

Course Information Packet

Biology 255—Human Anatomy

A Course Taught on a Modified Problem-Based Learning (PBL) Format

Fall Term 2003—2004 Academic Year

Lecture – Science Bldg., Room 102

Laboratory – Science Bldg., Room 110

Professor: Bob Tallitsch, Ph.D.
Office: 308 Science Bldg.
e-mail: btallitsch@augustana.edu
Office Phone: 794-3441
Home Phone: 764-8507
Office hours: I will do my best to be available, in the classroom, prior to the start of every class for questions and/or informal discussions. In addition, I will be available, in my office, at the times listed below.
Monday and Wednesday: 11:00—12:30
Tuesday 2:30—3:30
Thursday: 2:30—5:30
Additional times as needed

Required Texts: Both the text and the lecture outline are required:

Martini, F.H., Timmons, M.J. & Tallitsch R.B. (2003) *Human Anatomy (4th ed.)* Upper Saddle River, N.J.: Prentice Hall.

Tallitsch, R.B. (2002) *Lecture and Laboratory Outline for Biology 255: Human Anatomy (6th ed.)* Rock Island: Augustana Press

Reading: The text utilized for this course has excellent illustrations, as well as excellent textual material. Reading pages and illustrations that pertain to the material that will be covered in lecture are indicated in the appropriate sections of the required outline. This text was chosen for its reading clarity and for the quality of its illustrations. However, it was written from a “systems” approach, while this course is taught via the “regional” approach. Therefore the reading will jump around

throughout the text, and for that I apologize. However, even with that problem this is one of the best texts available for this level of course.

The reading will help supplement lecture, and will definitely be needed in order to do well in the class and to solve your PBL sets. *However, if you choose not to do the reading I do urge you to study the illustrations in the text thoroughly!* One of my course objectives (see below) is that students will develop a 3-dimensional understanding of anatomical relationships for each region of the body studied. Simply put, I expect you to be able to close your eyes and visualize what I am talking about in class. You cannot do this without paying very close attention to the illustrations in the text, as well as the material covered in laboratory. Indeed, you might find that the best place to study for a lecture exam is in the laboratory—thereby facilitating what you are studying for lecture.

1. Course Objectives: At the completion of this course you should have:

- Had fun and enjoyed the term
- Increased your overall problem solving skills, including your ability to define problems, gather and evaluate information, and develop solutions
- Developed effective knowledge acquisition skills
- Developed better team skills
- Increased your communication skills
- Increased your self-assessment skills
- Increased your ability to assess the work of others
- Increased your ability to identify, find and use appropriate resources
- Developed a 3-dimensional understanding of anatomical relationships for each region of the body studied
- Increased your test taking abilities
- A firm understanding of anatomical terminology
- Accomplished the individual goals listed at the beginning of each lecture and laboratory section, as outlined in your lecture and laboratory outline

2. What you can expect of *me* this term:

- Do my best to make this term fun!
- Keep the class interesting, organized, and functioning in an open environment of mutual respect.
- Believe, foster and convey the attitude that everyone enrolled in this class has the ability to succeed if they try.
- Care about your progress in this class.
- Do my best to write examinations that aren't tricky, but are fair and test *what you know* rather than what you don't. *However*, if I do not achieve this goal, I will do my best to be a good listener as you discuss with me why

- you interpreted any and all questions in a particular way. I will also do my best to rectify the problem as much as possible.
- Return all graded tests and quizzes to you by the next class period.
 - Understand that my class is not the only class you are taking this term, and that you have an academic life outside of my classroom.
 - Be fair and treat all students with respect.
 - Set a standard of high expectations and then help you live up to them.
 - Point out patterns and relationships between concepts covered in this class, as well as link ideas and facts to previous knowledge.
3. **Unit Exams:** Exams will include a variety of questions, ranging from true-false, multiple choice, multiple uglies, and essay. Five unit exams (counting the final) will be given. The first exam is worth 50 points, with the remainder all being 100 points each. All of these exams will be counted in your total point score. (Help sessions will be scheduled the evening prior to each exam. Times and places will be announced in class.) Because lecture and laboratory material are inter-related, material covered in lab is testable on lecture unit exams. No make-up exams are allowed unless prior arrangements are agreed to by all of the parties involved.
 4. **Lecture Final Exam:** The last unit exam will be administered during the regularly scheduled final examination time period (Tuesday, 11 November, 9:00—11:00 a.m.) in the regularly scheduled lecture room. This exam will be a unit exam, covering only the last lecture and lab unit. (Because lecture and laboratory material are inter-related, material covered in lab is testable on lecture unit exams.) Any request to change the date of this exam will need to be processed through the appropriate administrative office. (A help session will be scheduled the evening prior to the exam. Time and place will be announced in class.)
 5. **Practice Exams:** You may access practice exams and print them out for your review from my web page. The address for the web page is as follows:

<http://www.augustana.edu/users/bitallitsch>
 6. **Laboratory Exams:** Two laboratory exams (each worth 100 points) will be given during the term. All of these exams will be unit exams. However, because lecture and laboratory material are inter-related, material covered in lecture is testable on lab exams.
 7. **Problem-based Learning Assignments:**

- a. PBL Work Groups: You have been randomly assigned to a PBL work group (see A to Z list attached to this course information sheet). Each group is assigned a Public Folder for their use (See page viii in your lecture/lab outline for an explanation of how to use public folders.) During the first week of class you are to meet as a group and assign a PBL Work Group leader, and notify me, via e-mail, as to the name of the leader. The role of the group leader is outlined below.
- b. Four times during the term you will be assigned a PBL set. Each preliminary report is worth 10 points (40 points for the term), and each secondary preliminary report is worth 10 points (40 points per term). Each final report is worth 50 points (200 total points for the term). All problem set scores will be counted toward your final grade (i.e. lowest grade will not be dropped). *Any student who is absent from class on PBL work days will not be given credit for that work set. It is the duty of the group leader to notify me of any member who is missing from class on PBL work days.*
- c. The problems are designed in a format such that you will be required to seek out information beyond that provided to you in lecture and lab.
- d. Each PBL group must choose a leader. The PBL group leader serves several important functions. Among these functions are:
 - Facilitator of group meetings. The group leader is the one member in the PBL group that is to contact other members of the group and arrange meetings to work on the PBL sets.
 - Facilitator of group progress. The group leader will coordinate, in conjunction with the members in his/her group, the tasks to be completed by each member of the group. The group leader is responsible for e-mailing the names of the group members who will be accomplishing each individual task to Bob *within 24 hours of the day that the final part of the problem is distributed.*
 - Facilitator of group problems. The group leader is the individual responsible for participation of group members. If the group feels that it has a member that is not participating adequately it is the responsibility of the group leader to bring this to my attention. At this time the group leader, individual in question, and I will meet and try to facilitate the problem. If necessary a meeting with the entire PBL group will be held to facilitate the problem.

- The group leader is responsible for turning in the final written, hard copy answers to the PBL sets as well as posting the final report in the public folder.

Tasks that must be accomplished by group members are:

- Researchers—These members (typically 3 when PBL groups are 6 in number) are responsible for doing research on the presented problem. (*Note: These are not the *only* members responsible for doing the research—rather they are the ones that will be responsible *for coordinating the research and for doing the bulk of the research for the problem.**) In addition, they are responsible for getting all information to the typists in a timely fashion.
- Typist(s)—This member (or members, depending upon the size of the report) is/are responsible for typing some or all of the final report for submission. The typist is responsible for getting the final draft to the editor in a timely fashion for initial reading.
- Editor—This member works with other members of the group to determine what is, and isn't to be included in the final report. However, when a controversy develops, the editor has the final say.
- Copy editor (proofreader)—This member is responsible for proofreading the final copy and getting all necessary corrections back to the typists in a timely manner. The typists are then to make any and all necessary corrections, and get a corrected copy to the copy editor. When all corrections have been made, the copy editor is responsible for getting the final copy to the group leader for submission on the day the report is required.

No group member may due the same task two problem sets in a row!

- e. On the day the PBL is assigned the class will break up into PBL groups and do some preliminary work on the problem in class. By the next class session *each PBL group member* must turn in an *individual* hard-copy preliminary report. The preliminary report must contain the following:

- Possible hypothesis of what is wrong with the patient (maximum of 2 pages in length, *not* counting bibliography).
 - What you will need to find out in order to prove or disprove your preliminary hypothesis, and where you will look to find this information.
 - Any terminology that is not understood must be listed and defined, and the source of the definition cited.
 - Citations for any and all sources utilized, including your textbook. *All reports (both preliminary and final reports) must involve a minimum of three references. A minimum of two different text references must be used for each report* (both preliminary and final reports). Your required lecture text may be one of these text references. It is advised that your second text reference be obtained from the reference section of the library.
 - *It is expected that each member of the group will review all of the group's preliminary hypotheses prior to coming to class the day the preliminary reports are due.*
- f. On the day the preliminary report is due the second part of the problem will be handed out. The class will again break into PBL groups and do further preliminary work on the problem in class. In this session the group will now:
- Determine how the additional information has changed any or all of the preliminary hypothesis, *and why*.
 - Determine the course of action the group will take in order to solve the problem.
 - Divide up the work that needs to be completed in order to solve the problem. The group leader will then e-mail Bob a listing of what task is to be accomplished by what group member.
- g. At the next class session *each group member* will turn in an *individual* hard-copy secondary preliminary report (maximum of 2 pages in length, *not* counting bibliography). (A copy will also be posted in the Public Folder). This secondary report must contain the following:

- If your preliminary hypothesis has changed you must state how your preliminary hypothesis has changed, *and why*. However, if your preliminary hypothesis has not changed, then you must state how the additional information has supported and clarified your preliminary hypothesis.
 - What you will need to find out in order to prove or disprove your current hypothesis, and where you will look to find this information.
 - Any new terminology that is not understood must be listed and defined, and the source of the definition cited.
 - Citations for any and all sources utilized, including your textbook. *All reports (both preliminary and final reports) must involve a minimum of three references. A minimum of two different text references must be used for each report* (both preliminary and final reports). Your required lecture text may be one of these text references. It is advised that your second text reference be obtained from the reference section of the library.
 - A division of the work that needs to be completed in order to solve the problem, and who will accomplish each task. In addition to your listing of the group's division of labor in your secondary report, the group leader will then post, in the group's Public Folder, a listing of what task is to be accomplished by what group member.
- h. As published in the course schedule, *each group* is required to submit a final report (maximum of 5 pages in length *not* counting bibliography) at the start of the appropriate class period. (It would be advisable for the group to keep at least one back-up copy on computer disc.) The group report is to contain *at least* the following:
- Hypothesis of what is the solution to the problem.
 - Sound anatomical reasoning to substantiate your hypothesis.
 - Answers to all questions raised in parts 1 and 2 of the PBL.
 - Citations for any and all sources utilized, including your textbook. *All reports (both preliminary and final reports) must involve a*

minimum of three references. A minimum of two different text references must be used for each report (both preliminary and final reports). Your required lecture text may be one of these text references. It is advised that your second text reference be obtained from the reference section of the library.

- i. No late preliminary, secondary or final reports will be accepted.
- j. All material utilized in the construction of preliminary and final reports must be properly cited, both in the body of the PBL report as well as at the end, in a reference section, *utilizing Council of Biology Editors (CBE) Style*. You may find additional information online at the following url: <http://www.lib.ohio-state.edu/guides/cbegd.html>. Additional information may also be obtained from the library (contact Connie Ghinazzi, Reference Librarian at 794-7494). Listed below are a few citation examples:

Book: Voet, D., Voet, J.G. 1990. Biochemistry. New York: J. Wiley, p. 1223

Book Chapter: **In-Text:** (Voet and Voet 1990)
(or other part with different author)
Kuret JA, Murad F. 1990. Adenohypophyseal hormones and related substances. In: Gilman AG, Rall TW, Nies AS, Taylor P, editors. The pharmacological basis of therapeutics. 8th ed. New York: Pergamon. p 1334-60.

In-Text: (Kuret and Murad 1990)

Journal Article: Johnson, D.L., Lynch, W.E., 1992. Panfish use of and angler success at evergreen tree, brush, and stake-bed structures. N. Am. J. Fish. Management. 12(1):222-229

In-Text: (Johnson and Lynch 1992)

Conference Paper: Meyer B, Hermanns K. 1985. Formaldehyde release from pressed wood products. In: Turoski V. editor. Formaldehyde: analytical chemistry and toxicology. Proceedings of the symposium at the 187th meeting of the American Chemical Society; 1984 Apr 8-13; St.

Louis, MO. Washington: American Chemical Society. p 101-6.

In-Text: (Meyer and Hermanns 1985)

Electronic Journal: Slater, P.J.B., Jones, A.E. Timing of songs and distance call learning in zebra finches. *Anim. Behav.* [serial online] 1995; 49(2):123-248. Available from: OhioLINK Electronic Journal Center via the Internet (<http://journals.ohiolink.edu/etext/>)

In-Text: (Slater and Jones 1995)

Wolf, B.B., Green, D.R. Suicidal tendencies: apoptotic cell death by caspase family proteinases. *J. Biol. Chem.* [serial online] 1999; 274 (20):20049-52. Available from: Journal of Biological Chemistry Website via the Internet (<http://www.jbc.org/>)

In-Text: (Wolf and Green 1999)

When citing web pages from the internet it is important to utilize the following general rules:

- Provide sufficient information to allow a reader to locate the source you are citing.
- Web documents share many of the elements found in print sources. The citation for a Web document often shares a format similar to that for print sources, with some information added and some deleted.
- Cite what is available when you cannot find some elements of information about a source. For example, publication dates often are not provided.
- Include the date that you accessed the source.
- Cite the URL address accurately. Include the access-mode (http, ftp, telnet, etc.). If it is necessary to divide the URL

between two lines, break only after a slash mark and do not insert a hyphen at the break.

- Citation example: Fronck, J. First basemen with shoulder pain and weakness. In PTP: Professional Team Physicians, Cases of Interest. Retrieved 23 July, 2002 from PTP Website:
<http://www.proteamphysicians.com/article/index.asp?showarticle=yes&articleId=613&articletype=47>

Need more help? Please contact Connie Ghinazzi at 7494 or another reference librarian at the desk on 2nd floor.

k. **Reference Resources:**

Science is found under Q in the reference collection on the 2nd floor. Q will also be the first letter of the LC call number for science materials you can check out on 5th floor and journals stored on first floor. There are many dictionaries and encyclopedias specific to science disciplines. Biology materials will be found from QH through QR with specific Anatomy materials found in QM. In addition, the R section (Medicine) will provide dictionaries and reference books useful in completing your PBL assignments.

A few titles to browse are:

McGraw Hill Encyclopedia of Science & Technology REF Q 121 .M3 2002
Various Medical Dictionaries found at REF R 121
Gray's Anatomy REF QM 23.2 .G73 1995
Professional Guide to Signs and Symptoms REF RC 69 .P77 2001
Atlas of Human Anatomy REF QM 25 .N46 1997
The Merck Manual REF RC 55 .M4 1999
Magills Medical Guide REF RC 41 .M34 2002

Evaluating Web Resources:

Go to: <http://www.augustana.edu/library/resources>.

"Evaluating Web Resources" gives 4 steps for analyzing the quality of web pages. Look for:

Accuracy: Are sources listed? Is the information fact or opinion? Can it be verified independently?

Authority: Whose site is this? Who wrote it and what are their qualifications? Does the site have a purpose or affiliation?

Expert Opinion: Do other experts agree? What are the links to and from this site?

Coverage: How old is the information? What are the dates covered?

Need more help? Please contact Connie Ghinazzi at 7494 or another reference librarian at the desk on 2nd floor.

- l. *All reports (both preliminary and final reports) must involve a minimum of three references. A minimum of two different text references must be used for each report (both preliminary and final reports).* Your required lecture text may be one of these text references. It is advised that your second text reference be obtained from the reference section of the library.
- m. Additional details are to be found starting on page 14 of this information packet.

8. Self Evaluation and PBL Group Member Evaluation

Twice a term (after 2nd and 4th problems) you will be asked to evaluate yourself and each member of your PBL group. You will evaluate your group members utilizing the form found on page 16.

Final self-evaluation: At the end of the term you will be asked to conduct a final self-evaluation utilizing the form found on page 17.

Please note that neither of these evaluations will be utilized in assigning grades in Human Anatomy. The purpose of the grading is to reward those making above average effort and to encourage those not giving their fair share to the group's overall effort.

9. **Grades:** Grades will be determined on a straight percentage scale based upon the maximum number of points possible in the class: 100 points from quizzes (6 quizzes at 20 points each minus lowest quiz grade), 350 points from lecture exams, 100 points from lecture final, 200 points from laboratory exams, 360 from PBL's (40 from preliminary reports, 40 points from secondary reports, and 280 from final reports) and 15 points for completion of the VARK learning assessment, for a total of 1125. Please be advised that class attendance and participation do count when computing final grades, especially in borderline cases.

- A = 1125—1012 points (100 - 90%)
- B = 1011—900 points (89 - 80%)
- C = 989—788 points (79 - 70%)
- D = 787—675 points (69 - 60%)
- F = below 675 points (below 60%)

10. **Cheating Policy:** Any individual suspected of, or caught cheating will receive a "0" grade for that examination or problem set and a "F" grade overall for the course. A drop slip will not be signed for the course. In addition the Dean of Students Office and the Office of Academic Affairs will be notified, in writing, of the name of the student and the circumstances of the cheating incident. For review of this policy please read through the appropriate section in *Inside Augustana*.

11. Class Attendance and Decorum:

- a. **Class Attendance:** Regular lecture and lab attendance is expected. Excessive absences will be taken into account in determining a student's final grade.

b. Late arrivals: I understand that there will be times when you just can't get to class on time. That's normal, and no big deal, as long as it doesn't become a habit. If and when you do arrive late, please enter the classroom via the back door, located on the 2nd floor immediately above the lecture room.

c. Class Decorum:

i. Eating and drinking in class is allowed, provided you do not disturb your neighbors. Please be careful of spills etc., and please remove all trash, cups and wrappers from the classroom.

ii. OK—so I'm old fashioned—I admit it. Because of this, old habits die hard. I was taught that gentlemen do not wear hats indoor—so hats are not allowed in lecture or laboratory under any circumstances.

iii. Please do not put your feet on the back of the chair in front of you.

d. Cell Phones: Neither the ringing nor the answering of cell phones during class will be tolerated—so turn it off!

12. Anonymous Feedback Form: If, at any time during the course or after it, you would like to provide me with some anonymous feedback, utilize the Anonymous Feedback Form found on the left side of my web page. *All feedback is sent to me, via e-mail, without a return address and is 110% anonymous.*

13. Learning style points: Periodically students have come to me with questions on how they should study for one of the various courses I teach. During these discussions it has come to my attention that many individuals (both students and faculty alike) are unaware of their learning style(s) and effective studying strategies that would work with their individual learning style(s). Therefore, everyone is encouraged (15 point reward) to access the VARK web site and take the VARK learning style assessment.

VARK is a short, simple inventory that has been well-received by students and faculty alike because its dimensions are intuitively understood and its applications are practical. Its use has helped both students and faculty alike. It has helped students learn more effectively, and it has helped faculty to become more sensitive to the diversity of teaching strategies necessary to reach all students.

VARK is an acronym made from the initial letters of four sensory modal preferences (Visual, Aural, Read/write and Kinesthetic). Modal preferences are used by people when they are taking in or giving out information. For example some people prefer to “read about it,” others to talk or draw. Some have no strong preferences for any one mode. Although we have known for centuries about the different modes, this inventory, initially developed in 1987 by Neil Fleming at Lincoln University, New Zealand, was the first to systematically present a series of questions with help-sheets for students, teachers, employees, and others to use in their own way. It also sought to be advisory rather than diagnostic and predictive.

To take the VARK on-line with automatic scoring, go to:

<http://www.vark-learn.com/english/index.asp>

This site also contains a list of study suggestions based on learning preferences.

In order to obtain your 15 point reward for taking the VARK test you are to post the information listed below in your PBL Work Group’s public folder *before Monday of the second week of class*:

- a. point total
- b. subtotals for the four categories
- c. learning preference(s)

- 14. Proofreading Points:** Because I find proofreading one of the most difficult tasks in writing a text, any new typographical, grammatical or anatomical error found in the ***third printing*** by a student in this class will be awarded 5 points per error.

To determine what printing your text is, turn to the first page after the title page of the text. Immediately above the ISBN number you will find a series of numbers, starting with 10. If the last number is a 3 (as shown below), then your text is from the 3rd printing and you are eligible for proofreading points.

10 9 8 7 6 5 4 3

- 15. Lab Fee:** The Biology Department has initiated a policy (effective the Fall ‘99 term) of charging a non-refundable laboratory fee for many of our laboratory courses. This fee is used to offset the cost of the purchase of new laboratory models utilized in Human Anatomy.

16. **Accessing Public Folders on Augustana's Intranet:** See the sheet entitled "Using Public Folders" on page viii of your lecture and laboratory outline.
17. **Help with Computer Technology:** Every student should strive to become literate in the area of information technology, since it has become such an integral part of the education process. However, it is not always feasible to instruct students in information technology in conjunction with class material due to time constraints. Therefore, students requiring assistance with the use of information technology should take advantage of the resources available to them in the Olin Center. Besides student consultants who can provide aid in the computer labs, there are other opportunities for tutoring or training by the ITS department. For example, free one-hour classes are offered to students in various subjects, such as Photoshop, Digital Video, and more. Watch for notices in your e-mail for dates and times of these classes.

For additional information, go to <http://its.augustana.edu/students.html>

An Introduction to Problem-Based Learning

Definition:

Problem-based learning (PBL) is a style of learning that may be adapted in its entirety, or as a part of a larger curriculum (as will be done in this class). PBL, as defined by Dr. Howard Barrows and Ann Kelson of Southern Illinois University School of Medicine is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner the acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career.

Role Changes:

In PBL the traditional teacher and student roles change during the problem solving process. The students assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. The faculty in turn become resources, tutors, and evaluators, guiding the students in their problem solving efforts.

Results:

Students involved in PBL acquire knowledge and become proficient in problem solving, self-directed learning, and team participation. Studies show that PBL prepares students as well as traditional methods. PBL students do as well as their counterparts from traditional classrooms on national exams, but are in fact better practitioners of their professions.

Additional Information as to how the process will be utilized in Human Anatomy:

The first day of class you will be assigned to a PBL group. Most, if not all of your PBL group members will be in the same laboratory section. This group will contain between approximately 6 students. Your group will have a designated number that will be utilized in facilitating the organization of group meetings. This number will also correspond to your PBL Folder that may be found on Augustana's intranet. This folder may be used to questions of group members or me. In addition there will be a folder labeled "Post to All" that may be utilized to pose questions to anyone within the entire class. Four problem sets will be assigned at various times throughout the term. You are to work within your group to come to a satisfactory answer to the problem. *You will have to "solve" the problem given, in that you will not have adequate information to solve the problem from lecture material alone.* If you have any questions you may seek out the answers in a variety of ways: You may stop by my office, phone me, e-mail me, or post them either within your specific sub-folder within the Human Anatomy Public Folder, or within the "Post to All" folder. I will try to access all folders at least once-daily (Monday through Friday), and will post answers within your specific sub-folder. Most of my answers to your questions will come in the form of a question (i.e. have you considered ----?) rather than a direct answer. In addition everyone should try to access both their group's folder and the "Post to All" folder on a daily basis to note any communication between group members, or any questions posed to the entire class.

There is no minimum length for these assignments. However, there are maximum lengths (*excluding bibliography*) for each form of report: 2 typed pages (one side per page) for each preliminary report, and 5 typed pages (one side per page) for the final report. Each assignment will be worth 70 points (10 points for your preliminary report, 10 points for your secondary report, and 50 points for your final report). All scores will be added into your point total for the course. Individual grades will be assigned for preliminary reports; each individual within the group will receive the same grade for each final report on the problem set. No late problem sets will be accepted.

Self and Group Member Evaluation

Twice a term (after 2'nd and 4'th problems) you will be asked to evaluate yourself and each member of your PBL group. You will evaluate your group members utilizing the form found on page 17.

Final self-evaluation: At the end of the term you will be asked to conduct a final self-evaluation utilizing the form found on page 18.

Please note that neither of these evaluations will be utilized in assigning grades in Human Anatomy. The purpose of the grading is to reward those making above average effort and to encourage those not giving their fair share to the group overall effort.

Team and Self-Assessment

Your name: _____

Please use the rating scale below to describe how *you and your team members* performed on each of the tasks listed associated with your PBL group's activities. *The purpose of the grading is not to divide groups but to reward those making above average effort and to encourage those not giving their fair share to the group overall effort.*

5 if Always 4 if Very Often 3 if Sometimes 2 if Rarely 1 if Never

PBL Group Number

Please fill in PBL Group Members' *Last* Names (including yourself)

Names _____

Completed assigned tasks _____

Contributed valuable information to the group _____

Attended group meetings _____

Was honest in reporting progress about his/her assigned tasks _____

Participated in writing
final report

Now, ***please circle*** the rating below that you feel you would best describe your group's overall performance:

Very good Good Barely Acceptable Poor Very Poor

PBL Self Evaluation Form

This evaluation form will not be utilized in assigning any grades in Human Anatomy. However, it is beneficial to reflect on any progress that you might have made in various areas as a result of participating in a PBL course. Therefore, please evaluate yourself utilizing the following scale.

Scale:

- 5 = Strongly agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly disagree

Your name: _____

As a result of my participation in PBL in Human Anatomy I feel that I have improved in the areas of:

1. Effective group participation _____
2. Effective group communication _____
3. Evaluation of myself (self evaluation) _____
4. Evaluation of others (peer evaluation) _____
5. Acquiring information to solve complex problems _____
6. Evaluation of the quality of information needed
to solve complex problems _____
7. Working effectively with others _____
8. Higher-order, critical thinking skills _____
- Overall improvement rating of yourself: _____

5 = excellent; 4 = good; 3 = average; 2 = needs work; 1 = poor

Tentative Lecture Schedule

See Lecture and Laboratory Outline for Related Text Reading and Text Illustrations

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Date		Lecture Topic

3	September	Course information; Introduction to Problem-Based Learning; PBL Set #1 Handed out; Preliminary PBL Work; Four Basic Tissues
5	September	Preliminary Report for PBL #1 Due; PBL #1 Part 2 Distributed; Four Basic Tissues

8	September	Second Preliminary Report for PBL #1 Due; Quiz #1 (20 points, covering terminology in lecture outline pages xii - xviii); Second Preliminary Four Basic Tissues; Skin
10	September	Skin
12	September	PBL Work Day; Skin; Back Muscles

15	September	Lecture Exam #1 covering terminology and four basic tissues (50 points)
17	September	PBL Set #1 Due and Discussed; PBL Set #2 handed out; Preliminary PBL Word Day; Back Muscles; Spinal Cord
19	September	Quiz #2 (20 points); Spinal Cord; Autonomic Nervous System;

22	September	Preliminary Report for PBL Set #2 Due; PBL #2 Part 2 Distributed; Autonomic Nervous System;
24	September	Secondary Preliminary Report for PBL #2 Due; Thoracic Cavity;
26	September	Quiz #3 (20 points); PBL Work Day; Thoracic Cavity

29	September	PBL Set #2 Due and Discussed; PBL Set #3 Handed out; Preliminary PBL Word Day; Thoracic Cavity
1	October	Preliminary report for PBL Set #3 Due; PBL Set #3 Part 2 Distributed; Preliminary PBL Work; Thoracic Cavity; Abdominal & Pelvic Cavities
3	October	Lecture Exam #2 (100 points)

6	October	Second Preliminary PBL Report for PBL #3 Due; Abdominal & Pelvic Cavities
8	October	Quiz #4 (20 points); PBL Work Day; Abdominal & Pelvic Cavities
10	October	No lecture scheduled—lab midterm exams all day

Tentative Lecture Schedule (continued)

See Lecture and Laboratory Outline for Related Text Reading and Text Illustrations

Date		Lecture Topic
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13	October	PBL Set #3 Due; PBL Set #4 Handed Out; Preliminary PBL Work Day; Abdominal & Pelvic Cavities
15	October	Preliminary Report for PBL Set #4 Due; PBL #4 Part 2 Distributed; Preliminary PBL Work; Abdominal & Pelvic Cavities
17	October	Quiz #5 (20 points); Second Preliminary Report for PBL #4 Due; Lower Appendage
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20	October	Lower Appendage
22	October	Lecture Exam #3 (100 points)
24	October	PBL Work Day; Lower Appendage
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27	October	PBL #4 Due and Discussed; Lower Appendage
29	October	Quiz #6 (20 points); Lower Appendage; Upper Appendage;
31	October	Upper Appendage
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3	November	Lecture Exam #4 (100 points)
5	November	Upper Appendage
7	November	Upper Appendage

Tentative Laboratory Schedule

See Lecture and Laboratory Outline for Required Laboratory Material

Week	Laboratory Material
1	No laboratory
2	Back Musculature; Vertebral Column; Spinal Cord; Thoracic Cavity
3	Back Musculature; Vertebral Column; Spinal Cord; Thoracic Cavity
4	Abdominal & Pelvic Cavities
5	Abdominal & Pelvic Cavities
6	Laboratory Exam #1 (100 points) Given on Friday of that week, by appointment. Review in regularly scheduled lab sections
7	Lower Appendage (skeletal material)
8	Lower Appendage (musculature); Upper Appendage (skeletal material)
9	Upper Appendage (musculature)
10	Lab final - Given on Thursday of that week, by appointment. Review in regularly scheduled lab sections