

PREFACE TO THE SECOND EDITION

In this second edition of the Guide certain dissecting instructions have been revised to increase clarity. The text, too, has been carefully gone through and improved by making it more compatible with a range of requirements of various anatomy courses. The terminology has been checked and brought up-to-date according to the most recent version (1998) of the *Terminologia Anatomica*.

The major aim of the Guide remains to provide a well-rounded dissecting manual that reinforces, but does not replace, a textbook of human anatomy. The details of human anatomy covered here are of interest and importance primarily in a medical context. To this end the Guide has been designed for medical, dental, osteopathy and physiotherapy students, and for those students studying alternative medicine where dissection of the human body is required. It has also been planned for those postgraduate students who are proceeding to specialize in the various clinical (surgical, radiological, emergency medical, gynaecological) sciences and who need to revise their anatomical knowledge through dissection.

Again it gives me great pleasure to thank Professor Colin Wendell Smith, University of Tasmania, for his advice on the latest anatomical terms and Professor Charles Oxnard, University of Western Australia, for his helpful comments and practical suggestions. I also wish to thank Associate Professor Colin Hinrichsen, University of Tasmania, Dr Patricia P. H. Chow-Cheong, Chinese University of Hong Kong, and Dr O Wai-sum, University of

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Hong Kong, for their comments and interest in the Guide. At the same time I wish to thank my students for their constructive comments.

I wish to express my gratitude to Mrs Tracey Walls for her kindness, patience and efficiency in word-processing the various drafts of the second edition. My thanks also to Miss Jill Aschman for finalising the manuscript so expertly.

As before, I am much indebted to Dr K. K. Phua, the Editor-in-Chief; Ms Lim Sook Cheng, the Senior Editor; and to Ms Serene Ong, the Desk Editor, for her fine and thorough editorial work, of World Scientific Publishing Company and to their staff for their continuing help and guidance. At the same time I wish to thank Ms Patricia Tay and the Singapore University Press for their help.

Again I owe warm thanks to my wife, Ai Yue, for her continuing interest and encouragement in this venture.

FPL
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PREFACE TO THE FIRST EDITION

The *Guide to Dissection* arose out of the original *A New Approach to Dissection of the Human Body* by R. Kanagasuntheram, A. Krishnamurti and P. Sivanandasingham* and is an entirely rewritten and altered text. Considerable changes and additions have been introduced to conform with the current shorter dissecting courses that have been implemented. The author of the present *Guide to Dissection* herewith wishes to acknowledge with grateful thanks the early work undertaken by Professor R. Kanagasuntheram, Professor A. Krishnamurti and Dr P. Sivanandasingham and their encouragement.

One has to recognise that there is no substitute for dissection if one wants to learn gross anatomy; it is a three-dimensional approach which is fundamental to understanding the normal function of the human body. Gross anatomy is essentially a visual discipline and deals only with the kind of anatomy that can be demonstrated and learnt in the dissecting laboratory. All matters irrelevant to this purpose have, as far as possible, been excluded. The principle is to give directions for dissection and examination from which the student should be able to make his/her own observations and discoveries.

*Kanagasuntheram, R., Krishnamurti, A. and Sivanandasingham, P.: *A New Approach to Dissection of the Human Body*. 2nd ed. Singapore: Singapore University Press (1980), now out of print.

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The sequence of dissections that is described covers the entire body and can be adapted to practical courses of any desired duration.

Knowing that the average student soon forgets the mass of anatomical detail he/she is sometimes enjoined to learn, and with the object of encouraging the kind of study which provides a three-dimensional idea of the structure of the body, detail has been eliminated which has no apparent scientific or educational value, or which has little obvious clinical significance.

This guide is a manual intended to facilitate and guide human anatomical dissections. *It is not a replacement for a textbook.* Since recent medical curricula have reduced the number of hours available for gross anatomical studies, it is the objective of the guide to save time whenever possible. Consequently the text is concise.

The manual is programmed in such a way that the dissection of the whole human body can be completed in 110 to 160 actual hours of dissection. This is essential at a time when the teaching of gross anatomy in most medical schools has been drastically reduced from some 350 hours in the 1970s.

The guide comprises the following programme:

1. It commences with a *General Introduction* and brief section on *Terminology* that should be read by both students and their tutors.
2. Each *Anatomical Region* under consideration for dissection has:
 - (a) A brief *Introduction* which explains the disposition of the structures on the basis of embryology and evolution;
 - (b) an *Overview* of the section to be dissected where the relevant features are mentioned and which can be usefully discussed by the tutor before the commencement of the dissection. This also enables the student to familiarise him/herself with the necessary terminology even before attending the class. The use of various audiovisual aids will enable the student to comprehend the structures of the section he/she will be dissecting during the particular session;
 - (c) a *Dissection Schedule* which guides the student through a set of instructions. These are given serially and in short steps so as to expose all the relevant important features. *All the practical instructions are highlighted in italics.*

- (d) a *Summary* which highlights the salient features of the part dissected;
- (e) a list of *Objectives*, the purpose of which is to encourage students to form discussion groups to ensure that they learn those aspects which will be required in their clinical years. The objectives should also be discussed and clarified with the help of a tutor after the student has completed a particular dissection schedule.

The dissecting instructions set out in this guide are designed for the study of the parts of the body in the following order: Upper Limb, Lower Limb, Thorax, Abdomen and Head and Neck. However, each of the five anatomical regions stands alone as an independent unit. Thus anatomical dissection may be carried out in any sequence desired and as specified by the tutor. The teaching staff may choose to delete certain parts of this guide from the class assignment. However, additional dissection projects may be desirable, particularly for students on special assignment or elective rotations.

The terminology used is mostly according to the latest anatomical nomenclature available

The provision of diagrams or illustrations has been deliberately avoided so as to encourage the student to be more self-reliant. There are excellent anatomical atlases which should be used in conjunction with the dissecting guide and with the dissection. The dissection of the brain is omitted since it is dealt with in neuroscience courses.

The present format is a result of experimentation over several years. The success of this method has prompted the compilation of this manual. It is to be hoped that this guide will be accepted and found useful in teaching institutions.

It is with great pleasure that the author acknowledges the advice and comments of Professor Colin C. Wendell Smith, University of Tasmania, on the latest anatomical nomenclature; and Professor R. Kanagasuntheram, Singapore, Professor Charles E. Oxnard, University of Western Australia, Dr Patricia P. H. Chow-Cheong, Chinese University of Hong Kong, Dr O Wai-Sum, University of Hong Kong and Associate Professor Colin Hinrichsen, University of Tasmania, for their comments and helpful suggestions. I am also grateful to Professor Norman Saunders, formally of the University of Tasmania, for his sustained support.

In particular I wish to thank Miss Sandra Kellett, Mrs Sharon Monk and Mrs Tracey Walls for their patience and kindness in word processing the various drafts of this manual.

The author is deeply indebted to Dr K. K. Phua, the Editor-in-Chief, and Ms Lim Sook Ching, the Scientific Editor, and Ms Joy M. Tan, Editor, of World Scientific Publishing Co. and to their staff for their kind help and guidance. Similarly I wish to express my appreciation to Ms Patricia Tay and Singapore University Press for their assistance.

I owe warm thanks to my wife Ai Yue for her encouragement, support and interest throughout this enterprise.

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