GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

BIOLOGY 251 – HUMAN DISSECTION

 1. Course Number Course Title Semester Units

 BIO 251 Human Dissection 1

 Semester Hours

 3 hours laboratory 48-54 total contact hours

 2. Course Prerequisites

 A “C” grade or higher or “Pass” in Biology 140 or equivalent and recommendation from the students’ Biology 140, Human Anatomy, instructor.

 Corequisite

None

Recommended Preparation

None

 3. Catalog Description

 This course provides the supervised study of human anatomy through dissection of a human cadaver. It is a course intended to enhance knowledge gained from a college-level Human Anatomy course by observing and relating those organ systems learned to an actual human cadaver. Students will begin by identifying surface landmarks and relate them to successively deeper structures. Students will develop and refine dissecting skills used on human cadavers. Instruction of human anatomy at this level is intended to assist students pursuing careers in nursing and other allied health professions. This class has limited enrollment. Preregistration counseling with instructor is required.

 4. Course Objectives

 Students will:

1. Utilize techniques for handling and storing a preserved human specimen.
2. Demonstrate and convey to others a respectful attitude at all times toward the human specimen.
3. Utilize techniques of dissection on a preserved human while demonstrating appropriate techniques and use of instruments.
4. Identify, compare and contrast the major macroscopic organs, organ structures and organ systems of the human body and relate each to function
5. Recognize and discuss the significance of the interdependence of organs and organ systems in the human body
6. Identify and describe differences between actual human anatomy compared to information from textbooks, as the human body does not always conform to what is seen in the textbook illustrations.
7. Recognize and apply anatomical information to diverse disciplines such as nursing, exercise science, athletic training, physical therapy and psychology

 5. Instructional Facilities

1. Classroom with facilities for projection of transparencies or computer presentations
2. Laboratory with appropriate cadaver storage facilities
3. Laboratory with appropriate disposal facilities
4. Laboratory with appropriate ventilation
5. Preserved specimens, models and charts for dissection and demonstration

6. Special Materials Required of Student

a. Dissection gloves

b. Lab coat or apron

 7. Course Content

 a. Proper use of anatomical terms

b. Acquisition and use of human remains

1) donation programs

 2) scientific research programs

 3) education programs

 4) storage

 5) handling of human remains

 c. Dissection

 1) techniques

 2) instruments

 d. Gross anatomy (One regional section to be completed in subsequent semesters.)

* 1. head and neck
	2. thorax
	3. abdomen
	4. upper limb
	5. lower limb
	6. posterior torso

 8. Method of Instruction

a. Traditional and computer-assisted lectures

b. Individual and team lab work

c. Discussion and demonstration

d. Computer or Internet-based research of dissection techniques

 9. Methods of Evaluating Student Performance

a. Exams (practical) that assess the student’s ability to recognize, apply and integrate fundamental principles of anatomy.

b. In class activities demonstrating appropriate and safe dissection techniques when working on a preserved human cadaver.

c. Written assignments that require the student to develop and execute an appropriate plan of dissection based on textbook readings.

d. Oral presentations that demonstrate the student’s dissection techniques and measures his/her knowledge of human anatomical structures.

e. Class participation that demonstrates the student’s teamwork and leadership skills in manipulating, preparing, and storing the cadaver; and organizing equipment.

10. Outside Class Assignments

a. Complete written directions for each planned dissection section referencing the course textbooks.

b. Prepare written summaries of each dissection.

c. present completed dissections to other students enrolled in the Pre Allied Health classes relating to anatomy and/or physiology.

11. Representative Texts

 a. Representative Text(s):

1) Tank, P.W. Grant’s Dissector, 16thed. Lippincott, Williams, & Wilkins, 2016.

2) Netter, F.H. Atlas of Human Anatomy, 7thed. Saunders, 2018

1. Supplementary Texts and Workbooks

 None

 Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Demonstrate specific knowledge of assigned body areas by orally describing the area dissected to instructors or Pre Allied Health students.
2. Demonstrate specific knowledge of assigned body areas by writing weekly formal dissection summaries.
3. Employ standard dissection methods on a preserved human specimen in order to expose specific anatomic structures as directed by the instructor.