



crime SCENE

Biomedical students evaluated the cause of the skeleton's death.

EXAMINING THE SCENE. freshmen **Mariana Carvalho, Josephine Meeschaert, Alexandria Elliot, and Martin Norena-Tetke** crowd around and examine the crime scene. They looked at the clues provided and then matched the dead body's symptoms to different diseases that could have caused the death. In the end, they discovered that there was a blood clot that caused a stroke. Photos by Yoly McCarthy



As one of the first projects of the year, the freshmen Biomedical Science class found a skeleton on the floor, with clues all around it. These clues included hair and blood DNA, which were used to determine the cause of death of the fictional Ana Garcia.

The class previously learned about symptoms that connected to different causes of deaths, such as strokes, diabetic comas,

and the non-health related cause of murder. With these clues, the students played the role of crime scene investigators and found that the cause of death was a blood clot caused by diabetes, which then led to a stroke.

"This lab was a fun start to the year and really helped connect what we had learned so far," freshman Josephine Meeschaert said.



- Tomas Bellatin '25

"I think that the Biomedical Science program is a great one for aspiring doctors or people that want to work in the medical field. I have learned a lot that will be useful later in life, and I am so glad I decided to take this class."

EVERY DROP COUNTS as freshmen **Sophia Harari and Isabella Herrera** drip beads of "blood" while participating in the blood splatter lab. The girls then measured the diameter and the angle of the splatter and used the information collected to determine how height affected bloodstain patterns. "This lab was really interesting, because I never knew bloodstains could be so important," Herrera said. Photos by Emma Die-Dienes



blood SPLATTER

The class did an experiment showing how bloodstain patterns are important in a crime scene.

Carefully, freshman Sophia Harari reached out and created blood splatters to figure out the events of a crime scene to determine if the death was an accident or foul play. The class discussed bloodstain analysis, and the lab was the final test of their knowledge on the subject. Using the given bloodstain patterns, students determined the height from which the blood fell.

Once they determined this, they designed their own experiments to investigate how height affected bloodstain patterns.

diabetic discoveries

Using what they learned throughout the year, students in the biomedical program identified diabetes in different patients.

Looking over closely, freshmen Salome Garcia and Emma Die-Dienes slowly and carefully added insulin indicator to plasma PH samples to determine insulin levels and to assure that a patient did not have diabetes.

"The PH strips were very sensitive, so we had to use tweezers and pipettes to add the insulin indicator. We had to be very careful not to add too many droplets," Die-Dienes said.

The first-year class dove into glucose tolerance testing, using insulin indicators and clients' plasma samples to find out their insulin levels. This hands-on lab challenged students to apply the knowledge that they had previously learned in class, starting by learning about glucose and insulin and their roles in the body.

"This unit is really interesting and really important, since a lot of people can be negatively affected by diabetes. This lab connects to our crime scene lab when we find out how the imaginary patient Ana Garcia died from a blood clot caused by diabetes, which led to her stroke," Garcia said.



The lab also gave them an opportunity to develop their analytical and critical thinking skills. Learning how to interpret and analyze data, identify patterns, and draw conclusions based on findings were invaluable and would serve them well in future endeavors.

"I have been in the Biomed program for two years now, and since I want to be a doctor, I think it is such a great experience," sophomore Emma Navarro said.

Story by Ariella Zecchini



BEING CAREFUL NOT TO SPILL, sophomore **Mia Bella Serralta** and freshman **Sophia Harari** slowly take some solution to add to a worksheet with five different patients. Using these insulin indicator droplets and adding them to the patients' plasma, the girls determined their insulin levels. After ten seconds of letting the solution and the plasma mix, they compared the color of the fluid in each plasma circle to the Insulin Test Indicator Color Chart, and then they determined if the patients held normal insulin levels or held a high blood sugar. "It was really cool to see how the insulin drops affected the plasma and how it changed colors," Serralta said. Photos by Ariella Zecchini