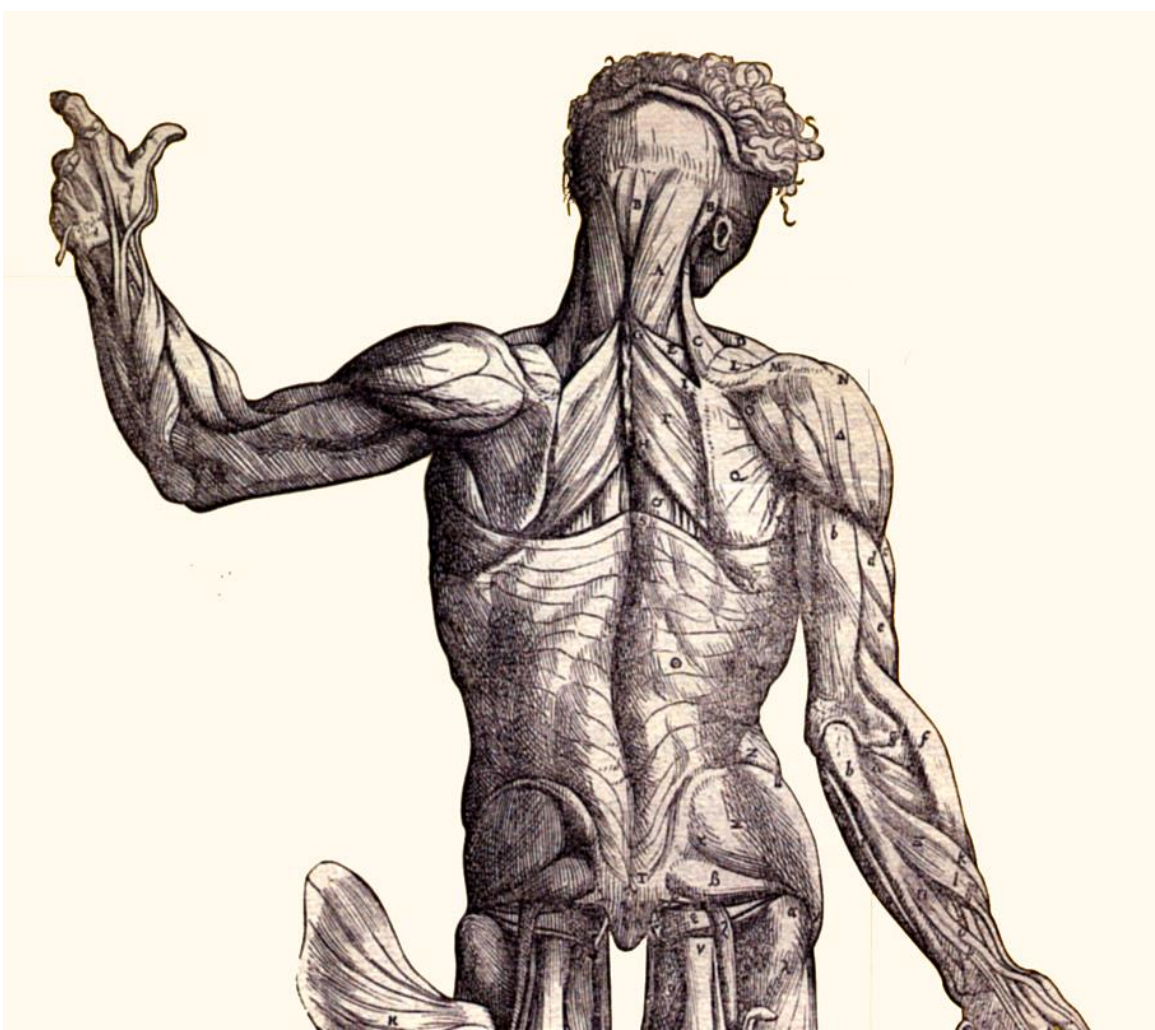


*Advanced Anatomy – BMS 8187*  
*Course Syllabus*  
*University of South Florida Morsani College of College of Medicine*  
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## Introduction

Advanced anatomy is an elective course designed to provide perspective students with an opportunity to revisit anatomy and elaborate on areas that relate to residency interests. It will be highly valuable for those who plan to pursue their specialty studies in the fields that based on imaging and/or surgical procedures including radiology, general surgery, neurosurgery, otolaryngology, Obstetrics and gynecology, orthopedics, emergency medicine, urology and sports medicine, and also in subspecialties such as cardiology, rheumatology, and gastroenterology. It will also enhance student's knowledge of fundamental anatomy applicable to the diagnosis of other diseases that pertain to family medicine and internal medicine.

It is designed to provide students with the opportunity to attain an integrated conceptual knowledge of anatomical basis of disease processes through a series of case-based presentations and discussion sessions. These presentations aimed at broadening students' foundational knowledge and enhancing their understanding of the significance of anatomy in the diagnosis and treatment of diseases. This didactic component will be reinforced by a series of dissection sessions that involve discussion of the clinically relevant facts of the dissected structures. Students will be able to develop their teaching ability and leadership potential by actively engaging in teaching first year students. This will enable senior medical students to share their educational experiences with first year class. This course is organized in a manner to facilitate their learning of the conceptual anatomy as it relates to the practice of surgery and medicine and to achieve the educational mission of the Morsani College of Medicine and USF health.

Through this curricular model, students will be able to master the fundamentals of clinical anatomy through concerted effort that combines and integrates clinical knowledge attained through their rotations with anatomical sciences. This cooperative academic endeavor requires students' active involvement and fulfillment of your responsibilities as much as faculty's effort in guiding and facilitating. We are confident that this course will be a platform to attain a unique experience, fundamental skills and knowledge that will be utilized in the successful medical practice.

*Orhan E. Arslan*

## GENERAL COURSE INFORMATION

### COURSE DESCRIPTION

This course entails the study of regional systemic anatomy through a coordinated didactic and laboratory sessions. It provides a foundation for understanding the anatomic basis of surgical procedures, associated complications and disease processes. It facilitates the interpretation of the structural and functional changes induced by stimuli, correlating the macroscopic changes with the manifestations of diseases and ultimately with a diagnosis. The knowledge gained from this module will form the foundation for understanding the delicate interaction between structure, function and diseases processes.

### SURFACE ANATOMY

This category of anatomy provides a basic review of the landmarks that facilitates the establishment of the correlation between surface landmarks and associated osseous landmarks, tendons, muscles and organs. In this context, it enables students to review the possible pathologic processes that pertain to these landmarks and explore the anatomic basis of referred pain to skin dermatomes.

### SYSTEMIC ANATOMY

This component of anatomy explores the body through a systemic approach (musculoskeletal, nervous, circulatory, respiratory, gastrointestinal, reproductive, urinary and endocrine systems). Students have the option to select a system that pertains to their residency interest.

### COURSE COMPETENCIES

As a future physicians and surgeons, vital component of the health care team, you will be responsible for the management of medically compromised patients, recognize and address their needs. This requires a clear understanding of the basic mechanisms that underlie disease processes, presentations, and the impact of disease on patients and treatment options. The role of sciences basic to medicine and in particular anatomy in this process remains vital.

Upon successful completion of the course students will be able to:

- Correlate structural changes to disease processes
- List the major pathologic processes that has a distinct gross anatomic correlates
- Outline the anatomic basis of procedures and associated complications.
- Perform an in-depth study of anatomy as it relates to surgical and other clinically relevant disciplines.
- Correlate the structural organization of the human body to the interpretation of disease processes.
- Engage in teaching through interactive laboratory settings

- Develop the skills necessary to conduct an archival research that document the structural basis of diseases.
- Integrate basic and clinical science into well-organized and informative case-based presentations.
- Outline the delicate relationships between anatomical structures and the importance of this relationship in radiographic anatomy.

In addition, it is expected that students broaden the skill necessary for self-directed learning, critical reasoning, and presentation of data through team work and collaborative intellectual activities.

## METHODS OF INSTRUCTION

Meetings are scheduled for Tuesdays and Thursdays in MDC 2510 from 9:00 AM-12:00 PM. Each session include lecture presentation, case introduction and discussion and laboratory dissection as well as instruction of first year medical students.

### A. CASE-BASED PRESENTATIONS (CBP) – *First hour*

#### Objective

CBPs are aimed at promoting understanding of the relationship between gross morphologic features and symptoms associated with disease processes.

#### Format

The instructor will present the cases for each session and initiate question-answer sessions. CBPs are student driven activities designed to facilitate self-directed critical thinking. Students are expected to prepare clinical cases that bear anatomic significance in PowerPoint format supplemented with images and references. Students will have the opportunity to also examine and analyze presentations submitted by their colleagues.

Further, students are required to submit 4 PowerPoint presentations by the end of 2-week elective period and 8 presentations at the conclusion of 4-week elective.

#### Specifics of Student's Presentation:

1. Presented cases should be carefully selected based on its significance, relevance and impact on knowledge base of students
2. Each presentation must encompass a case history, manifestations, physical diagnosis, differential diagnosis, therapeutic methodologies and discussion.
3. Each presentation consists of a minimum of 12 slides
4. Anatomic relevance should be explored and documented
5. Diagnostic clues and teaching points should be listed
6. A minimum of 4 questions per case presentation that pertain to differential diagnosis, diagnosis, management and therapy with a brief answer for each documenting the salient points.
7. Each presentation must be balanced between text, data, and images.
8. A minimum of five recent references must be documented.

## B. PRESENTATIONS - *Second hour*

There will be regular PowerPoint presentations in each session for one hour on specific subjects that cover anatomic structures in a system-based approach, complementing the laboratory dissection sessions. These presentations will be regularly posted on course website

## LABORATORY SESSION - *Third hour*

Laboratory instruction includes dissection of specific area of the body and identification of the pertinent structures under supervision of the instructor.

Additionally, students are expected to engage in teaching 1st year medical students within the laboratory settings on scheduled days. They are encouraged to review the laboratory guide and atlas prior to each scheduled session.

## METHODS OF COMMUNICATION

Students are expected to check their email and blackboard at least periodically for new announcements. Announcements and communications are principally delivered via email and the blackboard. Failure to read or follow these electronic communications will not be an acceptable excuse to waive any course related requirement.

## TEXTBOOKS

Students may seek additional information through the following resources:

- Drake R. Gray's Anatomy for Students, 2<sup>nd</sup> edition, Churchill Livingstone, ISBN-13: 978-0443069529
- Netter, F. Atlas of Human Anatomy, 5<sup>th</sup> edition, Saunders-Elsevier, ISBN 978-1-4160-5951-6
- Trelease R., Netter's Surgical Anatomy Review P.R.N., 1e (Netter Clinical Science), 3<sup>rd</sup> edition Springer, ISBN:978-0-387-09515-8

## GRADING & EXAM FORMAT

Students will be assessed biweekly or monthly basis on the following:

- Attendance and participation in didactic and laboratory sessions- 20%
- Quality and comprehensiveness of the Case-Based Presentations- 40%
- Completion of the required dissections- 25%
- Engagement in laboratory teaching- 15%

## Grading Policy:

The following grading scale will be utilized in determining the final course grade:

### Grading Scale

Outstanding performance (90-100%) - H

Solid performance (80-89%) - PC

Adequate (70-79%) - P

Below (70%) - F