



**I. COURSE DESCRIPTION:**

Anatomy and Physiology (EST0135)

A general understanding of anatomy and physiology will enable the CICE student, with assistance from a Learning Specialist, to provide a more informed professional service. Acquisition of a fundamental knowledge of the structure and functions of bones, muscles, nerves and circulation will give the CICE student more confidence in performing limited manipulations on various parts of the face, hands and feet.

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

With assistance from a learning specialist, the CICE student will demonstrate a basic skill acquisition within the following learning outcomes:

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.

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 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:**

Sault College Learning Management System (LMS)

Text Book: Salon Fundamentals Esthetics, 2<sup>nd</sup> edition. Pivot Point Inc.

Study Guide: Salon Fundamentals Esthetics, 2<sup>nd</sup> edition, by St. Germain, Clif, Fisher, Janet (2004) Pivot Point Inc.

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

Online Quizzes	20%
❖ Hard copies of online quizzes to be completed with teacher approved modification by the CICE student	
❖ Answers to quizzes to be given in advance to the learning specialist by the teacher	
❖ CICE student is given the choice to write quizzes in the classroom or in the CICE office	
Written Tests (5 x 16%)	80%
❖ Each test will be provided in advance of the test date to the learning specialist by the teacher	
❖ Each test will be modified minimally by the learning specialist and each is subject to final approval from the teacher	
❖ Answers to test to be given in advance of the testing date to the learning specialist by the teacher	
❖ The CICE student is given the choice to write quizzes in the classroom or in the CICE office	
<b>Total</b>	<b>100%</b>

1. To pass this course, students must complete all five written tests and achieve a minimum combined average of 50% (calculated as indicated above).
3. **Online Quizzes:** All online quizzes are equally weighted. Students are allowed two attempts for each quiz. The highest mark for each quiz will be recorded. Any quiz that is not completed by the due date will be assigned a mark of zero.
4. **Supplemental Exam:** A supplemental exam may, at the discretion of the professor, be provided for students who obtain a final grade of 47-49%. To be eligible for a supplemental exam, a student must have attended at least 80% of classes and completed **ALL** tests and quizzes.
5. Students missing a test because of illness or other serious reason must contact the professor before the test (by phone or email). Those students who have notified the professor of their legitimate absence, according to policy, will be eligible to arrange an opportunity to write the test at another time. Students must contact the professor on their first day back at school or clinical following a missed test. Those students who do not follow the above procedures will receive a zero for that test. The professor reserves the right to request documentation that supports the legitimacy of an absence.

<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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**Addendum:**

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.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.