COURSE OUTLINE: PSW0108 - BODY STRUCTURE I

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Course Code: Title	PSW0108: BODY STRUCTURE AND FUNCTION I FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F, 20W
Course Description:	This course will provide the learner with a basic understanding of the human body. The learner will identify the basic structures and functions of cells, tissues, membranes, the integumentary system, the musculoskeletal system, the nervous system, and the senses. The learner will also examine how these systems maintain homeostasis and identify some age related changes.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Science and Technology
Course Evaluation:	Passing Grade: 60%,
Books and Required Resources:	D2L by Sault College Learning Management System The Human Body in Health and Illness (w/ bind-in access) by Herlihy Publisher: Elsevier - Health Sciences Division Edition: 6th ISBN: 9780323498449 Human Body in Health and Illness (SG) by Herlihy Publisher: Elsevier-Health Sciences Division ISBN: 9780323498364
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	**Learning Objectives for Course Outcome 1**
1. Use the appropriate terminology related to the	1.1 Define anatomy and physiology. 1.2 Name the following:

organization, structure, and function of the human body.	a. Levels of organization of the human body. b. Major organs for each body system. c. Common terms used for relative positions of the body. d. Regions of the body. e. Body cavities and the major organs found in them. f. Major planes of the body. 1.3 Define homeostasis.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
2. Examine the chemical composition of the human body.	2.1 List biologically significant elements, molecules, and compounds. 2.2 Explain why these elements, molecules, and compounds are essential for the proper functioning of the human body. 2.3 Define energy and describe the role of adenosine tri-phosphate (ATP) in energy transfer.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Describe and identify the basic structure and function of cells, tissues, and membranes.	3.1 The Cell. a. Describe the structure of a typical cell and label a diagram. b. List the function of each part of a typical cell. c. Describe two types of cell division: mitosis and meiosis. d. Describe cell death. e. Describe the active and passive movement of substances across a cell membrane. f. Compare isotonic, hypotonic and hypertonic solutions. g. Define cellular metabolism. h. Describe the basic breakdown of glucose by cells and differentiate between anaerobic and aerobic metabolism. 3.2 Tissues and Membranes. a. List the four basic types of tissues and describe their locations and functions. b. State the locations and functions of epithelial and connective tissue membranes. c. Differentiate between endocrine and exocrine glands. d. Differentiate between mucous and serous membranes.
Course Outcome 4	**Learning Objectives for Course Outcome 4**
4. Identify the basic structure, function, and age related changes of the human integumentary, musculoskeletal, nervous, and sensory systems.	4.1 Integumentary System. a. Identify the basic structures of skin and its layers and describe their functions. b. Identify the basic accessory structures of the skin and describe their functions. c. Describe age related changes of the integumentary system. 4.2 Skeletal System. a. List the functions of the skeletal system. b. Describe the basic composition of bone. c. Explain the basic process of bone formation and resorption. d. Name the two divisions of the skeleton. e. Identify, locate, and label major bones and joints. f. Describe age related changes of the skeletal system. 4.3 Muscular System. a. Identify three types of muscle tissue.

	b. Explain the basic concept of muscle contraction. c. Explain the relationship between muscle origin, insertion and action. d. Identify, locate, and label the major superficial muscles of the body and describe their actions. e. Describe age related changes of the muscular system. 4.4 Nervous System. a. Name and describe the divisions of the nervous system. b. Compare neuroglia and neurons. c. Explain the function of the myelin sheath. d. Identify, locate, and label the four major areas of the brain and the four lobes of the cerebrum. e. Describe the function of each area of the brain. f. Describe the anatomy of the spinal cord. g. List the functions of the spinal cord. h. Explain how the central nervous system is protected. i. List major spinal and cranial nerves and their functions. j. Describe the functions of the autonomic nervous system. k. Identify the two divisions of the autonomic nervous system. l. Describe age related changes of the nervous system. 4.5 The Senses. a. State the functions of the sensory system. b. State the five types of sensory receptors. c. State the five general and special senses. d. Identify, locate, and label structures of the sense organs and describe their functions. e. Describe pupillary changes. f. Explain how the ear maintains body equilibrium. g. Describe age related changes to body senses.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Quizzes/Assignments	20%
Written Tests	80%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

	1. Tests, which require essay answers, may be modified to short answers. 2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding. 3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues. 4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices. **C. Tests will be written in CICE office with assistance from a Learning Specialist.** ***The Learning Specialist may:*** 1. Read the test question to the student. 2. Paraphrase the test question without revealing any key words or definitions. 3. Transcribe the student's verbal answer. 4. Test length may be reduced and time allowed to complete test may be increased. **D. Assignments may be modified in the following ways:** 1. Assignments may be modified by reducing the amount of information required while maintaining general concepts. 2. Some assignments may be eliminated depending on the number of assignments required in the particular course. ***The Learning Specialist may:*** 1. Use a question/answer format instead of essay/research format 2. Propose a reduction in the number of references required for an assignment 3. Assist with groups to ensure that student comprehends his/her role within the group 4. Require an extension on due dates due to the fact that some students may require additional time to process information 5. Formally summarize articles and assigned readings to isolate main points for the student 6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment **E. Evaluation:** Is reflective of modified learning outcomes. **NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes
Date:	October 4, 2019
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.