

(Your Name)

Mr. Loehrke – Human Anatomy / Physiology

Lab Report: Autopsy of a Dill Pickle

(the date of the lab)

I Introduction: After learning about anatomical positions, quadrants, and regions of the body, the class performed an autopsy on a dill pickle. Autopsies are usually executed on the deceased, so the pickle had a cause of death that was to be determined by the student coroner. Specific medical terms were to be used to describe the positioning of the pickle in order to give exact details of abnormalities, as would a professional coroner.

II Objectives: One purpose of this lab was to determine the dill pickle's cause of death. Another objective was to practice and get familiar with proper dissection techniques, such as setting up and cleaning up after a lab. This lab was meant to help students gain the dissection protocol that is not teachable, but learned with experience. The next time a dissection lab occurs, the class will be prepared with the proper dissection skills. It was hypothesized that the seeds of the pickle are directly corresponded with the size of the pickle.

- III Materials:**
1. 1 Pickle
 2. 1 Scalpel
 3. 1 Forceps
 4. 1 Dissecting pan
 5. 1 Scissors
 6. 1 Dissecting needle
 7. Paper towels

- IV Procedures:**
1. Draw the dorsal and ventral views of the pickle. Be sure to label any markings on the pickle.
 2. Place the pickle with its anterior side up. Cut an incision in a "Y" shape, with the arms of the Y starting at the shoulders of the pickle. Label the Y as A, the sternum area as B, the abdominal area as C, and the pubic area as D.
 - a. Note and explain the type of cut being made with the "Y" incision.
 - b. Draw the pickle with the labels A-D.
 3. Be sure that the ribcage is sawn through so that the abdominopelvic region (label E) is able to be opened (label F) to observe the inside of the pickle. The thoracic cavity will also be visible, label it as H. Now careful examination of the pickle's internal organs will take place. To examine the brain, remove a portion of the skull.
 - a. Draw the pickle at this stage of the autopsy.
 - b. Draw the pickle, label E-H, and identify the superficial and deep layers.

- c. Pretending that certain parts of the pickle are organs, make enlarged drawings of at least two of the organs
 - d. Note any abnormalities and their location on and/or within the pickle, using the appropriate medical terms.
4. Prepare the pickle for burial by replacing the organs and closing the flaps. Wrap the pickle in a paper towel and dispose of the remains in the trash, as designated by an instructor. Wash all tools with soap and water and return to the cart. Clean working surface with disinfectant and then wash hands.

V Data: Drawing from step 1:

Drawing from step 2b:

Drawing from step 3a:

Drawing from step 3b:

Drawing from step 3c:

VI Discussion:

1. When the “Y” incision is done, one midsagittal and two oblique cuts are being made. This is because a hinged door-like incision needs to be made to be able to open the pickle to observe the internal organs. The two oblique cuts, both starting at each of the pickle’s shoulders and ending in the center of the chest, combined with the midsagittal cut down the pickle’s abdomen act as this opening. The coroners of the pickle are then allowed to perform a proper autopsy by examining the internal pickle.

2. There were many abnormalities in the pickle. There were a total of six staples found throughout the body. One of these staples was found just posterior to the face, another in the right hypochondriac region, one in the left lumbar region, one in the hypogastric region, and another two in the right lumbar region. There was also a puncture by a wooden toothpick that appeared to have been stabbed through the center of the superior part of the head, and straight down into the pickle's abdomen, likely causing the pickle's death.

VII Conclusion:

1. The main purpose of the pickle lab was to determine the cause of death of the pickle. Another objective was to practice proper dissection procedures and techniques that are necessary in this year's anatomy, as there will be many labs to come. The appropriate set up and clean up of the lab were also crucial for the experience the class will need to perform advanced dissections this year. The hypothesis was that the size of the seeds corresponded to the size of the pickle itself.
2. The primary objective of determining the cause of death was successful by locating all abnormalities and concluding that the pickle was stabbed once and then shot several times after that. Team work and participation by all members was pivotal in every person getting the experience in set up, clean up, and appropriate dissection protocol that was expected. The hypothesis was proved true by evaluating the size of the seeds compared to the size of the pickle. There was an abundant of small seeds for this rather small pickle, which led to the conclusion that the seeds' size is dependent upon the pickle size.
3. What was learned from this lab was the protocol for dissections. Set up and clean up are to be used in every lab experience, so learning the skills to do both properly and timely are important for the rest of the year's labs. Learning how to use the dissection tools was also significant in that the tools are potentially dangerous, and using the tools effectively is an essential skill for anatomy labs. Something that the group could have done differently is everybody could have been on the same page; some people were paying more attention to cutting and picking at the pickle, whereas others were trying to write information. As a result, information had to be repeated several times. The team work was critical in this lab, and every person participated fully, which worked to the group's benefit.