

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Anatomy and Physiology  
**CODE NO. :** EST135 **SEMESTER:** 1  
**PROGRAM:** Esthetician  
**AUTHOR:** Donna Alexander  
**DATE:** Sept. 2006 **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

**Copyright ©2005 The Sault College of Applied Arts & Technology**

*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*

*For additional information, please contact the Dean,*

*School of Health and Human Services*

*(705) 759-2554, Ext. 603/689*

**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 esthetician role, under supervision and by following 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 esthetician.
- Demonstrate accountability and an appreciation for continuous learning.

2. Use basic knowledge and established policies and procedures.

Potential Elements of the Performance:

- Outline 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 relevant observations in an on-going and timely manner.

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. Introduction to the Human Body
2. Cells
3. Tissues and Membranes
4. Integumentary System
5. Skeletal System
6. Muscular System
7. Nervous System (Nervous Tissue and Brain)
8. Nervous System (Spinal Cord and Peripheral Nerves)
9. Sensory System
10. Endocrine System
11. Blood
12. Heart
13. Blood Vessels and Circulation
14. Lymphatic System
15. Immune System
16. Respiratory System
17. Digestive System
18. Urinary System
19. Reproductive System

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

Herlihy B. & Maebius, N. K. (2003). *The human body in health and illness* (2<sup>nd</sup> ed.). Elsevier W. B. Saunders.

Herlihy, B. & Maebius, N. K. (2003). *Study guide to accompany The human body in health and illness* (2<sup>nd</sup> ed.). Elsevier W. B. Saunders.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Quizzes 5 % each X10 = 50%

Midterm exam 25%

Final Exam 25%

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%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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 703 so that support services can be arranged for you.

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 *Student Rights and Responsibilities*. 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 advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.