**MOHAWK VALLEY COMMUNITY COLLEG**

**UTICA AND ROME, NEW YORK**

**CWCC Course Syllabus**

**Course Name:** **Practicum in Human Dissection**

**Course Credit Hours: C -** **0, P -** **2, CR -** **1**

**Course Prerequisites/Corequisites:** Human Anatomy and Physiology 1 or 2 (BI216 or BI217) or equivalent AND written permission of the instructor. All prospective students will be required to submit an essay, not to exceed 500 words, explaining their interest in taking this course and indicating the use to which they intend to put this information and the benefit they expect to derive from it. This essay will be considered carefully by the instructor before any course enrollment decision is made.

1. ***Catalog Description***

This course provides selected students with hands-on experience in directed, supervised human cadaver dissection. Working in small groups, students collaborate to explore, locate, expose, identify and demonstrate selected organs, structures, anomalies and pathologies on embalmed specimens. Since different groups may have different dissection tasks, students in each group share their work with those in other groups. Specific dissections and exposures are selected by the instructor to coincide with the prosection requirements of Human Anatomy & Physiology 1 and 2 (BI216 and BI217) and, whenever feasible, with the interests and backgrounds of the enrolled students. Because every cadaver provides a unique dissection and educational experience, students may enroll in this course more than once for credit.

1. ***Course Texts or Bibliography:***

In lab resources are utilized

1. ***Other Required Course Materials:***

None

1. ***Student Learning Outcomes:*** *(verified by Assessment Liaison on:* *)*

**A. Expose, identify, and describe selected elements of the gross anatomy**

 **of the anterior and posterior trunk.**

**B. Expose, identify, and describe selected elements of the gross anatomy**

 **of the thorax, abdomen and pelvis.**

**C. Expose, identify, and describe selected elements of the gross anatomy**

 **of the head and neck.**

**D. Expose, identify, and describe selected elements of the gross anatomy**

 **of the upper and lower extremities.**

**E. Recognize and discuss the significance of structural changes associated**

 **with the aging process as demonstrated in the available human**

 **specimens.**

**F. Recognize and discuss the significance of structural changes associated**

 **with various disease processes as demonstrated in the available human**

 **specimens.**

1. ***Detailed Course Outline:***

See Detailed Practicum Outline

1. ***Detailed Practicum Outline\*:***

1 Assessment of body surfaces for signs of disease and previous

 medical procedures; Removal of skin and adipose from trunk

 and extremities.

2 Completion of skin and adipose removal from trunk

 and extremities; Exposure and isolation of musculature of the

 torso and extremities.

 3 Exposure of vessels, glands and nerves of the head and neck;

 Removal of the brain and isolation of cranial nerves; Exposure

 of extrinsic eye muscles; Continuation of exposure and isolation

 of musculature of the torso and extremities.

4 Opening of the ventral body cavity; Removal of lungs; Opening

 of the pericardium and exploration of the heart; Continuation of

 exposure and isolation of musculature of the torso and extremities.

5. Exposure of genital structures; Exposure of the brachial plexus

 and other nerves of significance; Exposure of the spinal cord;

 Dissection of the knees and hands.

1. ***Potential Course Assessments:***

Grading based on rubric:

-Student initiates review of anatomical structures being dissected

-Maintains wholeness or integrity of anatomical structures

-Follows written and verbal directions for specific dissection projects

-Works cooperatively in a small group

-Utilizes surgical instruments in a safe manner

-Follows all lab policies

1. ***Sample Grading Scheme, Parameters, or Policies:***

Grading based on rubric:

-Develop a vocabulary of terminology to effectively communicate surgical tool use during human dissection.

-Develop a vocabulary of terminology to accurately identify surgical tools used during human dissection.

-Demonstrate proper use of surgical tools during human dissection.

-Develop a vocabulary of anatomical terminology to effectively communicate information related to anatomy.

-Predict the location of anatomical structures when exposing internal organ systems.

-Distinguish the four primary tissue types during human dissection.

-Demonstrate the ability to utilize dissection resources in a narrative and visual format.

-Explain the relationships of anatomical structures utilizing correct directional terminology.

-Propose short-term human dissection plans during exposure of various anatomical structures.

-Evaluate proposed short-term human dissection plans of peers and self.

1. ***Course Policies:***

All lecture instructors will follow college policies concerning:

1) Policy on use of Technological Devices in the Classroom

College policy prohibits student use of technologies not relevant to classroom, laboratory, studio, or clinical settings. This includes, but is not limited to computers, cell phones, electronic communicating devices, MP3 players, and video/photo capture devices. These mentioned devices should be out of site upon entering the classroom for instruction. It is expected that you will use a pencil or pen to add to the printed out class notes. Students will be asked to put computers and phones away during lecture. Instructor discretion may be exercised to determine if the technology is a component of the learning environment.

2) Accommodating Students with special needs:

I would appreciate hearing from anyone in the class who has any type of disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) which may require some special accommodation. Please see me during my office hours so that we can discuss your needs. Before services can begin, you must also contact the Office of Accessibility Resources (formally called Disability Services Office), 792-5644, in Room 104H of the Payne Hall Building on the Utica Campus. (For classes on the Rome Campus, students should be referred to the Student Services Office, PC A30, 334-7744). Staff members will review your documentation, determine your eligibility for accommodations, and decide what those accommodations will be.

3) Sustainability Statement:

Mohawk Valley Community College is committed to development and implementation of a comprehensive sustainability plan. To that end, we are beginning by asking students, faculty, and staff to actively participate in energy conservation measures and proper recycling on campus. The blue bins located in classrooms, and offices are for paper and paper products only. All plastic, metal and glass containers should be placed in the proper recycling bins located in the hallways. Please remember to empty them before depositing them. Any materials that cannot be recycled should be place in garbage cans. It is also important to turn off lights and computers when leaving a room. Together we can make an impact on conserving our resources. Remember to reduce, reuse and recycle!

4) Civility Statement:

Mohawk Valley Community College is committed to civility in and out of the classroom. MVCC believes everyone has the right to an environment that creates the safe opportunity for educational, professional and social development. MVCC recognizes its responsibility to model and encourage a culture of civil behavior.

5) Approved Title IX Statement:

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Protections also extend to sexual harassment and sexual assault or violence that impairs or interferes with access to equitable educational and employment opportunities. For more information, please visit the Title IX website at www.mvcc.edu/IX

6) Academic Integrity Policy:

See college handbookBasic operating rules of the anatomical donor (anatomy) lab:

Obviously, the lab must be maintained in a neat and clean condition by all who are allowed to use the facility. You are responsible for always acting in a manner that is in compliance with these rules.

A. The Drogo Anatomy & Physiology Laboratory, including the anatomical donor facility, is a NO CELL PHONE, NO PHOTOGRAPHY zone. Failure to abide by this policy could result in expulsion from BI216 or BI217.

B. You should leave outer coats, sweaters, etc. in the cubicles that are set aside for this purpose.

C. You must always wear protective gloves (vinyl or nitrile) when working with the anatomical donors or preserved organs. We recommend nitrile gloves because of its effectiveness as a barrier to preserving chemicals. If you have previously been diagnosed with any kind of allergy to powder or latex, talk to your instructor for advice about possible options.

D. You must always wear a rubberized apron when working with specimens. The college provides these. When done with lab, spray the exposed surface with the available cleaner (70% ethanol) and wipe it dry before you hang it up at the end of a session. This prevents the exposed surface of one apron from soiling the undersurface of another apron.

E. When performing dissections, we require that all tools (scalpels, scissors, forceps, probes, clamps, etc.) be kept and transported in a small tray. This minimizes the risk of accidental injury. After use, you must rinse such tools and set them aside to air dry. In general, no dirty tools or clean but wet tools should be placed in storage drawers.

F. You must always exercise care in examining and exploring human specimens. Many of the structures on which you will be working are very delicate and can be easily damaged. This is especially true for structures such as serous membranes and many small vessels and nerves. In general, look and think before you touch, and when you touch, be very gentle. If unsure, seek guidance or assistance from your instructor before proceeding.

G. Whenever biological materials are used for study, there are different types of waste that must be handled. This is doubly true when working with human materials. In general, three different types of waste material are created in an anatomical donor facility. Receptacles for each type are clearly marked and easily identified. You must be careful not to mix these up.

1) One container (red plastic flip-top containers) are designated by table number to hold ONLY human tissue from the anatomical donor of the same number. It is clearly identified with that anatomical donor's specific designation. This tissue will eventually be returned to the medical school from which the donor was obtained for cremation. It is very important that no paper or other material be put into these containers.

2) A second category of waste relates to materials that have been significantly soiled by preservative or body fluids from a specimen. These materials can include soiled paper towels, soiled tissue wipes, soiled protective gloves, soiled protective clothing, etc. Such material is treated as biomedical waste and placed in the large green receptacle with the red biohazard plastic liner bag. Paper or non-paper waste that has not been soiled by such fluids should not be put into these containers.

3) Lastly, there is unsoiled refuse (paper towels from handwashing, used masks or face shields, relatively clean disposable protective clothing, and any other relatively clean paper or non-paper waste material). Place this material in the gray general use waste receptacles so it can be processed as part of the institution’s general waste stream.

H. At the conclusion of a lab session, specimens are generally returned to a normal position and all internal organs carefully repositioned into their proper locations and their body walls closed up. Then the specimens are typically moistened with the available wetting solution. You should then cover and/or wrap the specimens as they were found at the start of the session. Usually any cloth covering is soaked with wetting solution at the end of a session. Your instructor may provide additional guidance regarding the desired packaging and storage of the bodies.

I. Also at the end of a session and before leaving the lab, spray countertops and other surfaces or handles that may have become soiled during the lab with 70% ethanol or other available cleaner and wipe them dry.

J. After gloves have been removed and discarded in the soiled trash container, you should wash your hands and forearms with soap and water before leaving the lab.

K. Pregnant female students will inform his or her instructor and consult with her physician regarding participation in the anatomical donor experience. That is our policy. The decision to participate (or continue to participate) in the lab experience can only be made by the student in consultation with her physician. Based on the recommendation of her physician, it may be that an alternative approach to the anatomy experience can be devised. It may also be the case that the only available option is for the student to wait until after delivery to resume her A&P studies.

L. When dissecting students will wear the provided disposable lab coats, sleeve protectors, and protective eye wear.

M. Close toed shoes will be worn when completing dissection work to avoid injury from sharp lab tools

*\* For courses that include Practicum time separate than Course time, provide as detailed a description or timeline of what the practicum will entail, e.g. laboratory schedules, internship expectations, etc.*

**Course Outline Contributors:**

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**Date Course Outline Was Approved:**

2/18/18