

## **ANAT 316: CLINICAL HUMAN VISCERAL ANATOMY**

### **General Information**

<b>Course and Section #:</b>	ANAT 316 - 001
<b>Term and Year:</b>	Winter 2021
<b>Course schedule:</b>	Lectures: Monday and Wednesday; 9:35am - 10:25am Laboratory: Thursday (section 002); 9:35-11:25am and Friday (section 003); 10:35-12:25am
<b>Number of credits</b>	3 credits

### **Instructor Information**

<b>Name and Title:</b>	Dr. Nicole Ventura, Assistant Professor
<b>E-mail:</b>	<a href="mailto:nicole.ventura@mcgill.ca">nicole.ventura@mcgill.ca</a>
<b>Virtual office hours:</b>	Refer to Course Calendar in MyCourses
<b>Communication plan:</b>	<ol style="list-style-type: none"><li>1. Virtual office hours via ZOOM</li><li>2. Discussion board via MyCourses</li><li>3. E-mail for specific course inquiries (anticipated response time: 2-3 days)</li></ol>

### **TA Information**

<b>Name:</b>	Sofia Valanci Aroesty
<b>E-mail:</b>	<a href="mailto:sofia.valanci@mail.mcgill.ca">sofia.valanci@mail.mcgill.ca</a>
<b>Communication plan:</b>	<ol style="list-style-type: none"><li>1. Virtual anatomy labs via ZOOM</li><li>2. Discussion boards via MyCourses</li></ol>

### **Course Overview**

Anatomy & Cell Biology : The gross anatomy of the various organ systems of the human body, with emphasis on those aspects of greatest relevance to physical and occupational therapists. Laboratories include the study of prepared specimens.

### **Course Description**

Clinical Human Visceral Anatomy (ANAT 316) is designed to provide students with detailed knowledge of the gross anatomy of the viscera of the human body. This course will emphasize the structural and functional relationships of the visceral organs of the thorax, abdomen, pelvis and head and neck regions of the body. The neurovascular supply of the visceral systems will also be discussed. This course entails weekly lecture and laboratory components whereby students will have the opportunity to study and explore the human body through images of prepared cadaveric prosections and a virtual anatomy app.

## **Instructor Message Regarding Remote Delivery**

The remote delivery of ANAT 316 will provide students with the same knowledge set as if it was being delivered in person. Student engagement is of particular interest and it is my priority to provide students with interactive live lecture and laboratory components to foster and support their learning in a virtual environment. Creating an anatomy community whereby students feel comfortable participating, asking and answering questions is of great importance. Recognizing the challenges associated with remote delivery, I plan to provide students in this course with all of the resources necessary to be successful, while encouraging students to be independent learners. The following links may be useful to support academic success -- [Guidelines for Students on Remote Teaching, Learning, and Assessment](#) and [Remote Learning Resources](#)

Please be reminded that existing University policies and considerations remain relevant in the remote delivery context (e.g., academic integrity, intellectual property protection for instructor-generated course materials) all of which can be found at the bottom of this syllabus.

## **Learning Outcomes**

After completion of this course, students should be able to:

1. Comfortably use anatomical terminology to describe structural characteristics, specimen/image orientation, location and functional relationships.
2. Outline and discuss the major visceral components of the thorax including the heart, lungs, and structures of the mediastinum.
3. Discuss and describe the components and structure of the skull, the cranial nerves and their corresponding foramina utilized to exit the skull.
4. Discuss and describe the components and structural relationships of the face, nasal and oral cavities, pharynx, larynx and neck.
5. Discuss and describe the visceral and neurovascular relationships of the thorax and head and neck regions.
6. Discuss and describe the muscular components and neurovascular supply of the anterior and posterior abdominal walls.
7. Discuss and describe the visceral components and neurovascular supply to the foregut, midgut, hindgut and retroperitoneal regions.
8. Discuss and describe the skeletal, muscular, visceral, and neurovascular supply to the pelvis, as well as the urogenital and anal triangles.
9. Carry out problem solving and critical thinking techniques to apply anatomical theory to common clinical implications.
10. Identify and describe all above mentioned structures on cadaveric specimens.
11. Demonstrate professional respect and responsible care of human specimens.

***Please refer to each individual lecture file for topic/content specific learner objectives.***

## Instructional Method

**Lectures:** ANAT 316 will utilize a “flipped classroom” approach, whereby students will be responsible for watching selected pre-recorded lectures posted to MyCourses (flexible activity) and later participate in fixed (synchronous) question and answer (Q&A) sessions that will focus on the clinical application of content topics or providing further details to enhance student understanding through drawing or live model demonstrations. For students unable to attend fixed sessions, they can engage in the course by watching recordings and participating in discussion forums on myCourses.

**Laboratories:** All ANAT 316 laboratory sessions will be fixed (synchronous) sessions. The expectation is that students will participate in ZOOM laboratory sessions on a weekly basis. Labs will be carried out over ZOOM, utilizing break-out rooms, allowing for small group discussions that will be facilitated by TAs and UCAs. For students unable to attend fixed sessions, they can engage in the course by watching recordings and participating in discussion forums on myCourses.

**PLEASE NOTE:** The lab component is an integral part of this course, it is therefore **essential for students to participate fully in this component of this course in order to comprehend the material and to optimize success.** Should a student be unable to participate in the weekly lab components indefinitely for a particular reason, **they should notify the course instructor immediately.** Labs will involve the **review of images of cadaveric prosections** (dissected human material). **Students are therefore, required to abide by the rules and regulations of the Anatomy lab at all times and be respectful and professional in their discussion surrounding these images.** It is expected that all students are prepared for laboratory discussions and self-study activities during their **assigned** laboratory section. **All students must read and sign the Code of Conduct Form online via myCourses.** Students will not be provided access to laboratory course content on myCourses, without confirmation of their signing to the Anatomy Laboratory Code of Conduct.

### Technologies We Will Use:

- [myCourses](#)
- Zoom web conferencing tool - Information for students can be found [here](#).
- Polling @ McGill (also known as the Student Response System or SRS, or previously known as clickers) is a technology-supported questioning strategy to assess students’ learning and encourage active classroom participation. At McGill, we are using a web-based polling system, called TurningPoint Cloud. During a class with polling questions, students respond from their personal device (smartphone, tablet, or laptop) - [FAQs for Students](#)
  - Please visit the Polling @ McGill [website](#) to set-up your FREE account to participate. This participation will not be graded. This type of informal assessment will help give you an idea of the types of questions found on your exams!
- [3D4 Medical - Complete Anatomy app](#): This application will be used for laboratory sessions.
  - ***Please refer to the Announcements in myCourses for the steps in obtaining your FREE license for the Complete Anatomy app.***

## Expectations for Student Participation

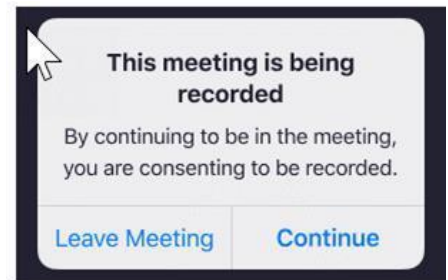
While fixed (synchronous) activities in ANAT 316 are not mandatory to attend, it is **strongly encouraged** that students participate in the weekly Q&A sessions and, more importantly, weekly virtual anatomy laboratories. This is a challenging and content heavy course. These sessions will guide you in your study of anatomy and enhance your understanding of the material. Audio will be an important component of these sessions as you will be asked to participate in small group discussions. Please check myCourses and your email regularly for any course updates.

It is the expectation that students conduct themselves in a **professional and respectful** manner. The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, disrespectful or harmful language arising in contexts such as the following may be cause for disciplinary action: (1) Username (use only your legal or preferred name - first and last), (2) Visual backgrounds, (3) "Chat" boxes. Additionally, any of the above mentioned behaviours will not be tolerated in the context of small group discussions.

## Recordings of Sessions

Please read the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>] and the course outline for this course in myCourses. You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

All fixed (synchronous) sessions, both lecture and laboratory, will be recorded and made available in myCourses so that students who log off will be able to watch the recording later.



## Required/Recommended Course Materials

**Textbook Resources:** These resources are **not required**. The instructor's recommendations are below. Students are encouraged to purchase a textbook that suits their study needs and habits.

- Gilroy, Anatomy an Essential Textbook, Second Edition, Thieme, New York, 2013 (**Highly Recommended**)
- Gilroy, Atlas of Anatomy, Third Edition, Thieme, New York, 2016 (recommended/optional)
- Rohen, J.W., Yokochi, C., Lutjen-Dreoll, E. (2015). Anatomy: A Photographic Atlas, 8th ed. Lippincott Williams & Wilkins.

Textbooks have been put on reserve at the Schulich and Osler Libraries; earlier versions of these textbooks are adequate. Other texts such as Netter's Atlas and Moore's Clinical Anatomy are also sufficient for this course.

The Library provides online access to course materials in its [Course Reserves](#) system. The Library links to online materials (both e-books and e-journal articles.)

**Virtual Anatomy App:** 3D4 Medical - Complete Anatomy 2020. This is a **required** course material. Students will be provided with a FREE license by the University. Instructions to acquiring the app can be found on myCourses.

**Materials to consider:** While not a requirement, students may be asked to participate in small group discussions, and at times be asked to put their camera on. As such, some type of reliable web camera and microphone would be useful to allow for effective and efficient student communication. The camera on a tablet, computer, or smartphone would be adequate along with the devices built in microphone or a set of headphones with microphone capability

### Learner Assessment/Evaluation

Students will **NOT** be allowed to write exams prior to the scheduled date. The final exams will be cumulative. The midterm and final practical exams will include both lecture and lab material.

**The passing grade in the Faculty of Medicine and Education is 55%.**

ASSESSMENT	ASSESSMENT DETAIL & DEADLINES	% OF FINAL GRADE
<b>Midterm 1</b>	<b>Opens on February 16 at 12am and Closes on February 18 at 11:59pm</b> Included content: Lectures 1-9 & Labs 1-4 with part of 5 Time for completion: 2.5 hours (should only take 1 hour to complete)	20%
<b>Midterm 2</b>	<b>Opens on March 23 at 12am and Closes on March 25 at 11:59pm</b> Included content: Lectures 10-18; Labs 6-9 with parts of 5 Time for completion: 2.5 hours (should only take 1 hour to complete)	20%
<b>Lab Quizzes</b>	Quiz 1 → Content: labs 1-3; available between Feb 1-Feb 5 Quiz 2 → Content: labs 4-6; available between Feb 22-Feb26 Quiz 3 → Content: labs 7-9; available between Mar 29-Apr 2 Quiz 4 → Content: labs 10-11; available between Apr 12-Apr 16	20% (5% each)
<b>Final Exam</b>	Deadline for Submission: TBD Content: Cumulative approach, with more focused on L19-24 and lab 12	40%

*Assignments and exams will be submitted via myCourses. Please familiarize yourself with the following link: [FAQs for students using myCourses: Assignments](#).*

**Information concerning Lab Quizzes:** *These assessments in myCourses will be FORWARD ONLY assessments, meaning that you will NOT be able to revisit completed questions. This format was chosen to model the bell-ringer style of assessment students would typically complete in the anatomy lab had we been completing the course in-person. The bell-ringer style of the anatomy lab assessments and the*

*inability to revisit stations is not solely due to logistics of the examination or to prevent student cheating. This exam format will prepare you for clinical settings; the need to focus on a patient in front of you and regardless of the outcome of that patient learning to move your focus onto your next patient. This format also prepares students for future OSCE examinations. The anatomy lab exam format further teaches you to “forgive yourself” meaning that if you are unaware of an answer at a given station (or for a particular patient if applying to a clinical scenario), you will need to learn to refocus, forget about that for the time being and move onto the next task. The maintenance of this format in the remote ANAT 316 delivery has been approved by a Faculty of Science committee.*

### **Department of Anatomy & Cell Biology Midterm Exam/In-Course Assessment Deferral Policy**

A midterm exam or other in-course assessment (i.e. quiz, assignment, paper, etc.) in a course administered by the Department of Anatomy & Cell Biology may only be deferred in the case of a **justified absence** due to serious illness or significant extenuating circumstances AND when **valid documentation** is received by the Course Coordinator within **FIVE** working days of the original midterm exam or due date.

If the deferral request is accepted by the Course Coordinator, students may be offered one or both of the accommodations below, depending on the grading structure of the course:

- (a) Add the weight of the in-course assessment to another course component
- (b) Write a deferred midterm exam/submit a deferred assessment which will be scheduled/due within 10 days of the original midterm exam/due date

MIDTERM EXAMS: If choosing the following above option...

- (a) The weight of midterms will be added to the final exam
- (b) Deferred midterms will be written in the week immediately following the original midterm dates.

LAB QUIZZES: Students will only be able to add the weight of a deferred lab quiz to the remaining lab quizzes equally. Writing a lab quiz outside of the provided time-frame **will not be permitted**.

### **Grading Policy for the Department of Anatomy & Cell Biology**

The Department of Anatomy & Cell Biology will **NOT** revise/upgrade marks except on sound academic grounds. Once computed, the marks in this course will **NOT** be altered/increased arbitrarily. Decimal points will be “rounded off” as follows: if the final aggregate mark is computed to be 79.5%, the mark will be reported as 80% (an A-); a final aggregate mark of 79.4% will be reported as 79% (a B+). These marks are **FINAL and non-negotiable**.

Please see the full policy, including information on valid documentation requirements, here:

<https://mcgill.ca/anatomy/undergraduate/policies-resources>

### **University Policy on Reassessments and Rereads**

Please see the eCalendar for policies regarding reassessments of coursework and rereads of final exams:

[www.mcgill.ca/study/university\\_regulations\\_and\\_resources/undergraduate/gi\\_final\\_examinations](http://www.mcgill.ca/study/university_regulations_and_resources/undergraduate/gi_final_examinations)

## McGill Policy Statements

### Language of Submission

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

Note: In courses in which acquiring proficiency in a language is one of the objectives, the assessments shall be in the language of the course.

« Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue). »

### Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see [McGill’s guide to academic honesty](#) for more information). (Approved by Senate on 29 January 2003)

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#)). »

### Additional Statements:

- “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
- “As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.”

- “McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.”  
  
« L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant. »
- “Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.”
- “[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
- “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students’ Rights (see [document](#)).
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the [Office of Sustainability](#).)
- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the [Guidelines](#) for a range of sample wording that may be used or adapted by instructors on their course outlines.

**This syllabus is an important document and should be saved for future reference. It may be needed for credit transfer, employment, certification, or licensing purposes.**