



## COURSE OUTLINE: PSW0118 - BODY STRUCTURE & FUN

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<b>Course Code: Title</b>	PSW0118: BODY STRUCTURE & FUNCTION
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	19W, 19S
<b>Course Description:</b>	This course is a continuation of Body Structure and Function I (PSW108) in which the learner will examine the remaining body systems and how they maintain homeostasis. The learner will identify the basic structures and functions of the endocrine, circulatory, lymphatic, immune, respiratory, digestive, and urinary systems. Reproduction and human growth and development will also be studied.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	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 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. 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.
<b>General Education Themes:</b>	Science and Technology
<b>Course Evaluation:</b>	Passing Grade: 60%,
<b>Books and Required Resources:</b>	D2L by Sault College Learning Management System  Human Body in Health and Illness (w/ bind-in access) by Herlihy Publisher: Elsevier - Health Sciences Division Edition: 6th ISBN: 9780323498449 this text is from PSW108  Human Body in Health and Illness (SG) by Herlihy Publisher: Elsevier-Health Sciences Division Edition: 6th ISBN: 9780323498364 This text is from PSW108
<b>Course Outcomes and Learning Objectives:</b>	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:



<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Identify the basic structures, functions, and age related changes of the endocrine system.	1.1 List the functions of the endocrine system. 1.2 Define hormone. 1.3 Identify the major endocrine glands and their hormones. 1.4 Describe age related changes of the endocrine system.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Identify the basic structures, functions, and age related changes of the circulatory system.	2.1 List three functions of blood. 2.2 Describe the composition of blood. 2.3 Describe the three types of blood cells and their function. 2.4 Explain the breakdown of red blood cells and the formation of bilirubin. 2.5 Identify the four blood types. 2.6 Explain Rh factor. 2.7 Describe the location of the heart and its function. 2.8 Name the three layers and covering of the heart. 2.9 Identify the four chambers and four valves of the heart and their function. 2.10 Trace the flow of blood through the heart. 2.11 List the blood vessels that move blood to and from the heart. 2.12 Define pulse, blood pressure, systole and diastole. 2.13 Describe age related changes to the heart. 2.14 Describe the structure and function of arteries, capillaries and veins. 2.15 Describe the factors that determine blood pressure. 2.16 Describe edema formation.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Identify the basic structures, functions, and age related changes of the lymphatic and immune systems.	3.1 Locate, identify, and label lymphoid organs and tissues and describe their functions. 3.2 Differentiate between specific and nonspecific immunity. 3.3 Describe the process of phagocytosis. 3.4 Explain the causes of the signs of inflammation. 3.5 Explain the role of fever in fighting infection. 3.6 Differentiate between genetic immunity and acquired immunity. 3.7 Differentiate naturally and artificially acquired active and passive immunity. 3.8 Identify the steps in the development of anaphylaxis.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Identify the basic structures, functions, and age related changes of the respiratory system.	4.1 Locate, identify, and label structures of the respiratory system and describe their functions. 4.2 Describe the mechanism of breathing. 4.3 Explain how breathing is controlled. 4.4 Trace the movement of air from the nostrils to the alveoli. 4.5 Describe the role of pulmonary surfactants. 4.6 List three conditions that make the alveoli well suited for the exchange of oxygen and carbon dioxide.
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Identify the basic structures, functions, and	5.1 Locate, identify, and label structures of the digestive system and describe their functions.



	age related changes of the digestive system.	5.2 Define digestion and absorption. 5.3 Compare mechanical and chemical digestion. 5.4 Describe the role of digestive enzymes. 5.5 Describe the role of bile in the digestion of fats. 5.6 Describe five categories of nutrients.
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Identify the basic structures, functions, and age related changes of the urinary system and describe water, electrolyte and acid-base imbalance.	6.1 Locate, identify, and label structures of the urinary system and describe their functions. 6.2 Describe the specific structures of the kidney and their basic functions. 6.3 Describe the blood supply of the kidney. 6.4 Explain the three processes involved in the formation of urine. 6.5 List the normal constituents of urine. 6.6 Describe the two main fluid compartments. 6.7 Define intake and output.
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
	7. Identify the basic structures, functions, and age related changes of the reproductive systems and describe human growth and development.	7.1 Locate, identify, and label structures of the male reproductive system and describe their functions. 7.2 Locate, identify, and label structures of the female reproductive system and describe their functions. 7.3 Explain the hormonal control of reproduction in males and females. 7.4 Describe the process of fertilization. 7.5 State two functions of the placenta. 7.6 Identify hormonal changes during pregnancy and labour. 7.7 Describe the stages of labour. 7.8 Describe stages of prenatal and postnatal development.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
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:** December 19, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

