

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

<b>COURSE TITLE:</b>	Anatomy and Physiology		
<b>CODE NO. :</b>	EST135	<b>SEMESTER:</b>	2
<b>PROGRAM:</b>	Esthetician		
<b>AUTHOR:</b>	Donna Alexander		
<b>DATE:</b>	Jan. 2011	<b>PREVIOUS OUTLINE DATED:</b>	Jan. 2010
<b>APPROVED:</b>	"Angelique Lemay"		Jan. 2011
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	<b>CHAIR, HEALTH PROGRAMS</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	3		

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*For additional information, please contact the Chair, Health Programs*

*School of Health and Community Services*

*(705) 759-2554, Ext. 2603*

**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. (2007). *The human body in health and illness* (3<sup>rd</sup> ed.). Elsevier W. B. Saunders.

Herlihy, B. & Maebius, N. K. (2007). *Study guide to accompany The human body in health and illness* (3<sup>rd</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%	4.00
A	80 – 89%	
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.

***Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**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.

**VII. COURSE OUTLINE ADDENDUM:**

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