



COURSE OUTLINE

FUN 251
Course Number

Embalming Lab & Practicum

Course Title

3

Credits

3/0

Hours: lecture/laboratory/other (specify)

Catalog description:

Emphasis is on developing practical embalming skills. Course combines work experience in a funeral home and the MCCC embalming facility with discussion of applications. Students must be registered with the appropriate state licensing agency and are expected to work 16-20 hours / week in the funeral home. (College personnel supervise the embalming on campus and evaluate student progress in the workplace) Discussion topics include OSHA regulations, basic embalming procedures, types of embalming products, cavity treatment, infant embalming and special cases.

Prerequisites: Students must be enrolled in the Funeral Service Education Curriculum.

Corequisites: FUN 247 or 249

Text: Students will utilize texts from FUN 247

Last revised: July 2008

Course coordinator: Robert C. Smith, III; 609-570-3472; smithr@mccc.edu

Information resources:

MCCC library website for database of holdings:

http://www.mccc.edu/student_library.shtml

There are numerous MCCC library holdings for Funeral Service.

The call designations are:

RA622 Funeral Service science and practice

HD9999 Funeral Service business and profession

GT3202 Funeral customs, sociology, and history

Other learning resources:

Director of Funeral Service has copies of Funeral Service magazines and articles for student use in his office collection.

Course Competencies/Goals:

Under the supervision of the lab instructors the student will be able to:

- 1) Analyze the standards of the Occupational Safety and Health Administration with respect to the embalming lab, funeral home and its employees.
- 2) Exhibit the ability to work on a team and assume roles of initiator and facilitator when appropriate.
- 3) Demonstrate the basic steps involved in the embalming process for the autopsied, un-autopsied, donor and infant cases.
- 4) Exhibit the use of case analysis when determining fluid selection and embalming procedures.
- 5) Outline the anatomical guides and limits and linear guides for the various vessels raised in the lab.
- 6) Demonstrate how the embalming machine pressures and rate of flow are achieved and their significance.
- 7) Demonstrate various sutures and their appropriate applications.
- 8) Analyze and perform restorative and auxiliary treatments to enhance the embalming process.
- 9) Compare and contrast medical devices with respect to their purpose, appropriate removal and influence on embalming and restorative art.
- 10) Differentiate embalming instruments with respect to name and appropriate usage.
- 11) Evaluate dressing and casketing procedures for men, women and infants.

Course-specific General Education Goals and Core Skills:

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail:

Unit #1 - Topics: Orientation
 Monthly and Embalming Reports
 Occupational Safety and Health Administration
 - Bloodborne Pathogens
 - Hazard Communication
 - Formaldehyde Rule
 - General Workplace Safety
 Lab Rules
 Team Concept
 Material Safety Data Sheets
 Personal Protective Equipment

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Complete the monthly and embalming reports that are required for the course. (Course Competencies 12; Gen. Ed. Goals 1; Core Skills A)
2. Synthesize the four standards of OSHA for funeral service with appropriate measures of compliance. (Course Competencies 1; Gen. Ed. Goals 1; Core Skills A)
3. Appraise the lab rules and articulate their personal responsibilities for compliance. (Course Competencies 1; Gen. Ed. Goals 1; Core Skills A & G)
4. Exhibit the “team concept” through their actions and attitude on the embalming team. (Course Competencies 2; Gen. Ed. Goals 1 & 8; Core Skills A, B, F & G)
5. Locate and utilize the material safety data sheets in the lab. (Course Competencies 1; Gen. Ed. Goals 1; Core Skills A)
6. Demonstrate the appropriate personal protective equipment for embalming as well as restorative procedures. (Course Competencies 1; Gen. Ed. Goals 1; Core Skills A)

Unit #2 - Topics: Embalming Machine
 Case Analysis
 Vessel Selection
 Chemical Selection
 Embalming Steps

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Demonstrate setting specific potential, actual and differential pressures on an embalming machine as well as rate of flow. (Course Competencies 6; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Critique the significance of the potential, actual and differential pressures as well as the rate of flow. (Course Competencies 6; Gen. Ed. Goals 1 & 3; Core Skills A & B)

3. Evaluate the importance of a thorough case analysis and demonstrate its use with an embalming case. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
4. Demonstrate appropriate vessel and chemical selection based on a thorough case analysis. (Course Competencies 4; Gen. Ed. Goals 1 & 3; Core Skills A, B & D)
5. Formulate the steps required in the embalming process and demonstrate them with embalming lab cases. (Course Competencies 3; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #3 - Topics: Anatomical Guides and Limits and Linear Guides
Raise Arteries and Veins

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Demonstrate on a case the anatomical guides and limits and linear guides for the following arteries: common carotid, facial, femoral, axillary, brachial, radial, ulnar, popliteal, anterior and posterior tibial and dorsalis pedis. (Course Competencies 5; Gen.Ed. Goals 1 & 3; Core Skills A, B & F)
2. Demonstrate on a case the anatomical guides and limits and linear guides for the following veins: internal jugular, femoral, axillary, basilic, venae comitantes and popliteal. (Course Competencies 5; Gen. Ed. Goals 1 & 3; Core Skills A, B & F)
3. Raise the following arteries: common carotid, facial, femoral, axillary, brachial, radial, ulnar, popliteal and dorsalis pedis. (Course Competencies 5; Core Skills B & F)
4. Raise the following veins: internal jugular, femoral, axillary, basilica, venae comitantes and popliteal. (Course Competencies 5; Core Skills B & F)

Unit #4 - Topics: Medical Devices
Oxygen Delivery Methods
IV Fluid Delivery Methods
Monitoring Devices
Feeding Tubes
Bladder and Bowel Medical Devices
Chest Tubes
Dialysis Equipment
Defibrillators and Pacemakers
Mortuary Care

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Critique the purpose of nasal cannulas, oxygen masks and endotracheal tubes and demonstrate their appropriate removal. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A,B & F)
2. Synthesize the appearance of nasal cannulas, oxygen masks and endotracheal tubes with their influence on embalming and restorative art treatments. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A & B)

3. Evaluate the purpose of IV “butterflies”, IV catheters and chemotherapy “ports” and demonstrate their appropriate removal. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A, B & F)
4. Correlate the appearance of IV fluid delivery methods with their influence on embalming and restorative art treatments. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A & B)
5. Analyze the various medical devices used to monitor the heart, chemical and gaseous levels and brain activity with respect to their appropriate removal and influence on embalming and restorative art treatments. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A & B)
6. Compare and contrast feeding tubes and chest tubes with respect to their purpose, removal and embalming and restorative art implications. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A & B)
7. Appraise the purpose and appropriate removal of urinary catheters, stoma bags and fecal bags and their influence on embalming and restorative art treatments. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A & B)
8. Compare and contrast hemodialysis and peritoneal dialysis methods and the appropriate embalming considerations. (Course Competencies 9; Gen. Ed. Goals 1 & 3; Core Skills A & B)
9. Critique procedures necessary for the safe removal of defibrillators and pacemakers. (Course Competencies 9; Gen. Ed. Goals 1; Core Skills A)
10. Compare and contrast the various mortuary care products available to institutions and the implications their use may have for embalming and restorative art procedures. (Course Competencies 9; Gen. Ed. Goals 1; Core Skills A & B)

Unit #5 – Topics: Sutures

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Demonstrate the baseball, worm, single and double intradermal, whip, purse-string and N sutures. (Course Competencies 7; Core Skills B & F)
2. Correlate various sutures with their appropriate applications. (Course Competencies 7; Gen. Ed. Goals 1 & 3; Core Skills A & B)

Unit #6 - Topics: Aspiration
Hypoinjection
Tissue Building

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Demonstrate the “fanning” and “layering” technique for aspiration. (Course Competencies 8; Core Skills B & F)
2. Critique trocar guides and demonstrate their appropriate use. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B & F)

3. Evaluate and demonstrate the appropriate applications for hypoinjection. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A, B & F)
4. Formulate tissue building techniques with their appropriate applications. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A & B)
5. Demonstrate the appropriate points of injection, instruments and techniques when tissue building. (Course Competencies 8; Core Skills A, B & F)

Unit #7 – Topics: Embalming Instruments

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Correlate 40 embalming instruments with their appropriate name and usage. (Course Competencies 10; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Demonstrate appropriate technique and application for the embalming instruments that are used on the cases in the lab. (Course Competencies 10; Core Skills B & F)

Unit #8 – Topics: Restorative Waxes
 Cosmetics

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attend the lab and participated in discussion, the student will be able to:

1. Evaluate the various restorative waxes available with their appropriate applications. (Course Competencies 8; Gen. Ed. Goals 1 & 3; Core Skills A & B)
2. Demonstrate using restorative waxes with appropriate technique, instruments and applications. (Course Competencies 8; Core Skills A, B & F)
3. Synthesize the various mortuary cosmetics with their purpose and appropriate applications. (Course Competencies 8;p Gen. Ed. Goals 1 & 3; Core Skills A & B)
4. Demonstrate appropriate selection, technique and application of mortuary cosmetics on normal tissue as well as discolorations. (Course Competencies 8; Gen. Ed. Goals 1,3, 8 & 9; Core Skills A, B, C & F)

Unit #9 – Topics: Dressing
 Casketing
 Cremation Containers

Preparation:

1. Attend the lab and participate in discussion.

Objectives:

Having attended the lab and participated in discussion, the student will be able to:

1. Evaluate dressing and casketing procedures for men, women and infants. (Course Competencies 11; Gen. Ed. Goals 1, 3, 8 & 9; Core Skills A, B, C & G)
2. Demonstrate techniques for dressing men, women and infants with attention to cultural, professional and ethical standards. (Course Competencies 11; Gen. Ed. Goals 1, 8 & 9; Core Skills A, B, C, F & G)

3. Prepare cremation containers and cases for the crematory. (Course Competencies 11; Core Skills A, B, & F)

Assessment of student learning:

Student learning will be assessed using examinations, research papers, group presentations and case studies. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given. The final examination will be inclusive. Case studies will be completed in groups as well as individually on tests. Each student will prepare a research paper. Students will also work in lab teams and present a report on their case to the other students.

Midterm Examination will cover Units #1 - #5

Final Examination will cover Units #1 - #9

The students will prepare a research paper on the types of gloves that are available to the embalmer. The paper will include their glove preference and the reasons for their decision. At a minimum they will investigate rubber, vinyl, latex, nitrile and tactylon gloves. A discussion of double-gloving and use of glove liners must also be included in their paper.

The class will be divided into lab teams and each team will have a designated captain. It will be the captains responsibility to coordinate lab activities with the lab instructors. Lab teams assigned to embalm are expected to work until the task is complete. Lab teams will present a report on their embalming experience to the other students, and this will include a question- and-answer session.

When there is no embalming for a given week, students will participate in designated demonstrations, discussions or videos in the lab or classroom as determined by the instructors.

Each student must complete 224 hours of work in a funeral home, a minimum of 7 embalmings and an embalming observation.

The final grade will be determined as follows:

Midterm Exam:	30%
Final Exam:	30%
Attendance:	10% (see comment below)
Emb. Observation:	5% (must be completed with Field supervisor)
Team Grade	5%
Preceptor Grade:	10%
Reports:	10% (monthly and case reports must be submitted on time to receive full credit) (monthly reports must total 224 hours; 7/8 case reports must be submitted)

Attendance: Due to the limited number of embalming opportunities, students **cannot afford to miss a lab session**. If a schedule conflict occurs, it is the **student's** responsibility to find someone to take his/her place. Opportunities for make-up are limited or non-existent. An absence from lab may result in the final grade being reduced by a full letter grade.

Students are expected to be familiar with the LAB RULES as printed in the Funeral Service Supplement.

NOTE: Minimum "C" grade is required to pass this course.

100-94	A
93-90	A-
89-87	B+
86-83	B
82-80	B-
79-78	C+
77-75	C
74-60	D
>60	F

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609-570-3422 or urbanb@mccc.edu.

Academic Integrity Statement:

It is the students' responsibility to attend all of the labs. If they miss a lab for any reason, students are responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in the lab. It is expected that students be on time for all labs. Students who are late may not be allowed entrance into the lab once the session has started.

Students are expected to follow ordinary rules of courtesy during the lab. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving the lab early will not be tolerated unless the student has express permission from the instructor. Disruptive behavior of any type is inappropriate and may result in the student being asked to leave the lab.

All electronic devices are to be placed on silent alarm during the lab. Texting and other forms of electronic communication will not be tolerated during the lab. Students who engage in such activity will be asked to leave the lab by the instructor.

The college welcomes all students into an environment that creates a sense of community of pride and respect; we are all here to work cooperatively and to learn together.