

ANATOMY PROJECT: PRELIMINARY CODING CATEGORIES

THE STUDENT

Becoming a Doctor – effect of anatomy on the student’s becoming a doctor; shifting identity from lay-person to professional

Developing a Different Perspective – shift in how sees others and/or self

Negative Personal Self-Evaluation – evaluating personal qualities negatively

Negative Professional Self-Evaluation – evaluating professional skills (i.e., ability to make an incision) negatively

Positive Personal Self-Evaluation – evaluating personal qualities positively

Positive Professional Self-Evaluation – evaluating professional skills positively

THE CADAVER

Cadaver as a Tool for Learning - cadaver provides a way to learn about anatomy, medicine (more objective than category of **Cadaver as Teacher**)

Cadaver as Person – imagining aspects of the life of the cadaver

Cadaver as Self – imagining life of the cadaver from the 1st person point of view

Cadaver as Teacher – acknowledging the role of the cadaver as a source of learning, encouragement

Cadaver as Patient – viewing the cadaver as the student’s first patient

Cadaver as Friend – viewing the cadaver as a friend, a buddy of the student

Cadaver as Art, a Marvel – appreciation for the beauty of the body; a sense of awe and wonder

Student-Cadaver Relationship – are they in relationship?; how is this relationship defined?; what are its characteristics, its parameters?

Family/Relatives of Cadaver – concerns, imaginings students have about family

DEATH AND DYING

Mortality – thoughts about death and dying

Family, Friends – references to deaths or serious illnesses of family members and/or friends

Resolution – acceptance of death increased by experience with anatomy

Lack of Resolution – acceptance of death decreased by experience with anatomy

SPIRITUALITY –

Spirituality – references to soul, God, faith, immortality

Spiritual Comfort – experiencing religious/spiritual comfort in response to stresses of anatomy

Sacrilege - view that one is committing a sacrilegious act, a sin

Forgiveness – view that forgiveness must be asked

EMOTIONS

Gratitude/Thankfulness – expressions of appreciation for opportunity to learn from cadaver or for donation of body

Guilt/Shame – perception that dissection is shameful, a violation

Revulsion/Disgust – in response to dissection; (similar to Dr. Thai’s category of **repulsion**)

Fear/Anxiety – regarding self-presentation; self-focused, primal; about dissection itself; about death (similar to Dr. Thai’s category of **fear**)

Sadness – expressing sadness at impermanence of life; at violation of cadaver; at loss in general

Concern – distress at others’ mistreatment of cadaver or other students’ distress; altruistic

Joy of Discovery – appreciation for the knowledge acquired in anatomy

Awe – expression of awe and wonder at miraculousness of the human body

Detachment – lack of emotion; denial of feeling

DEFENSE MECHANISMS

Isolation of Affect – assertion that there is no place for feelings or emotion in anatomy (or medicine), although can have feelings in other contexts (this may be the same as the emotional category **Detachment**)

Repression – artist has chosen to consciously purge tone of feeling; assertion that feeling is inappropriate, unprofessional in medical study; assuming posture of a “tough guy” (this may be the same as the category **Isolation of Affect**)

Rationalization – focus should be on learning anatomy, an interesting and useful science; anatomy is about objective learning

Minimalization/Compartmentalization – useless to think beyond the activity of dissection, i.e., imagining the cadaver as a person with a life

Desensitization – progressive diminution of negative emotions/responses to anatomy as a result of repeated exposure

Sublimation/Compassion/Connection – love/appreciation for the person who donated their body; feelings of emotional closeness toward cadaver (may be the same as the emotional category **Gratitude/Thankfulness**)

Humor – giving the cadaver a nickname; making jokes about the cadaver

VOICE

1st person singular – using “I” to refer to self, cadaver, someone else)

1st person plural – using “we” to refer to students, or cadavers, as a group

2nd person singular – using “you” to refer to cadaver, medical student, other

2nd person plural – using “you” to refer to fellow students, cadavers, others

3rd person singular – using “he” or “she” to refer to self, cadaver, fellow student, other

3rd person plural – using “they” to refer to cadavers, fellow students, others

TONE

Humorous - funny

Ironic - sarcastic, bitter, sardonic

Sad – sorrow, pity, compassion

Angry - rage

Reflective – thoughtful, contemplative; self-directed

Instructive – conveying knowledge (about the human body)

Frank/Open/Sincere – similar to Dr. Thai’s “integrity”; outer-directed

Doubting/Uncertain – confusion about the experience of anatomy; questioning its value

INTERPRETATION

In this section, the reviewer may write a brief *narrative* interpretation of the project. In contradistinction to the “content” categories above, this is an opportunity to make subjective comments about the meaning of the project. Consider dimensions suggested by Dr. Thai such as the following:

Identity - How is the identity of the student affected by anatomy, as expressed through this project?

Integrity – Is the integrity of the self compromised, fragmented, as a result of the anatomy experience; does the student’s sense of self seem fragile, lacking in unity?

Complexity – Does the project raise questions about the complexity of the anatomy experience? Does it suggest that the student is in a state of confusion because of the inability to adequately process the combination of emotional and intellectual stress?

Other