Modesto Junior College
Course Outline of Record
ANAT 180AB

I. OVERVIEW
The following information will appear in the 2012 - 2013 catalog

ANAT 180 Introduction to Tutoring Anatomy 1 - 2 Units
Prerequisite: Satisfactory completion of ANAT 125.

Fundamental skills of tutoring in the anatomy lab. Strategies for tutoring students enrolled in ANAT 125 will be learned. Specific focus will be on techniques for identifying microscopic and macroscopic structures in the anatomy lab. Intended for students selected as tutors for the ANAT 125 lab.

Four maximum completions.
(A-F or P/NP - Student choice) Lecture /Lab Lecture /Lab
Transfer: (CSU)

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Overview

      i. beginning tutoring practices and procedure

      ii. introduction to interpersonal relations in tutoring

   b. Introduction of strategies for tutoring a variety of students such as

      i. visual learners, auditory learners, tactile learners

      ii. anxious test takers

      iii. anxious cadaver viewers

      iv. those with weak study-skills

   c. Introduction of strategies for working with a variety of anatomical subjects such as

      i. histological structures under the microscope

      ii. anatomical structures on anatomical models

      iii. anatomical structures on the cadaver and other preserved specimens

      iv. dissections

      v. functional morphology and pathways among anatomical structures

   d. Repetitions: With each successive completion, the tutors will become more proficient at these
tasks and work with more autonomy.

i. 1st completion
   a. Tutors help guide students as to where to find answers while identifying structures on anatomy models of the basic anatomical systems.

ii. 2nd completion
   a. Tutors describe basic functions of the structures identified on the anatomical models and participate in organizing study groups and study strategies.

iii. 3rd completion
   a. Tutors help to detect errors in student analysis of structure and function and redirect.
   b. Tutors help with learning strategies for integration of different body systems.

iv. 4th completion
   a. Tutors lead a discussion for novice (or special needs) students that would emulate proper identification of structure and function of the anatomy models as they relate to basic anatomical systems.
   b. Tutors lead discussions integrating content in lecture and lab.

2. **Required Lab Content:**

   a. Direct students in identifying a variety of anatomical subjects such as
      i. histological structures under the microscope
      ii. anatomical structures on anatomical models
      iii. anatomical structures on the cadaver and other preserved specimens
      iv. dissections
      v. functional morphology and pathways among anatomical structures

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ANAT 125.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Demonstrate understanding of microscopic human anatomy
   b. Identify and discriminate between components of the various organs and organ systems.
   c. Clearly enunciate the vocabulary of anatomy.
d. Communicate clearly using both verbal and nonverbal communication skills regarding the aspects of human anatomy

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. lecture or assignments on tutoring methods
2. computer animated demonstration of lab technique or anatomical structure
3. demonstration of dissections
4. interactive DVDs
5. the instructor will ensure that the student has mastered the anatomy tutoring skills by regular observation of and conversation with the student
6. observation of tutor’s commentary on student drawing of structures and pathways
7. observation of tutor’s suggestions for memorization techniques

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Tutors will complete 1-2 hour online assignments weekly on webCT prior to attending lab. These will include tutoring strategies and methods that are specific to the lab.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a. Look at student drawings of histology, assisting the student in improving the content and proper labeling of anatomical structures.

   b. Demonstrate, discuss and model

      i. proper use of the microscope
      ii. proper care of the cadavers and other preserved specimens
      iii. proper care of the models
c. Effective learning strategies. For example, when discussing the bone model, be sure to accompany it with the bone specimen. The strategy is that correlations will be drawn between the real and the models.

d. Correction of common misconceptions. For example, ask students if sex can be determined by the number of ribs.

e. Effective use of the sample exams. Thinking of answers before the answer is looked for in multiple choice questions can be effective. Looking for clues in questions is another strategy. Making an outline before a short answer and/or essay question is answered can also be helpful.

f. Mock tutoring sessions among peers

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

demonstrate the skills for effective tutoring of students enrolled in the anatomy lab. The student will utilize a variety of strategies to facilitate learning while incorporating and modeling good learning practices.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

   Upon satisfactory completion of this course, the student will be able to:

   a. demonstrate and discuss effective tutoring strategies and methods for helping students to learn various body systems of anatomy.
   
   b. demonstrate and discuss effective tutoring techniques and strategies for doing basic dissections.
   
   c. demonstrate and discuss misconceptions and errors in identifying human anatomy and redirect students to proper understanding.
   
   d. employ the methods and strategies for effective tutoring of microscope use

2. Lab Learning Goals

   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. demonstrate and discuss misconceptions and errors in identifying human anatomy and redirect students to proper understanding.
   
   b. analyze student drawings of different tissue types while identifying any errors made in labeling of microscopic structures.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. review and use of tutoring strategies learned from material available online and then practiced in the lab

2. daily oral demonstrations of tutoring strategies for the microscopic and/or macroscopic anatomy for the particular lab activity

3. clarity and effectiveness in communication with students as evidenced by student feedback and learning

4. quality of performance in mock tutoring demonstrations

B. SUMMATIVE ASSESSMENT

1. tutoring demonstrations from selected topics in anatomy

2. tutors will detect errors when students are practicing orally

3. self-evaluation paper