



**I. COURSE DESCRIPTION:**

This course will provide the learner with a general understanding and working knowledge of the structure and function of the human body. Each body system will be addressed in order to understand how the structures and functions are related and how all body systems work together to carry on complex activities. The learner will explore the physiological changes in the body related to both the aging process and to common health challenges.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Act within the personal support role, under supervision and by following care/service plans and established policies and procedures.

Potential Elements of the Performance:

- Discover the relationship between acquiring knowledge of human anatomy and physiology and the role of the personal support worker in providing client-centered and client-directed care.
  -
2. Use, under supervision, basic knowledge, care/service plans, and established policies and procedures.

Potential Elements of the Performance:

- Identify the basic human characteristics that are essential for life.
  - Determine the relationship between anatomy and physiology and growth and development across the lifespan.
  - Identify typical responses in body structure and functions as it relates to the aging process.
3. Make, collect, and report to the supervisor relevant observations in an ongoing and timely manner and record this information promptly.

Potential Elements of the Performance:

- Differentiate between normal and abnormal responses as related to body functioning in health and in illness.
- Identify typical physiological responses that clients may manifest when experiencing health challenges.
- Identify changes in a client's usual condition, health state, or situation that requires reporting to the supervisor.

4. Communicate effectively and appropriately using oral, written, and non-verbal methods.

Potential Elements of the Performance:

- Write and speak clearly using the correct terminology and abbreviations when referring to human anatomy and physiology.
  - Identify common terms used to describe specific regions of the human body.
5. Describe the basic principles, structures, functions, and anatomical terms as they relate to the human body.

Potential Elements of the Performance:

- Define anatomy, physiology and homeostasis.
- Explain the structural levels of organization of the human body.
- Identify the organs, structure and function for each system of the human body.
- Label anatomical structures on diagrams related to each body system.

### III. TOPICS:

1. Cells
2. Tissues
3. Membranes
4. Organs
5. Systems
6. Homeostasis
7. Body structure
8. Body functioning in health and illness
9. Physiological changes related to aging

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Sorrentino, S. et al (2009). *Mosby's Canadian textbook for the personal support worker*. (2<sup>nd</sup> Canadian ed.). Elsevier Mosby.

Kelly, R. T., Sorrentino, S. et al (2009). *Workbook to accompany Mosby's Canadian textbook for the personal support worker*. (2<sup>nd</sup> Canadian ed.). Toronto: Elsevier Mosby.

Herlihy, B. & Maebius, N. K. (2007). *The human body in health and illness* (3<sup>rd</sup> ed.). Elsevier W. B. Saunders.

Herlihy, B. (2007). *Study guide for the human body in health and illness* (3<sup>rd</sup> ed.) Elsevier W.B. Saunders.

Chapter 1	Introduction to the Human Body
Chapter 3	Cells
Chapter 6	Tissues and Membranes
Chapter 7	Integumentary System
Chapter 8	Skeletal System
Chapter 9	Muscular System
Chapter 10	Nervous System: Nervous, Tissue, and Brain
Chapter 11	Nervous System: Spinal Cord and Peripheral Nerves
Chapter 12	Sensory System
Chapter 13	Endocrine System
Chapter 14	Blood
Chapter 15	Heart
Chapter 16	Blood Vessels and Circulation
Chapter 17	Lymphatic System
Chapter 18	Immune System
Chapter 19	Respiratory System
Chapter 20	Digestive System
Chapter 21	Urinary System
Chapter 23	Reproductive Systems

## V. EVALUATION PROCESS/GRADING SYSTEM:

- 4 Tests (25% each) 100%

**Rewrites and/or supplemental exams are not available in this course.**

**A minimum of a “C” grade is required to be successful in all PSW coded courses.**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.