Course Title: Human Anatomy
BIOL 204
Credits: 4

Instructor: Dr. Tom Morrell
Office: Room 410
Office Phone: (760) 355-6148
Email: thomas.morrell@imperial.edu
Personal Website: http://spaces.imperial.edu/thomas.morrell/

Office Hours

If for some reason you not see me during my scheduled office hours, please call or stop by, or email me to arrange a meeting. I have an open door policy and my office is always open, so feel free to stop by anytime.

Class days, Time, Room:

CRN: 30011
Lecture/Lab - **Monday through Friday** - Rm. 2737
9:00 - 10:15 am
10:35 am - 12:45 pm
1:05 - 3:25 pm

Class Description

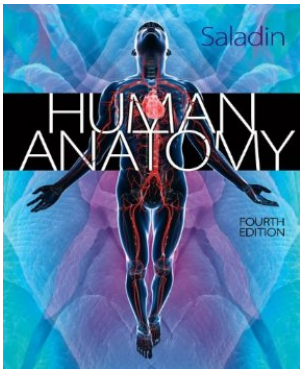
Prerequisites: MATH 091 orMath 090 and BIOL 100 or BIOL 122 or BIOL 180 or BIOL 182, with grades of "C" or better; orMATH 091 orMATH 090 with a grade of "C" or better and current California LVN/RN license.

Lecture and laboratory course designed to study the fundamental principles of the human body structure at the cellular, tissue, organ and systems level of organization, including the cat and organ dissection, study of the human skeleton, structural-functional relationships, and appreciation of related human diseases and aging. This course may require the use of human cadavers for observation and/or dissection. (CSU) (UC credit limited. See a counselor.)

This is an ***intensive*** lecture and lab course. The course includes cat and organ dissection, study of the human skeleton, structural and functional relationships, and an appreciation of related human diseases and aging. All students in this course must participate in the dissection of cats, sheep hearts, and other animal tissue. A large portion of this course deals with labs that involve animal dissection. Similarly, lab practical exams involve the use of animal tissues and organs. Thus, there is no practical way that students can "avoid" animal dissections in this class. If you have any "issues" with animal dissections you need to see the instructor during the first week of class.

Required Text Book

Saladin, Kenneth S. 2014. **Human Anatomy.** McGraw Hill Publisher. ISBN: 978-0-07-337829-9 (Hardcover)



Required Lab Manual

The lab manual is a custom order that is likely only available in the IVC bookstore.

Integrate The Pearson Custom Library for Anatomy and Physiology, Pearson Publishing Co.

ISBN 13: 978-1-256-17616-9

Optional Flash Cards

- **Author:** Kurt Albertine
- **Publisher:** Barrons Educational Series Inc

- **Edition:** 2 CRDS REV
- **Pages:** 265
- **Edition Number:** 2
- **Fiction:** No
- **Publish Date:** 07/04/2008
- **Adult:** Yes
- **Format:** Paperback
- **Year:** 2008
- **ISBN:** 9780764161599

Attendance Policy

Attendance is required. You are responsible for all material presented during lecture and lab sessions. If for some reason you can't attend a lecture, quiz or an exam, it is your responsibility to approach me as soon as possible to determine if you have missed something important, and whether you can make it up. In order to make up missed opportunities you must **provide a signed medical or legal excuse** to document your absence. Students must realize that some labs, "in-class lab assignments," and particularly lab practical exams **CANNOT** be made up (regardless of the activity that resulted in the absence, or whether its an excused absence). Some labs and lab practical exams require numerous hours to prepare and/or require cooperative student participation. Thus, attendance is mandatory at all labs. **All research indicates that there is a strong positive correlation between class attendance and good grades (i.e., those who attend class get better grades than those who skip class).**

Class attendance and tardy policy follows regulations set forth in the IVC catalog. Additionally, the IVC catalog states "disruption of a class can result in disciplinary action." I consider coming into class tardy - a disruption. **Thus, if I have started my lecture - or if I am addressing the class - you can not enter the class**. Wait for the class to take the next break and then enter. This includes being tardy following any announced breaks during class or lab. Again, do not enter the class if lecture has already started. Wait outside of class until the class takes a break. Please note that personal issues, such as family obligations, family situations, border slowdowns, babysitters, railroad crossings, job interviews, car problems, taking family members to appointments, and work schedules are not acceptable excuses for an absence or a tardy. Additionally, leaving class or lab before it has been officially dismissed will be regarded as as an unexcused absence. Should you miss both components of a given lecture you will be

recorded as absent (even if you attend the lab). If you acquire 4 unexcused absences you will be dropped from the class.

Cell Phones

If I see you checking your cell phone for ANY reason, or if your cell phone rings, vibrates, buzzes, flashes or blinks during lecture or during lab (even if it is in your backpack, pocket,or purse!) I will ask you to leave the class for that day and you will be recorded as absent. Rest assured, I will provide you plenty of breaks that enable you to address all of your cell phone and social networking needs. **You can provide your children's day care, and/or family health care providers the number of the IVC front office, and the front office can contact you in class in the event of an emergency.**

Recording my lecture is okay if you use a recorder. You can not use your cell phone or an I pod (or similar device) to record my lectures.

Honor Policy

Imperial Valley College students must conduct themselves in accordance with the highest standards of academic honesty and integrity. Academic dishonesty by a student will not be tolerated. Cheating, plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as an ethics violation.

Grading

Your course grade will be based on 5 lecture exams, 5 lab practical exams, lab and lecture quizzes (some unannounced), and assignments.

- 5 lab practical exams (80 points each approximately)
- 5 lecture exams to cover lectures, textbook, CD-roms, videos, and other lecture/lab materials (80 points each approximately - the final will be partially comprehensive and be worth approximately 160 points.
- 5 - 10 Quizzes (5 - 20 points ea. approximately)
- 5 - 10 Homework and lab assignments (10 - 50 points ea. approximately)

Total = 1,000 points (approximate)

Grades will be assigned according to the following scale:

>90% = A
80 - 89.9% = B
70 - 79.9% = C
60 - 69.9% = D
<59.9% = F

I do not accept late homework without a signed legal or medical excuse.

It is the responsibility of the student to fill out the necessary paperwork if he/she no longer attends the class. In order for a student to "officially" drop the course he/she must fill out the proper paperwork. If this is not done a semester grade of "F" will be assigned.

Learning Disabilities and Special Accommodations

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Program and Services (DSP&S) office as soon as possible (DSP&S, Room 2177, Health Sciences Building (760 355-6312).

If you have emergency medical information to share with me, or if you need special arrangements in the event the building must be evacuated, please let me know during the first week of class.

Course Objectives

1. The student will be able to characterize the levels of structural organization in the human body and to describe regional names, directional terms, plains and sections, body cavities, and abdominal regions and quadrants.
2. The student will be able to define a cell and explain the structure and functions of its principle parts.
3. The student will be able to identify and discuss the origin, classification, structure, location, and functions of four major types of tissues.
4. The student will be able to describe the structural and functional characteristics of the various layers of the skin, the epidermal derivatives.
5. The student will be able to describe the gross feathers of a long bond and the process of bone formation.
6. The student will be able to identify all the bones of the axial and appendicular skeletons skeleton and their important surface markings, and compare some structural differences between the male and female pelvis.
7. The student will be able to describe the structural and functional classification of the joints and to describe the characteristics of selected joints.
8. The student will be able to describe the connective tissue components, the motor unit, the neuromuscular junction, the microscopic anatomy, the muscle tone, and the regeneration capacity of the muscle tissue.
9. The student will be able to describe how the skeletal muscles provide specific movements of the body, and identify the principle skeletal muscles of the body,
10. The student will be able to describe the major surface features of the head, neck, truck, and upper and lower extremities.
11. The student will be able to describe characteristics of the blood plasma and the formed elements, and the formation of the formed elements of the blood.
12. The student will be able to describe the general flow of blood through the systemic and pulmonary circulation, the structural and functional features of the heart wall, the valves, and the conduction system of the heart.

13. The student will be able to contrast the structure and the functions of arteries, arterioles, capillaries, veinules, and veins, and to describe the distribution of the blood, to and venous drainage from the head and neck, upper limbs, thorax, abdominal and pelvis, and lower limbs.
14. The student will be able to trace the general plan of lymphatic circulation and to describe the structure and functions of lymphatic tissues, and organs.
15. The student will be able to describe the organization of the nervous system, to contract the histological characteristics and functions of neurons and neuroglia, and distinguish between gray matter and white matter.
16. The student will be able to describe the external and internal anatomy of they spinal cord, the reflexes, and the origin, composition, and branches of the spinal nerves and nerve plexus.
17. The student will be able to identify the principle parts of the brain and cranial nerves, to explain the formation and circulation of cerebrospinal fluid, and to describe the blood supply to the brain.
18. The student will be able to describe the components of sensations, major characteristics of sensory receptors, the sensory pathways, integration of sensory input and motor input and the motor pathways
19. The student will be able to identify the structures of the eyes and the ears, to locate the receptors and to describe the neural pathways for olfaction, taste, vision, hearing and equilibrium.
20. The student will be able to compare the structural and functional differences between the somatic and autonomic nervous systems, to identify the principal structural features of the autonomic nervous system, and to compare the sympathetic and parasympathetic divisions of the autonomic nervous system.
21. The student will be able to describe the structural division, location, histology, regulation, hormones, and blood and nerve supple of the major endocrine glands of the body.
22. The student will be able to describe the anatomy of the organs of the respiratory system and the mechanics of pulmonary ventilation.
23. The student will be able to identify and describe the structure and functions of the organs of the gastrointestinal tract and the accessory organs of digestion, and define extensions of the peritoneum.
24. The student will be able to identify the external and internal anatomical features of the kidney, describe the blood supply to the kidney, and describe the location, structure and function of the ureters, urinary bladder, and urethra.
25. The student will be able to identify and describe the structure, histology, and functions of the mail and female reproductive systems, to explain the principal events of gametogenisis, and to describe the events and importance of uterine and ovarian cycles.
26. The student will be able to describe the major events that occur during pregnancy.

<u>Rules of Professional Conduct in This Class</u>: Health care professionals are expected to conduct themselves professionally. If health care professionals engage in unethical or unprofessional conduct, they can receive discipline ranging from being fired to losing their license. The following rules of professional conduct are not exclusive. Think about the policy that drives these rules and what other behavior not explicitly mentioned falls within the rules.

Unprofessional behavior that is disruptive to the learning environment may result in removal from the class.

1. **No rudeness.**

   Think about what you say before you say it. Treat everyone the way you would like to be treated. Do not behave as though you are entitled to anything. Be respectful of other peoples sex, cultures, and beliefs. Do not swear.

2. **Be deferential to those in authority.**

   Think before you speak.

3. **Walk into class aware that you make an impression, as you will when you are a health care professional , the moment you walk into the room.**

4. **Unless otherwise instructed, put your cell phone away before class begins.**

   Why? Several reasons. Successful health care professionals have exemplary social skills, including the ability to establish rapport with patients and co-workers. If you are focused on your phone instead of the person to whom you are speaking, you cannot establish rapport. Further, good manners require that when a patient, coworker, boss, or professor speaks to you, you devote your full attention to the speaker.

5. **Everyone present in class deserves your respect and consideration**. You will distract others if you enter the room after class has begun or leave the room after class has begun. It is rude to rustle belongings while another student or the professor is speaking. **Be prepared for class when its starts.**

6. **Others can hear you when you talk to your neighbor.**

   It distracts them. It distracts me. Do not ask your neighbor about something you did not hear during lecture. Raise your hand and ask me. Passing notes is also distracting. Don't do it.

7. **Do not eat.**

   You may drink water or chew gum **discretely**. Do not blow bubbles or pop your gum. You can not eat in the classroom during breaks.

8. **You impress others at all times.**

   Appear engaged, even if you are not. No slouching, open yawning, eye rolling, resting your head on the table, or display any other behavior that is disrespectful to your classmates or to the professor.

9. Take responsibility for your work.

Do not blame others. Welcome criticism, try not to be defensive, and understand that if you do not correct your errors now, you will have to correct them when the stakes are much higher, like when you are working.

10. If you realize you've been rude, apologize. Avoid the conditional apology, which is "I am sorry ***if*** I offended you." A conditional apology is arguably worse than no apology.

For a Class Schedule click here: **Morrell Schedule Summer 13(1).doc**