodations, students must provide documentation at least 10 days prior to the upcoming assessment so that instructors may prepare appropriately. It is the responsibility of students to make sure they understand the types of modifications available to them in both the lecture and laboratory portions of the course prior to assessments.

### ***Cell Phones and other electronic devices***

The use of cell phones and other electronic devices (including cameras, video recorders) is STRICTLY prohibited during all class times, including examinations.

### ***Disruptive behavior***

Students who are being disruptive in lecture by talking, texting or playing computer games will be asked to leave the classroom. Such behaviors impact the learning of other students in the classroom and will not be tolerated. Re-admittance to class is at the discretion of the instructor.

### ***Cadaver Care:***

Students are expected to keep the cadaver's moist through the use of wetting solution. Wetting solution must be made and used regularly. There will be a sign up sheet in the lab where students record their use of re-stocking of wetting solution.

### ***Access to the Laboratory Outside of Regularly Scheduled Class Hours***

Students are expected to complete dissections when the labs are not in use for other undergraduate teaching. There is a calendar on the course Moodle page so that students/lab instructors and Dr. Minns use in order to schedule activities in the lab. Dissectors must sign up in advance and check out the designated lab key. Groups of two or more dissectors must be in the lab during dissection for safety reasons. Please locate the safety features in the lab and make sure the lab door is closed and locked during dissections.

### **Laboratory Specimen and Cadaver Information and Policies.**

Much of your education in anatomy will result from a selfless donation of thoughtful individuals who voluntarily chose to donate their body to the Montana Body Donation Program that supports WWAMI education programs. *WWAMI (Washington, Wyoming, Alaska, Montana and Idaho) is a cooperative regional medical education program of the University of Washington School of Medicine that provides places for twenty Montana students per year in its entering medical student class. These twenty students take their first year of medical school at Montana State University and complete their studies at the University of Washington in Seattle and at community clinical training sites throughout the Northwest.*

### ***Respect for the Cadavers:***

*These donated cadavers are gifts and must be treated with the dignity and respect they deserve. It is inappropriate to make disrespectful comments within and outside of the laboratory. You will observe professional conduct while in the lab and outside the lab. Naming of the cadavers, unnecessary horseplay, posing of the cadavers, etc WILL NOT BE TOLERATED. These cadavers are the result of gifts from fellow Montanans and their families who believed strongly in the benefit of health science education.*

<http://www.montana.edu/wwwami/bodydonate.html>

Rules for Cadaver Use in the Anatomy and Physiology Labs:

- 1) The cadavers used in this lab were obtained from the Montana Body Donation Program at Montana State University. Cadavers are donated to MSU according to state regulations. Persons donating their body receive no financial compensation; this is truly their ultimate gift. Hence it is imperative that proper respect be paid to the cadaver at all times.
- 2) Only students enrolled BIOH 365, BIOH 112 and teaching staff are allowed into the cadaver lab at any time. No minor children or other family members are to be brought to the open lab times. If you see someone in the lab who you believe is unauthorized, notify laboratory personnel and/or ask him/her to leave the lab.
- 3) Body parts, tissue, etc must not be removed from the lab.
- 4) No cameras, camera phones or electronics with photo or video capability are allowed in the lab. Photography is prohibited.

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- 5) Please be careful, the cadaver dissections will be used and material reviewed in other lab sections by other students. Keep the dissections moist and well covered when not working on that portion of the cadaver. Keep doors to lab closed and locked to keep security intact; students should police the lab.
- 6) The Health Insurance Portability and Accountability Act of 1996 is in effect with regard to the cadavers. Any breach of privacy will be taken very seriously. Any violation of HIPAA in the cadaver lab will result in immediate removal from the course, a final course grade of F and the case will be referred to the Dean of Students for disciplinary action according to the student conduct code. Federal charges may also be brought against individuals who violate HIPAA. Students are responsible for knowing these regulations and abiding by them inside and outside the classroom.  
<https://www.hhs.gov/hipaa/index.html>
- 7) **Students are required to constantly monitor and insure that proper procedures are maintained in the laboratory and report any suspicious activity to Dr. Minns immediately.**

SKILL	CHARACTERISTICS
1. Commitment to learning	Demonstrates a positive attitude (motivation) toward learning; identifies and locates appropriate resources; identifies need for further information; prioritizes information needs; welcomes and/or seeks new learning opportunities.
2. Interpersonal skills	Maintain a professional demeanor in all interactions; is non-judgmental about students' lifestyles; communicates with others in a respectful manner; assumes responsibility for own actions; respects cultural and personal differences of others; demonstrates acceptance of limited knowledge and experience; motivates others to achieve; approaches others in a professional manner to discuss differences in opinion.
3. Communication skills	Uses correct grammar, accurate spelling and expression; writes legibly; listens actively; communicates with others in a confident manner; recognizes impact of non-verbal communication and modifies accordingly, maintains open and constructive communication.
4. Effective use of time and resources	Focuses on tasks at hand; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in a timely fashion; sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead; sets priorities and recognizes when needed; performs multiple tasks simultaneously.
5. Use of constructive feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintain two-way information; assesses own performance accurately; develops plan of action in response to feedback; reconciles differences with sensitivity.
6. Problem solving	Recognizes problems; states problems clearly; describes known solutions to problem; analyzes and subdivides large questions into components; accepts

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	that there may be more than one answer to a problem.
7. Professionalism	Abides by U of M Student Conduct Code; projects professional image; demonstrates accountability for personal and professional decisions; maintains confidentiality in all interactions.
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; accepts responsibility for action and outcomes; provides safe environment for students; recognizes own limits; offers and accepts help; completes projects without prompting.
9. Critical thinking	Raises relevant questions; considers all available information; articulates and formulates new ideas; seeks alternative ideas; exhibits openness to contradictory ideas.
10. Stress management	Maintains professional demeanor in all situations; accepts constructive feedback; recognizes own stressors or problems; maintains balance between professional and personal life; demonstrates effective affective responses in all situations.

The information in the above table will be considered if you should ask me to write a letter of recommendation for you.

### Learning outcomes

Topic	Learning Outcomes	Course Resources
Lab1:	<u>HAPS Modules A,B, C:</u>	
Lab Orientation – Protocols and Procedures	Describe the scope of studies in anatomy and physiology and be able to use and understand descriptive anatomical and directional terminology.	Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed
Introduction to Anatomical Terms, Gross and Surface Anatomy		
Cellular anatomy and physiology	Identify cellular structures and explain their respective functions.	
<u>You must bring your own Nitrile gloves to the lab (not latex).</u>		
(you can purchase these in the		

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bookstore or at a local pharmacy).		
Lab 2: Histology – Tissue Form and Function  The Integumentary System and Membranes	<p><u>HAPS Module D:</u></p> <p>Describe the basic tissues of the body, their location and explain their function.</p> <p><u>HAPS Module E:</u></p> <p>Identify and describe the major gross and microscopic anatomical component of the integumentary system and describe the functions of this system.</p>	<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p>
Lab 3: Bone – Histology  Classification and types of osseous tissue  The Axial Skeleton and its landmarks  Fetal Skeletons	<p><u>HAPS Modules E, F</u></p> <p>Identify and describe the major gross and microscopic anatomical components of the skeletal system and explain their functional roles in osteogenesis, repair and body movement.</p>	<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p>
Lab 4: Appendicular Skeleton and its landmarks	<p><u>HAPS Mod G, H</u></p> <p>Identify and describe the major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement,</p>	<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p>
Lab 5: Articulations and Movement		<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p>

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<p>Lab 6: Muscles 1 Histology and Microanatomy</p> <p>Identification (ID) and Origin, Insertion, and Action (OIA) and innervation of the muscles of gluteal compartment and lower extremity</p>	<p>maintenance of posture and heat production.</p> <p>Identify and describe the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control and integration.</p>	<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p> <p>(*You must be able to ID, define the origin, insertion, action and innervation of all muscles from Lab 6 Objectives and assigned readings; please use the tables in McKinley to help with your OIAs)</p>
<p>**Lab Practical #1**</p>	<p>Covers Labs 1-6</p>	<p>Bring Gloves; Missed Lab Practicals CANNOT be made up.</p>
<p>Lab 10: 7: Muscles 2</p> <p>ID and OIA and innervation of the muscles the upper limb, anterior thorax and extrinsic back muscles</p>	<p><u>HAPS Mod G, H</u></p> <p>Identify and describe the major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture and heat production.</p>	<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p> <p>(*You must be able to ID, define the origin, insertion, action and innervation of all muscles from Lab 7 Objectives and assigned readings; please use the tables in McKinley to help with your OIAs)</p>
<p>Lab 8: Muscles 3</p> <p>ID, OIA and innervation of the muscles of the head, neck, face and intrinsic muscles of the back</p>	<p>Identify and describe the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control and integration.</p>	<p>Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed</p> <p>(*You must be able to ID, define the origin, insertion, action and innervation of all muscles from Lab 8 Objectives and assigned readings; please use the tables in McKinley to help with your OIAs)</p>

Lab 9: Nervous  
Tissue Histology

Brain Anatomy and  
Physiology

Cranial Nerves –  
Identification and  
function

Review the Corresponding  
Chapters in the McKinley Text  
and the Connect online activities,  
including Anatomy Revealed

Lab 10:

Spinal Cord: ANS  
organization and  
PNS branching,  
Brachial Plexus

HAPS Mod G, H

Identify and describe  
the major gross and  
microscopic  
anatomical  
components of the  
muscular system and  
explain their functional  
roles in body  
movement,  
maintenance of  
posture and heat  
production.

Identify and describe  
the major gross and  
microscopic  
anatomical  
components of the  
nervous system and  
explain their functional  
roles in  
communication, control  
and integration.

Review the Corresponding  
Chapters in the McKinley Text  
and the Connect online activities,  
including Anatomy Revealed

No official labs due to  
Thanksgiving Holiday

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Lab 11: Special Senses/	<u>HAPS Module I</u> Identify and describe the major gross and microscopic anatomical components of the eye and ear and explain their function roles in vision, hearing and equilibrium.	Review the Corresponding Chapters in the McKinley Text and the Connect online activities, including Anatomy Revealed
**Lab Practical #2**	Covers Labs 7-11	Bring Gloves; Missed Lab Practicals CANNOT be made up.

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Lab topic		Rotations	Cadaver dissection due	Lab Meeting Presentation Date (7am)	Rotation Checkoff Date (5pm-7pm)
<b>Surface Anatomy, Cellular anatomy and Physiology</b>					
Rotation 1:	Torso Model/Cadaver: quadrants, regions, membranes and organs in each; planes		NA	24-Aug	27-Aug
Rotation 2:	TA: Anatomical Regions and planes; movements/pin the regions on the skeleton		NA	24-Aug	27-Aug
Rotation 3:	Cell: Parts of a cell and their respective functions		NA	24-Aug	27-Aug
<b>Lab 2: Tissues and the Integumentary System</b>					
Rotation 1:	Tissue Histology/Dichotomous Key		NA	29-Aug (note-Wednesday)	31-Aug (note-Friday)
Rotation 2:	Integumentary System Histology		NA	29-Aug (note-Wednesday)	31-Aug (note-Friday)
Rotation 3:	Burns/Accessory structures of skin		NA	29-Aug (note-Wednesday)	31-Aug (note-Friday)
<b>Lab 3: Bone Histology and Axial Skeleton</b>					
Rotation 1:	Bone Model and Bone Histology		NA	7-Sep	10-Sep
Rotation 2:	Vertebrae ID, Rib articulations, Sacrum, sternum		NA	7-Sep	10-Sep
Rotation 3:	Skulls (in-tact, exploded and fetal)-		NA	7-Sep	10-Sep
<b>Lab 4: Appendicular Skeleton</b>					
Rotation 1:	Upper extremity Bone boxes		NA	14-Sep	17-Sep
Rotation 2:	Lower Extremity Bone boxes/ Pelvis ID		NA	14-Sep	17-Sep
Rotation 3:	Skeleton, with an emphasis on siding using palpable landmarks		NA	14-Sep	17-Sep
<b>Lab 5: Articulations and Movement</b>					
Rotation 1:	cadavers and knee model -		19-Sep	21-Sep	24-Sep
Rotation 2:	Hip model and skeleton (shoulder vs hip)		19-Sep	21-Sep	24-Sep
Rotation 3:	TMJ and Gomphoses			21-Sep	24-Sep
<b>Lab 6: Muscles of the Lower Extremity</b>					
Rotation 1:	male cadaver		19-Sep	28-Sep	1-Oct
Rotation 2:	female cadaver		26-Sep	28-Sep	1-Oct
Rotation 3:	Lower Extremity Models/skeleton attachment sites			28-Sep	1-Oct
Extra open labs	10/6 and 10/7			Sign up in the lab	
<b>lab practical 1: on labs 1-6 (Oct. 9-11)</b>					
	Arrive early to help your instructor				
<b>Lab 7: Muscles of Upper extremity, anterior thorax and superficial posterior thorax</b>					
Rotation 1:	male cadaver		10-Oct (be aware of limited lab time due to lab practicals)	12-Oct	15-Oct
Rotation 2:	Female cadaver		10-Oct (be aware of limited lab time due to lab practicals)	12-Oct	15-Oct
Rotation 3:	UE models/skeleton/attachment sites			12-Oct	15-Oct
<b>Lab 8: Muscles of the face, neck and deep back</b>					
Rotation 1:	male cadaver		17-Oct	19-Oct	22-Oct
Rotation 2:	female cadaver		17-Oct	19-Oct	22-Oct
Rotation 3:	Models			19-Oct	22-Oct
<b>Lab 9: Nervous System: Brain (CSF model with the lab lecture; histology during lab lecture)</b>					
Rotation 1:	Sheep Brains and correlation to human basic brain model		24-Oct	26-Oct	29-Oct
Rotation 2:	Models			26-Oct	29-Oct
Rotation 3:	cranial nerves and cadaver brains, dura mater		24-Oct	26-Oct	29-Oct
<b>Week of Nov. 5- no classes due to Election Day on 11/6</b>					
<b>Lab 10: Spinal Cord, spinal nerves and the PNS and ANS</b>					
Rotation 1:	Cadavers: brachial plexus and Spinal cord male		5-Nov (note Monday)	7-Nov (note Wednesday)	9-Nov (note Friday)
Rotation 2:	Cadavers: brachial plexus and Spinal cord female		5-Nov (note Monday)	7-Nov (note Wednesday)	9-Nov (note Friday)
Rotation 3:	Upper and Lower Extremity Nerves- muscles models			7-Nov (note Wednesday)	9-Nov (note Friday)
<b>Lab 11: Special Senses/ Peripheral nerves</b>					
Rotation 1:	Eye Model and Special senses histology			16-Nov	26-Nov
Rotation 2:	hearing and ear models			16-Nov	26-Nov
Rotation 3:	Eye dissection		NA	16-Nov	26-Nov
Extra open labs	12/1 and 12/2			Sign up in the lab	

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BIOH365 Important Dates:

Day of Week	Dates	Monday	Readings McKinley
Monday	Aug. 27	Review Syllabus and Course Policies	
Tues-Thurs	Aug. 28-30	Lab 1: Anatomical terms, Gross and Surface Anatomy, Cellular anatomy and Physiology	Chapter 1
Wednesday	Aug. 29	An Introduction to the Human Body	Chapter 1
Friday	Aug. 31	An Introduction to the Human Body	Chapter 1
Sunday	Sep.2	LearnSmart Chap. 1 Assignment due	Chapter 1
Monday	Sep.3	No Class- Labor Day!	
Tues-Thurs	Sep. 4-6	Lab 2: Tissues and the Integumentary System  Lab 2 Quiz	Chapter 5
Wednesday	Sep. 5	An Introduction to the Human Body	Chapter 1
Friday	Sept. 7	Chemistry Review: Biologically relevant molecules  (Chemistry will not be covered in depth in Lecture but you are responsible for comprehending all material in the text)	Chapter 2
Sunday	Sept. 9	LearnSmart Chap. 2 Assignment due	Chapter 2
Monday	Sept. 10	Chemistry Review: Biologically relevant molecules	Chapter 2

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Tues-Thurs	Sept. 11-13	<p>Lab 3: Bone Histology and the Axial Skeleton</p> <p>Lab 3 quiz</p> <p>Case Study 1 Due 9/13/18 11:55pm MST your lab's Moodle page</p> <p>*** To help prepare for lab, I strongly recommend you complete the LearnSmart Chapter 8 assignment this week (it is due 10/14)</p>	<p>Chapter 7</p> <p>Chapter 8</p>
Wednesday	Sept. 12	Enzymes and metabolism	Chapter 3
Friday	Sept. 14	Enzymes and metabolism	Chapter 3
Sunday	Sept. 16	<p>LearnSmart Chap. 3 due</p> <p>Learnsmart Chap. 4 due</p>	<p>Chapter 3</p> <p>Chapter 4</p>
Monday	Sept. 17	Biology of Cell	Chapter 4
Tues-Thurs	Sept. 18-20	<p>Lab 4: Appendicular Skeleton</p> <p>Lab 4 quiz</p>	Chapter 8
Wednesday	Sept. 19	Biology of the Cell	Chapter 4
Friday	Sept. 21	Biology of the cell	Chapter 4
Sunday	Sept. 23	LearnSmart Chap. 5 due	Chapter 5
Monday	Sept. 24	Tissue Organization	Chapter 5
Tues-Thurs	Sept. 25-27	<p>Lab 5: Articulations and Movement</p> <p>Lab 5 quiz</p> <p>** I strongly recommend you complete the LearnSmart Chap. 9 quiz this week;</p>	Chapter 9

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		it is due 10/14**	
Wednesday	Sept. 26	Tissue Organization	Chapter 5
Friday	Sept. 28	Tissue Organization	Chapter 5
<u>Monday</u>	<u>Oct. 1</u>	<u>Lecture Exam 1</u>	<u>Chapter 1-5</u>
Tuesday  **note the date**	Oct. 2	LearnSmart Chap 6 due	Chapter 6
Tues-Thurs	Oct. 2-5	Lab 6: Muscles and innervation of the lower extremity  **I strongly recommend you begin the LearnSmart Chapter 11 homework this week; it is due on 10/21**  Lab 6 quiz	Chapter 11.9
Wednesday	Oct. 3	Integumentary System	Chapter 6
Friday	Oct. 5	Skeletal System: Bone Structure and Function	Chapter 7
Sunday	Oct. 7	LearnSmart Chap. 7 due	Chapter 7
Monday	Oct. 8	Skeletal System: Bone Structure and Function	Chapter 7
<u>Tues-Thurs</u>	<u>Oct. 9-11</u>	<u>Lab Practical 1</u>	<u>Covers</u>  <u>Labs 1-6</u>
Wednesday	Oct. 10	Skeletal System: Bone structure and function	Chapter 7
Friday	Oct. 12	Skeletal System: Axial and Appendicular Skeleton	Chapter 8

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Sunday	Oct. 14	LearnSmart Chap. 8 due LearnSmart Chap. 9 due	Chapter 8 Chapter 9
Monday	Oct. 15	Skeletal System: Axial and Appendicular	Chapter 8
Tuesday-Thursday	Oct. 16-18	Lab 7: Muscles and innervation of the Upper extremity, anterior thorax and superficial posterior thorax	Chap 11
Wednesday	Oct. 17	Skeletal System: Articulations	Chapter 9
Friday	Oct. 19	Muscle Tissue	Chapter 10
Sunday	Oct. 21	LearnSmart: Chap. 10 due LearnSmart Chap. 11 due	Chapter 10 Chapter 11
Monday	Oct. 22	Muscle Tissue	Chapter 10
Tues-Thurs	Oct. 23-25	Lab 8: Muscles of the face, muscles and innervation of the neck and deep back  Lab 8 quiz	Chap 11
Wednesday	Oct. 24	Muscle Tissue	Chapter 10
Friday	Oct. 26	Muscle Tissue	Chapter 10
Monday	Oct. 29	<u>Lecture Exam 2</u>	<u>Chapters 6-10</u>
Tues-Thurs	Oct. 30- Nov.1	Lab 9: Central Nervous System  Lab 9 quiz  Case Study #2 due in your lab Moodle page 11:55pm MST on 11/1/2018	

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Tuesday *note day	Oct. 30	LearnSmart Chapter 12 due	Chapter 12
Wednesday	Oct. 31	Nervous System: Nervous Tissue	Chapter 12
Friday	Nov. 2	Nervous System: Nervous Tissue	Chapter 12
Sunday	Nov. 4	LearnSmart Chapter 13 due	Chapter 13
Monday	Nov. 5	Nervous System: Nervous Tissue	Chapter 12
Tues-Thurs	Nov. 6-8 (no labs because of Election Day on Nov. 6)	No Labs this week!	Chapter 13
Wednesday	Nov. 7	Nervous System: Brain and Cranial Nerves	Chapter 13
Friday	Nov. 9	No class- veteran's day Thank you, Veteran's for your service!	
Sunday	Nov. 11	LearnSmart Chapter 14 due	Chapter 14
Monday	Nov. 12 (No class- Veteran's Day)	No Class- Veteran's day Thank you for your service!	
Tues-Thurs	Nov. 13-15	Lab 10: Spinal Cord, spinal nerves and the PNS and ANS organization  Lab quiz 10	Chapter 14 Chapter 15
Wednesday	Nov. 14	Nervous System: Brain and Cranial Nerves  Nervous System: Spinal Cord and	Chapter 13 Chapter 14

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		Spinal Nerves	
Friday	Nov. 16	Nervous System: Spinal Cord and Spinal Nerves	Chapter 14
<u>Monday</u>	<u>Nov. 19</u>	<u>Lecture Exam #3</u>	<u>Chapters 11-14</u>
Tues-Thurs	Nov. 20-22	No Labs- Thanksgiving	
Wednesday	Nov. 21	No Class- Thanksgiving	
Friday	Nov. 23	No Class- Thanksgiving	
Sunday	Nov. 25	LearnSmart Chap. 15 due	Chapter 15
Monday	Nov. 26	Nervous System: Autonomic Nervous System	Chapter 15
Tues-Thurs	Nov. 27-29	Lab 11: Special Senses/ brachial plexus  Lab 11 quiz	Chapter 14  Chapter 16
Wednesday	Nov. 28	Nervous System: Autonomic Nervous System	Chapter 15
Friday	Nov. 30	Nervous System: Autonomic Nervous System	Chapter 15
Sunday	Dec. 2	LearnSmart Chap. 16 due	Chapter 16
Monday	Dec. 3	Nervous System: Autonomic Nervous System	Chapter 15
<u>Tues-Thurs</u>	<u>Dec. 4-6</u>	<u>Lab Practical Exam 2</u>	<u>Labs 7-11</u>
Wednesday	Dec. 5	Nervous System: Senses	Chapter 16
Friday	Dec. 7  (last day regular classes)	Nervous System: Senses	Chapter 16
<u>Friday</u>	<u>Dec. 14</u>	<u>Final Exam 8am-10am</u>	<u>Cumulative:</u>  <u>Chapter 1-11;</u>

			<u>12-16</u>
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