Supplemental Information: Post-Performance Exam Survey

Part 1: Background Information

Previous degree	Medical science	Other science	Non-science

Preferred Career Pathway	Medical	Surgical	Radiology	Undecided	
Previous dissection lab experience?	Yes-dissection	Yes-prosection	No		

Part 2: Indicate your view about the following statements regarding the anatomy learning.
(please check the appropriate box)

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Knowledge of anatomy is essential for understanding disease.					
Knowledge of anatomy is essential for clinical examinations.					
In the modern era, cadaveric-based anatomy teaching should be replaced by virtual/augmented reality applications or other computer-assisted methods.					
Dissection is only relevant for those interested in anatomy-focused specialties (e.g. surgery, radiology).					
All medical students should be involved with whole-body dissection.					

Part 3A: Indicate your view about the following statements regarding computer-based cadaveric 3D scans. (please check the appropriate box)

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
The visual appearance (color, texture, etc.) of 3D scans are comparable to physical dissection.					
I would be able to sufficiently learn anatomy using 3D scans.					
I would have a similar lab experience if I learned anatomy from 3D scans instead of dissecting.					
Using the 3D scans gives me an appreciation for the human body.					
I would use 3D scans to prepare for the dissection lab.					
I would use 3D scans to study anatomy before lab practicals/ written exam.					
I enjoy using 3D scans to explore anatomical regions.					
It is easy to navigate and interact with the 3D model.					

Part 3B: Indicate your view about the following statements regarding computer-based cadaveric 3D scans in the Human Structure and Function course. (please check the appropriate box)

Which of the following would be the MOST valuable?

A. 3D models of bones, 3D printed, plastic and wax models available in the bone room
B. 3D models of regions (example: entire upper limb or entire thorax)
C. 3D models of every completed dissector chapter (example: posterior shoulder & arm or axilla)
D. Other (please explain)

Which of the following interactive features would you prefer to be included with the 3D scans?

A. Click to identify structure
B. Quiz series of identifications
C. Quiz series of more practical-type questions (mix of ID, action, innervation, embryology questions)
D. Other (please explain)

Part 3C: Indicate your view on the following regarding gross anatomy laboratory sessions. (slide the tab)

Regarding gross anatomy learning, slide the tab to reflect your ideal view of the proportion of virtual (cadaveric/software 3D models and dissection videos) vs. physical resources (donor bodies, skeletal materials and models):

100% virtual_____100% physical resources

Regarding the use of virtual resources, slide the tab to reflect your preference of the proportion of 3D cadaveric computer models and dissection videos.

100% cadaveric 3D models_____100% dissection videos

Part 4: Indicate your view on the following regarding gross anatomy laboratory sessions. (slide the tab)

Regarding gross anatomy learning, slide the tab to reflect your ideal view of the proportion of virtual (cadaveric/software 3D models and dissection videos) vs. physical resources (donor bodies, skeletal materials and models):

100% virtual_____100% physical resources

Regarding laboratory learning utilizing donor bodies, slide the tab to reflect your ideal view of the proportion of dissection to prosection:

100% dissection_____100% prosection

Part 5. Please provide any additional comments you have regarding cadaveric 3D models in the Gross Anatomy course.