



SCHOOL OF MEDICINE

*Department of Structural and Cellular Biology*

This is a supplementary document to Michael Cesarek's Certificate of Anatomy Teaching Appreciation.

Included here:

**1. Documentation of Michael Cesarek's teaching**

- A. Course descriptions including teaching responsibilities
- B. Teaching hour logs

**2. Documentation of teaching evaluation**

- A. Dissection lab MSK module evaluation
- B. Dissection lab Head and Neck module evaluation

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## **I. Courses Taught**

### **Course: Human Gross and Developmental Anatomy**

**Duration:** Aug 2021 through Mar 2022

**Student Profile:** T1 TUSOM medical students and Anatomy master students

**Course Description:** The aim of this course is to provide students with a thorough understanding of the 3-dimension of the human body structure and organization. The Gross and Developmental Anatomy course follows the integrated year one basic science modules extending from August through March. This allows students to integrate the information with other disciplines such as Histology, Pathology, and Physiology. Each learning unit consists of instruction and activities on one or more body regions delivered and directed by anatomists and clinicians, providing a vibrant mix of clinical and laboratory experience.

**Role:** Teaching assistant in Anatomy labs

**Duties:**

1. Responsible for helping the lab director oversee labs
2. Teaching students how to properly dissect using different tools and techniques
3. Facilitating students' learning through hands on teaching and providing an interactive environment

### **Course: Medical Histology**

**Duration:** Aug 2021 through Mar 2022

**Student Profile:** T1 TUSOM medical students and Anatomy master students

**Course Description:** The aim of this course is to provide students with a thorough understanding of the microscopic appearance and function of normal structures in the human body. This allows students to integrate this information with other disciplines such as Gross Anatomy, Pathology, and Physiology.

**Role:** Teaching assistant

**Duties:**

1. Responsible for creating review sessions that summarized and clarified difficult topics
2. Creating a comfortable and interactive learning environment for students during the review session
3. Facilitating team-based learning (TBL) session by guiding students through the individual readiness assessment test (IRAT) and application exercise questions

### **Course: Clinically Oriented Graduate Neuroscience**

**Duration:** Mar 2022 through May 2022

**Student Profile:** Anatomy master students

**Course Description:** The aim of this course is to acquire knowledge and development skills in dissection-oriented neuroanatomy and neuroscience, its application and relevance to human physiology and clinical disease.

**Role:** Lecturer and teaching assistant in Neuroscience labs

**Duties:**

1. Designing and presenting a lecture based on the learning objectives
2. Creating a learning environment that motivates students to be engaged
3. Teaching students how to properly dissect and view the slices in brain labs

## II. Teaching Hours

### A. Course: Human Gross and Developmental Anatomy

#### a. Teaching Assistant in Anatomy Dissection Lab

Date	Title	# of hours	Type of Students	# of Students
	<b>Foundations of Human Biology Module</b>			
Aug 12, 2021	Introduction to your first patient	<b>2 hrs.</b>	T1 TUSOM Medical &ACLP	<b>28</b>
Aug 18, 2021	Superficial Back	<b>3 hrs.</b>	T1 TUSOM Medical &ACLP	<b>28</b>
Aug 23, 2021	The Spine	<b>3 hrs.</b>	T1 TUSOM Medical &ACLP	<b>28</b>
	<b>MSK Module</b>			
Oct 19, 2021	Pectoral and Axillar region	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 20, 2021	Brachial Plexus	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 21, 2021	Arm and Elbow Joint	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 22, 2021	Forearm and Hand	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 25, 2021	Anterior Thigh and Knee Joint	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 26, 2021	Gluteal Region, Posterior Thigh, Popliteal Fossa	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 27, 2021	Posterior Leg and Plantar Foot	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
Oct 28, 2021	Anterior Leg, Dorsal foot, Ankle Joint	<b>3 hrs.</b>	T1 TUSOM Medical	<b>30</b>
	<b>Pulmonary Module</b>			
Nov 9, 2021	Lungs, Pleural Cavity and Thoracic Wall	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
Nov 11, 2021	Pericardium and Heart	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
Nov 15, 2021	Mediastinum and Posterior Thoracic Wall	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
	<b>GI Module</b>			
Dec 2,2021	Anterior Abdominal Wall and Inguinal Canal	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
Dec 6,2021	Peritoneal Cavity and Foregut	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
Dec 7, 2021	Midgut and Hindgut	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
Dec 14, 2021	Posterior Abdominal Wall	<b>3 hrs.</b>	Tulane Graduate	<b>27</b>
	<b>Renal Module</b>			
Jan 10, 2022	Gross Anatomy of Kidney	<b>3 hrs.</b>	T1 TUSOM Medical	<b>32</b>
	<b>Endocrine &amp; reproductive Module</b>			
Jan 27, 2022	The Male and Female Pelvis	<b>3 hrs.</b>	T1 TUSOM Medical	<b>32</b>
Jan 31, 2022	Male and Female Perineum	<b>3 hrs.</b>	T1 TUSOM Medical	<b>32</b>
	<b>Head &amp; Neck Module</b>			
Feb 21, 2022	Posterior Triangle of Neck	<b>3 hrs.</b>	T1 TUSOM Medical	<b>34</b>
Feb 22, 2022	Anterior Triangle of Neck	<b>3 hrs.</b>	T1 TUSOM Medical	<b>34</b>
Feb 24, 2022	The Face, Scalp and Parotid Region	<b>3 hrs.</b>	T1 TUSOM Medical	<b>34</b>
Mar 7, 2022	Infratemporal Fossa & Submandibular Region	<b>3 hrs.</b>	T1 TUSOM Medical	<b>34</b>
Mar 8, 2022	Cranium and Removal of Brain, Orbit	<b>3 hrs.</b>	T1 TUSOM Medical	<b>34</b>
Mar 10, 2022	Oral Cavity, Pharynx and Larynx	<b>3 hrs.</b>	T1 TUSOM Medical	<b>34</b>
<b>Total hours</b>		<b>80 hrs.</b>		

**b. Additional Tutoring in Anatomy Dissection Lab**

Date	Title	# of hours	Type of Students	# of Students
Aug 12, 2021	Q&A session	1 hr.	Tulane Graduate	5
Aug 25, 2021	Q&A session	0.5 hr.	Tulane Graduate & ACLP	6
Sep 16, 2021	Individual tutoring	1 hr.	Tulane Graduate	1
Sep 20, 2021	Lab tutoring	1 hr.	T1 TUSOM Medical, Graduate & ACLP	10
Oct 6, 2021	Individual tutoring	1 hr.	T1 TUSOM Medical	1
Oct 7, 2021	Individual tutoring	2 hrs.	Tulane Graduate	1
Oct 9, 2021	Individual tutoring	2 hrs.	T1 TUSOM Medical	1
Oct 11, 2021	Individual tutoring	2 hrs.	Tulane Graduate	1
Oct 11, 2021	Individual tutoring	2 hrs.	T1 TUSOM Medical	1
Oct 25, 2021	Lab tutoring	1.5 hrs.	Tulane Graduate	1
Oct 31, 2021	Individual tutoring	1.5 hrs.	Tulane Graduate	1
Nov 14, 2021	Individual tutoring	1 hr.	Tulane Graduate	1
Nov 14, 2021	Lab tutoring	1.5 hrs.	T1 TUSOM Medical, Graduate & ACLP	12
Nov 15, 2021	Individual tutoring	1.5 hrs.	T1 TUSOM Medical	1
Nov 16, 2021	Individual tutoring	1 hr.	Tulane Graduate	1
Dec 11, 2021	Lab tutoring	3 hrs.	Tulane Graduate	10
Dec 12, 2021	Individual tutoring	2 hrs.	T1 TUSOM Medical	1
Jan 23, 2022	Individual tutoring	2 hrs.	T1 TUSOM Medical	1
Jan 31, 2022	Individual tutoring	1 hr.	T1 TUSOM Medical	1
Feb 7, 2022	Lab tutoring	2 hrs.	T1 TUSOM Medical, Graduate & ACLP	10
Feb 9, 2022	Individual tutoring	1 hr.	T1 TUSOM Medical	1
Feb 10, 2022	Lab tutoring	2 hrs.	T1 TUSOM Medical	3
Feb 25, 2022	Lab tutoring	2 hrs.	Tulane Graduate	8
Mar 4, 2022	Lab tutoring	2 hrs.	T1 TUSOM Medical, Graduate & ACLP	10
Mar 9, 2022	Individual tutoring	1 hr.	T1 TUSOM Medical	1
Mar 10, 2022	Individual tutoring	1 hr.	T1 TUSOM Medical	1
Apr 16, 2022	Lab tutoring	2 hrs.	T1 TUSOM Medical, Graduate & ACLP	5
<b>Total hours</b>		<b>41.5 hrs.</b>		

**c. Anatomy Practical Reviews & Practical Exam Set-ups**

- **Anatomy Practice Practical Role:**
  - Organize and set up a 30-50 tag cadaver practice practical
  - Help students with challenging tags and answer students' questions
  - Utilize the practice review to not only teach students, but to encourage them to teach their classmates
  
- **Anatomy Practical Exam Role:**
  - Set up and pin a 30-60 tag practical exam
  - Proctor the exam taken by 225 students (T1, masters and ACLP)

Date	Title	# of hours	Type of Students	# of Students
Oct 29, 2021	MSK Practice Practical	3 hrs.	T1 TUSOM Medical, Graduate & ACLP	100 +
Nov 1, 2021	MSK Practical Exam	9 hrs.	T1 TUSOM Medical, Graduate & ACLP	225
Nov 15, 2021	Thorax Practice Practical	3 hrs.	T1 TUSOM Medical, Graduate & ACLP	100 +
Nov 17, 2021	Thorax Practical Exam	9 hrs.	T1 TUSOM Medical, Graduate & ACLP	225
Dec 9, 2021	GI Practice Practical	3 hrs.	T1 TUSOM Medical, Graduate & ACLP	100 +
Dec 17, 2021	GI Practical Exam	9 hrs.	T1 TUSOM Medical, Graduate & ACLP	225
Feb 8, 2022	Endo/Repro Practice Practical	3 hrs.	T1 TUSOM Medical, Graduate & ACLP	70 +
Feb 10, 2022	Endo/Repro Practical Exam	9 hrs.	T1 TUSOM Medical, Graduate & ACLP	225
Mar 6, 2022	Head & Neck Practice Practical	3 hrs.	T1 TUSOM Medical, Graduate & ACLP	70 +
Mar 13, 2022	Head & Neck Practice Practical	3 hrs.	T1 TUSOM Medical, Graduate & ACLP	70 +
Mar 17, 2022	Head & Neck Practical Exam	9 hrs.	T1 TUSOM Medical, Graduate & ACLP	225
<b>Total hours</b>		<b>63 hrs.</b>		

**B. Course: Medical Histology****a. Review instructor:**

Date	Title	# of hours	Type of Students	# of Students
Sep 23, 2021	Histology of Cartilage and Bone Review Lecture	1.5 hrs.	T1 TUSOM Medical, Graduate & ACLP	30
Dec 5, 2021	Histology of the GI Accessory Organs Review Lecture	1 hr.	T1 TUSOM Medical, Graduate & ACLP	30
<b>Total hours</b>		<b>2.5 hrs.</b>		

**b. TBL Facilitator:**

Date	Title	# of hours	Type of Students	# of Students
Aug 25, 2021	Skin/Epithelium TBL	2 hrs.	Tulane Graduate & ACLP	34
Dec 14, 2021	GI TBL	2 hrs.	Tulane Graduate & ACLP	34
Feb 8, 2022	Endocrine/Reproductive TBL	2 hrs.	Tulane Graduate & ACLP	34
<b>Total hours</b>		<b>6 hrs.</b>		

**C. Course: Clinically Oriented Graduate Neuroscience****a. Teaching Assistant in Brain Lab**

Date	Title	# of hours	Type of Students	# of Students
Mar 24, 2022	Gross Brain Lab	2 hrs.	Tulane Graduate	27
Apr 18, 2022	Cross Sectional Anatomy of the Brain	1 hr.	Tulane Graduate	27
<b>Total hours</b>		<b>3 hrs.</b>		

**b. Lecturer in Neuroscience Course**

Date	Title	# of hours	Type of Students	# of Students
Apr 26, 2022	The Limbic System: Hippocampus & Amygdala	1 hr.	Tulane Graduate	27

### III. Teaching evaluations:

#### Course: Human Gross and Developmental Anatomy

##### A. Dissection lab MSK module

###### Compiled Quantitative Evaluations (all scores out of 5)

Criteria	Mean
<b>Teaching Skills</b>	
Displayed understanding of course content knowledge and skills	4.86
Presented him/herself clearly in interactions with students	4.86
<b>Professionalism</b>	
Was punctual to class	4.76
Actively involved in meeting the needs of the students	4.81
<b>Attitude</b>	
Served as positive model for students by action and attitude	4.86
Was willing to help students	4.81
<b>Overall Assessment</b>	4.81

###### Selected Qualitative Evaluations

###### Q1: Please describe the TA's greatest strengths:

- *Michael is incredibly compassionate and pays close attention to make sure we are all okay during lab. Particularly when we first started dissecting, he checked in with each of us if he had any sense that we were unsettled, uncomfortable, queasy, etc. He also is always willing to make time for us, staying late or coming in on weekends, to make sure we are comfortable with the material.*
- *He is very approachable and easy for us to ask for help. Also when he is teaching, rather than giving us information, he teaches us how to think so that we can participate in answering our own questions (and in turn preparing us to work through problems on our own in the future). For example, when we need help finding a structure, he explains and demonstrates dissection techniques without taking over the dissection. Instead, he verbally explains what we should do or if necessary briefly demonstrates, always ensuring that we in the end answer our own question (by finding the structure ourselves and physically learning the new skill with his guidance). Also, before giving an answer to a more theoretical or identification question, he first asks you a series of questions, using the Socratic method to lead/guide us to answer our own question. This really helps me learn and also has taught me how to think through an anatomy question. Frequently, I may be able to correctly identify a structure but I get anxious and struggle to find the path, or rather the logical steps, that will help me arrive at the answer. He helps you slow down and identify the contextual clues and the questions that you need to ask yourself to systematically narrow down the answer choices to the correct solution.*

- When teaching/reviewing theory with us, he is always very clear, uses helpful visual aids and diagrams that make the information more accessible, and always checks to make sure we are understanding what he is saying. If you do not understand something or feel behind on a certain topic, he is a safe person to ask. The way he teaches is very neutral and when he answers a question he builds upon it so that everyone benefits from his explanation (even peers that knew the answer to the original question). I never feel embarrassed or guilty when I need to ask a basic or fundamental question that I am afraid everyone else around me has already mastered because I know in the process of answering it he will tie in a clinical correlation, contextualize it, or rephrase the question in a new way that also teaches something new to my peers or deepens their understanding of the concept.
- Michael was always just happy to answer questions for us and make sure we understood what was going on. I also appreciate that he allowed us to do our dissection rather than taking over for us.
- Michael was always very helpful in addressing our group's questions and would always offer to spend extra time in lab to help review any material that was unclear.
- Michael is great and always knowledgeable. Always willing to help or find out when he doesn't know something.
- Michael was very helpful and he is very knowledgeable. He helped both during lab and outside of lab periods. It was because of his help that I was able to learn some of the important structures for lab.
- Michael was really helpful and a great resource for learning the anatomy structures during lab hours.
- He always was ready to help, actively demonstrated mastery of material, and came more prepared than anyone else I found all of his quick mnemonics and advice incredibly helpful and easy to digest
- Michael was very helpful with pneumonics and identifying questionable strictures with our dissections
- Very knowledgeable! Loved his mnemonics at the beginning of class! Always super helpful when coming to our tank.
- Michael takes the time to make sure we really understand anatomical concepts and is always willing to repeat things/suggest ways to study/master the material.

**Q2: Please describe areas that need improvement:**

- N/A. Really enjoyed having him as our TA

**Q3: Please write any other comments the student wishes to share with the TA:**

- *overall great job*
- *Thanks for all of your help!*
- *Michael is friendly and upbeat. He makes lab feel a lot less like pulling teeth.*
- *Good job*
- *Phenomenal TA on all fronts.*
- *Really grateful that he was our TA! It really helped to learn the material*
- *He's great hands down one of my favorite people I've interacted with!*
- *Wish there were more TAs like him!*
- *Keep up the great work!*

## B. Dissection lab Head and Neck module

### Compiled Quantitative Evaluations (all scores out of 5)

Criteria	Mean
<b>Teaching Skills</b>	
Displayed understanding of course content knowledge and skills	5
Presented him/herself clearly in interactions with students	5
<b>Professionalism</b>	
Was punctual to class	5
Actively involved in meeting the needs of the students	5
<b>Attitude</b>	
Served as positive model for students by action and attitude	5
Was willing to help students	5
<b>Overall Assessment</b>	5

### Selected Qualitative Evaluations

#### Q1: Please describe the TA's greatest strengths:

- *Michael was always available in lab and outside regular lab hours to help. He knew the anatomy at an expert level and was very helpful. Thanks!*
- *Michael was always willing to help students and held review sessions to aid in our learning.*
- *Michael was very confident in his anatomy knowledge and always emphasized how important surrounding context of the structures was for anatomy lab. This helped me develop my identification skills during practical exams over time and helped me study better. He was also very willing to answer questions outside of designated lab time which was very helpful for myself and other students.*

#### Q2: Please describe areas that need improvement:

- *N/A*

#### Q3: Please write any other comments the student wishes to share with the TA:

- *Great TA! Can't think of anything!*
- *if Michael were any more proficient we'd all be out of a job.*