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BIOH 480.80: Teaching Human Anatomy and Physiology Laboratory - Honors

Laurie A. Minns

University of Montana - Missoula, laurie.minns@umontana.edu

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Teaching Human Anatomy and Physiology Laboratory Syllabus – BIOH 480 Fall 2014

Instructor: Dr. Laurie Minns

Office: HS412

Phone: 243-6013

Email: Laurie.Minns@mso.umt.edu

Office Hours: Mondays and Wednesdays 10am-11am (or by appointment)

**** Pre-requisite:** Grade of B- or higher in BIOH365, consent of instructor

Course Structure

- Lecture, discussion and preparation of laboratory materials for BIOH 365.
- Weekly mandatory meetings to discussing teaching strategies effective for undergraduate BIOH365 cadaver labs
- Supervised teaching of laboratory activities in one BIOH365 laboratory per week
- Supervised teaching during weekly open labs for BIOH365 students

Required materials:

Principles of Anatomy and Physiology 14th edition by Gerard J. Tortora, Bryan H. Derrickson - John Wiley & Sons (2014) – ISBN 978- 1-118-34500-9 plus the Wiley Plus online package (available at the University of Montana Bookstore).

Atlas of Anatomy by Anne M. Gilroy, Brian R. MacPherson, Lawrence M. Ross - Thieme (2008) –ISBN-978-1-60404-062-1 or the 2nd edition of the Gilroy atlas or the electronic edition (available from 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):

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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:

BIOH 480	BIOH 481
<p>Body Plan & Organization</p> <p>Homeostasis</p> <p>Chemistry & Cell Biology Review</p> <p>Histology</p> <p>Integumentary System</p> <p>Skeletal System & Articulations</p> <p>Muscular System</p> <p>Nervous System</p> <p>Special Senses</p>	<p>Endocrine System</p> <p>Cardiovascular System</p> <p>Lymphatic System & Immunity</p> <p>Respiratory System</p> <p>Digestive System</p> <p>Metabolism</p> <p>Urinary System</p> <p>Fluid/Electrolytes & Acid/Base Balance</p> <p>Reproductive System</p>

** BIOH480 students must attend the mandatory laboratory meeting that will occur one week prior to the scheduled BIOH365 laboratory dates below.**

*Topic order may change

BIOH 365 Laboratory Dates	Topic	Learning Outcomes	Assigned Reading
8/26-28	<p>Lab1:</p> <p>Lab Orientation – Protocols and Procedures</p> <p>Introduction to Anatomical Terms, Gross and Surface Anatomy</p> <p>Cellular anatomy</p>	<p><u>HAPS Modules A,B, C:</u></p> <p>Describe the scope of studies in anatomy and physiology and be able to use and understand descriptive anatomical and directional terminology.</p> <p>Identify cellular structures and explain their respective</p>	<p><u>Tortora: Chapter 1, Chapter 3, 9 (movements)</u></p> <p><u>You must bring your own Nitrile gloves to the lab (not latex).</u></p> <p>(you can purchase these in the bookstore or at a local pharmacy).</p>

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	and physiology	functions.	
9/2-9/4	<p>Lab 2: Histology – Tissue Form and Function</p> <p>The Integumentary System and Membranes</p>	<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>Gilroy Atlas</p> <p>Tortora, Chapters 4, 5</p>
9/9-9/11	<p>Lab 3: Bone – Histology</p> <p>Classification and types of osseous tissue</p> <p>The Axial Skeleton and its landmarks</p> <p>Fetal Skeletons</p>	<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>Gilroy Atlas</p> <p>Tortora Chapters 6& 7</p>
9/16-9/18	<p>Lab 4: Appendicular Skeleton and its landmarks</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,</p>	<p>Gilroy Atlas</p> <p>Tortora Chapter 8</p>
9/22-25	<p>Lab 5: Articulations and Movement</p>		<p>Gilroy Atlas</p> <p>Tortora Chapter 9</p> <p>(*You must be able to ID and</p>

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		maintenance of posture and heat production.	characterize all joints in the TTKs)
9/30-10/2	<p>Lab 6: Muscles 1</p> <p>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>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>Gilroy Atlas</p> <p>Tortora Chapter 10, 11</p> <p>(*You must be able to ID, define the origin, insertion, action and innervation of all muscles from the TTK; please use the tables in Tortora to help with your OIAs)</p>
10/7-10/9	**Lab Practical #1**	Covers Labs 1-6	Bring Gloves; Missed Lab Practicals CANNOT be made up.
10/14-10/16	<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>Gilroy Atlas</p> <p>Tortora Chapter 11</p> <p>(*You must be able to ID, define the origin, insertion, action and innervation of all muscles from the TTK; please use the tables in Tortora to help with your OIAs)</p>
10/21-10/23	<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</p>	<p>Gilroy Atlas</p> <p>Tortora Chapter 11</p> <p>(*You must be able to ID, define the origin, insertion, action and innervation of all muscles from the TTK; please use the tables in Tortora to help with your OIAs)</p>

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		communication, control and integration.	
10/28-10/30	Lab 9: Nervous Tissue Histology Brain Anatomy and Physiology Cranial Nerves – Identification and function		Gilroy Atlas Tortora Chapter 14
11/4-11/6 (Virtual Lab/ no wet lab meetings)	Lab 10: Spinal Cord: ANS organization and PNS branching	<u>HAPS Mod G, H</u> 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.	Gilroy Atlas Tortora Chapter 14 Chapter 16 Chapter 13

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11/11-11-13 (No labs due to Veteran's Day)		<u>Open labs will still meet this week!</u>	
11/18-11/20	Lab 11: Special Senses/ Brachial Plexus	<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.	<u>Gilroy Atlas</u> <u>Tortora Chapter 17</u>
11/25-11/27	No Class due to Thanksgiving Holiday		
12/2-12/4	**Lab Practical #2**	Covers Labs 7-11	Bring Gloves; Missed Lab Practicals CANNOT be made up.

MINIMUM requirements for BIOH480 Undergraduate Teaching Assistants

1. Present the content from prepared rotation lesson plans during the mandatory Friday 12pm-1-m meeting to fellow UGTAs and Instructors.
2. Assist in teaching one lab per week. Missing a lab without notifying Dr. Minns and your lab instructor will result in the automatic drop of one letter grade.
3. Assist during one open lab period per week.
4. Attend the TA check-off meeting on Mondays 12pm-1pm. Be fully prepared for scheduled BIOH365 laboratories by being familiar with cadaver prosections, histology slides, laboratory equipment operation, and laboratory teaching rotations.
5. Assist in preparing and grading the laboratory quizzes and practical examinations.
6. Demonstrate professionalism in your behavior. UGTAs must consistently exhibit an understanding of the confidentiality of conversations regarding student performance and student grades.
7. Demonstrate a high degree of initiative and independence.

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8. Participate in one open lab per week during regular lab weeks, and one open lab during 'special open lab times prior to lab practical exams.
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.

BASIC RESPONSIBILITIES

1. Above all, be professional and ethical in all your dealings with colleagues and the students.
 - 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 UGTA teaching within the same laboratory section, or Dr. Minns.
 - Minimize the amount of body contact/touching between you and the students while instructing or supervising open laboratories.
 - Arrive at the laboratory (HS101) five or ten minutes early (unless you are constrained by your academic or work schedule).
 - 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.
 - Proctor the quiz or practical examination. Proctoring requires vigilance and observation of student's activities and needs during examinations.
 - Put other personal or academic issues aside when it is time for you to interact with the students.
 - Do not bring food or drinks into the laboratory.
2. Be prepared
 - Review all information for the assigned lab.
 - Be prepared to discuss the upcoming laboratory learning objectives during the Friday, 7am meeting.
 - Determine what specific objectives your laboratory instructor would like you to address
 - Design your teaching preparation and instruction around these objectives.
 - 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.
 - Review any tutorials provided for the assigned lab.
 - Review all information linked to the TA Moodle site.
 - Review completed "terms to know" for each scheduled lab.
 - 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).
 - Be attentive as the laboratory instructor is providing answers to quiz questions so you can correctly grade the quizzes.
3. 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.
 - 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).

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A minimum of **two** UGTAs must be in attendance for any of these additional open laboratories (no matter the day or the time).

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.

4. Be a good team member.
 - If another UGTA requests help in reviewing a concept, do so without criticism.
 - If another UGTA becomes ill or has some other scheduled conflict, be willing to “cover” their teaching responsibility.

If such an event does occur, **IT IS THE RESPONSIBILITY OF THE UGTA, NOT** the laboratory instructor or Dr. Minns, to facilitate this “switch”.

- 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 UGTA, a BIOH365 laboratory instructor, an official course tutor, or Dr. Minns. The key should **ALWAYS** be returned to the drawer by Monday morning.
 - Participate **EQUALLY** in the lab or prep room cleaning responsibilities assigned to your dissection team.
5. Be willing to admit when you do not know and answer, or have provided incorrect information.
 6. Clean up after yourself and your dissection team.

Evaluation Methods

1. As with any class, all of you start out with a solid “A”.
2. 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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3. 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.
4. Students are required to be present and actively engage students during open labs (worth 20% of total grade)
5. Monitor and respond to lab quiz questions on the Moodle page (worth 20% of total grade).
6. Students will automatically fail the class if they:
 - Discusses student performance or grades of a student enrolled in BIOH365 with anyone other than the laboratory instructor, other UGTAs teaching within the same laboratory section, an official course tutor, or, Dr. Minns
 - Provides access to the UGTA Moodle site to anyone who is not a laboratory instructor, tutor, or a fellow UGTA
7. A deduction of one letter grade will automatically occur as a result of:
 - One unexcused absence from a scheduled lab class.
 - Failure to submit your assigned lesson plan on time.
 - More than ONE unexcused absence from lab meeting.
 - 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 two quiz or practical examination questions related to your teaching objectives PRIOR to the scheduled lab via email.
 - Not supervising at least four hours of open lab per month.
8. Any other adjustments to your final grade will be based on the following abilities:

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	Maintain a professional demeanor in all interactions; is non-judgmental about students' lifestyles; communicates with others in a respectful manner;

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skills	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 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; p[rovides 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.

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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 8:10					
8:10 – 9:00		BIOH 365 Lab 01 <u>Nicki</u> Chloe			BIOH365 Open Lab 9-11am <u>Nicki</u>
9:10 – 10:00					
10:10 – 11:00		BIOH 365 Lab 02 <u>Nicki</u> Ciara <u>Keith</u>		BIOH 365 Honor's Lab 80 <u>Heather</u> Katie D. Jessica Ben	
11:10 – 12:00	UGTA Open Lab				UGTA Open Lab
12:10 – 1:00	UGTA Open Lab Meeting 12:10-1pm (Rotation check-off)	BIOH 365 Lab 03 <u>Danielle</u> Delaney Ziven	BIOH 365 Lab 09 <u>Cara</u> Becky Shelby F.		UGTA Lab Meeting 12:10-1pm Rotation Lesson Plan presentations
1:10 – 2:00					
2:10 – 3:00	BIOH365 Open Lab 2-4pm Danielle	BIOH 365 Lab 04 <u>Danielle</u> Cody B.			
3:10 – 4:00					
4:10 – 5:00					
5:10 – 6:00				BIOH 365 OPEN LAB 5-7pm <u>Cara</u>	
6:10 – 7:00		BIOH 365 Lab 06 <u>Cara</u> Sarah Miranda			
7:10 – 8:00					
8:10 – 9:00					

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		Lab Meeting Presentation	UGTA	BIOH365 Lab
		Date		Date
Lab 1: Anatomical terms, Gross and Surface Anatomy, Cellular anatomy and Physiology				
Rotation 1:	Torso Model/Cadaver: quadrants, regions, membranes and organs in each; planes	22-Aug	Danielle	Aug. 26-28
Rotation 2:	TA: Anatomical Regions and planes; movements	22-Aug	Cara	Aug. 26-28
Rotation 3:	Cell: Parts of a cell and their respective functions	22-Aug	Nicki	Aug. 26-28
Lab 2: Tissues and the Integumentary System				
Rotation 1:	Tissue Histology/Dichotomous Key	29-Aug		Sept. 2-4
Rotation 2:	Integumentary System Histology	29-Aug		Sept. 2-4
Rotation 3:	Burns/Accessory structures of skin	29-Aug		Sept. 2-4
Lab 3: Bone Histology and Axial Skeleton				
Rotation 1:	Bone Model and Bone Histology	5-Sep		Sept. 9-11
Rotation 2:	Vertebrae ID, Rib articulations, Sacrum, sternum	5-Sep		Sept. 9-11
Rotation 3:	Skulls (in-tact, exploded and fetal)	5-Sep		Sept. 9-11
Lab 4: Appendicular Skeleton				
Rotation 1:	Upper extremity Bone boxes	12-Sep		Sept. 16-18
Rotation 2:	Lower Extremity Bone boxes/ Pelvis ID	12-Sep		Sept. 16-18
Rotation 3:	Skeleton, with an emphasis on siding using palpable landmarks	12-Sep		Sept. 16-18
Lab 5: Articulations and Movement				
Rotation 1:	cadavers and knee model	19-Sep		Sept. 22-25
Rotation 2:	Hip model and skeleton (shoulder vs hip)	19-Sep		Sept. 22-25
Rotation 3:	TMJ and Gomphoses	19-Sep		Sept. 22-25
Lab 6: Muscle Microanatomy/ Muscles of the Lower Extremity				
Rotation 1:	male cadaver	26-Sep		Sept.30-Oct. 2
Rotation 2:	female cadaver	26-Sep		Sept.30-Oct. 2
Rotation 3:	Lower Extremity Models/skeleton attachment sites	26-Sep		Sept.30-Oct. 2
<u>lab practical 1: on labs 1-6 (Oct.7-9)</u>				
Lab 7: Muscles of Upper extremity, anterior thorax and superficial posterior thorax				
Rotation 1:	male cadaver	10-Oct		Oct. 14-16
Rotation 2:	Female cadaver	10-Oct		Oct. 14-16
Rotation 3:	UE models/skeleton/attachment sites	10-Oct		Oct. 14-16
Lab 8: Muscles of the face, neck and deep back				
Rotation 1:	male cadaver	17-Oct		Oct. 21-23
Rotation 2:	female cadaver	17-Oct		Oct. 21-23
Rotation 3:	Models	17-Oct		Oct. 21-23
Lab 9: Nervous System: Brain (CSF model with the lab lecture; histology during lab lecture)				
Rotation 1:	Sheep Brains and correlation to human basic brain model	24-Oct		Oct. 28-30
Rotation 2:	Models	24-Oct		Oct. 28-30
Rotation 3:	cranial nerves and cadaver brains, dura mater	24-Oct		Oct. 28-30
Lab 10: Spinal Cord, spinal nerves and the PNS and ANS- Virtual Lab/ Virtual Lab quiz				
Rotation 1:	Spinal Cord Models/ ANS and PNS	31-Oct		Nov. 4-6
Rotation 2:	Upper Extremity Nerves- muscles models	31-Oct		Nov. 4-6
Rotation 3:	Lower Extremity Nerves- muscles models	31-Oct		Nov. 4-6
Lab 11: Special Senses/ Peripheral nerves				
Rotation 1:	Cadavers: brachial plexus and Spinal cord male and female	14-Nov		Nov. 18-20
Rotation 2:	Special Senses: hearing and ear models	14-Nov		Nov. 18-20
Rotation 3:	Eye dissection and eye model and special senses histology	14-Nov		Nov. 18-20

November 24 2-4 open lab will meet. November 25, all Tuesday labs will be open lab.

Please plan to attend your regular lab on Tuesday. If you normally TA on a Wednesday, please plan to attend a Tuesday or the Monday open lab.

LAB PRACTICAL2 Dec. 2-4

Laboratory Practical Exam