**FLORIDA VOCATIONAL INSTITUTE**

**SYLLABUS / LESSON PLAN**

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| **Daily/Weekly Lesson Plan Outline – 3 weeks / 60 Clock Hrs. / 0 Lab Hrs.** | | | | | |
|  | | | | **Review Date:** | |
|  | | | | **01/04/2016** | |
| **CODE** | **SUBJECT** |  |  | **LEC HRS** | **LAB HRS** |
| **AHP 105** | **Human Anatomy and Physiology** | | | **60** | **0** |
| **COURSE DESCRIPTION:** Students are introduced to anatomical structures and physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary and reproductive systems. Virtual practical laboratory experiences included in the course provide an understanding of basic anatomy and physiology which is the foundation for a career in health professions. Instructor may provide additional resources or materials as a part of the lesson plan.  **Prerequisite: None**  **Required** Resources:  Text Books*:* *KINN”S The Medical Assistant, An Applied Learning Approach. Deborah B. Proctor, Alexandra P. Adams. Elsevier. (Chapters 38 through 48)*  *Other: Handout*  **Learning Resources Center materials are available**  **Instructional Methods:**  Lecture/Discussion  Audiovisual  **Mode of Delivery:**  Residential  **Equipment/Technology/Software**  Utilization of power point presentations, media center websites, reference materials, and other technology as available  **Course objectives/Competencies:** At the end of the course, students will be able to:   * Identify the structures of the different body systems * Describe the physiology of the body organs * Describe the main disorders of each system * Describe the structure of the cell and tissues * Describe the levels of organization * Explain the Homeostasis process | | | | | |
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|  | **Objectives to be covered** | **Lecture/ Labs/ activities** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | The Human Body  The Cell  Tissues | **Lecture:**   1. Explaining the levels of Structural organization from Atoms to Organisms 2. Organ System Overview 3. Defining Homeostasis 4. Describing the Anatomical Position 5. Explaining the Anterior and Posterior Body Landmarks 6. Explaining the Body Planes, Sections, and Cavities. Regions 7. Explaining the Anatomy of a Generalized Cell 8. Explaining the Cell Physiology 9. Discussing Membrane Transport, Vesicular Transport 10. Explaining the events of Cell Division 11. Describing the Epithelial Tissue 12. Explaining the special Characteristics of Epithelium .Classification of Epithelium 13. Describing the Connective Tissue. Types of Connective Tissue 14. Describing Muscle Tissue. Types of Muscle Tissue 15. Describing Nervous Tissue 16. Explaining the process of Tissue Repair (Wound Healing) | Book Exercise |
| **Day 2** | The Integumentary System  Musculoskeletal System | **Lecture:**     1. Explaining the Integumentary System (Skin). Functions of the Integumentary System. Structure of the skin: Skin Layers and structures in each layer 2. Explaining the different types of muscles and the muscle function 3. Describing different muscular disorders. Muscular Dystrophy 4. Explaining the structure of the bones 5. Compact bone 6. Spongy bone 7. Characteristics of Long bones, irregular bone and short bones 8. Explaining the process of ossification 9. Describing Axial Skeleton and Appendicular Skeleton 10. Explaining the different types of body movements 11. Explaining the Joints 12. Explaining Musculoskeletal diseases and disorders 13. Explaining Spinal Column Disorders: Scoliosis, Lordosis, Kyphosis 14. Describing the classification of Body Structures: Radiolucent and Radiopaque   Explaining Radiography Positioning  **Activity**: Students presentation: Skin Cancer  **Activity**: Identifying the cell structures in a picture | Book Exercise  Presentation |
| **Day 3** | Cardiovascular System  The Respiratory System | **Lecture:**   1. Explaining the Anatomy of the Heart, including:   Coverings and Walls of the Heart  Chambers and Associated Great Vessels  Heart Valves.   1. Explaining Circulation 2. Explaining the Physiology of the Heart: Cardiac Output, Regulation of Stroke Volume, Factors Modifying Basic Heart Rate 3. Describing the different Blood Vessels, including Major Arteries of the Systemic Circulation, Major Veins of the Systemic Circulation 4. Introducing the Functional Anatomy of the Respiratory System 5. Explaining the structures of the Respiratory System 6. Explaining Respiratory Physiology: Mechanics of Breathing, Respiratory Volumes and Capacities 7. Explaining the origin of the Respiratory Sounds 8. Explaining the characteristics of External Respiration, Gas Transport, and Internal Respiration 9. Control of Respiration 10. Discussing Respiratory Disorders   **Activity:** Identifying structures of the heart in a picture  Video: Human Body | Book Exercise  Identifying structures |
| **Day 4** | Blood  Lymphatic System | **Lecture:**   1. Explaining the composition and functions of Blood 2. Explaining the characteristics of the Plasma 3. Describing the Formed Elements 4. Explaining the process of Hematopoiesis 5. Discussing the Formation of Red Blood Cells, White Blood Cells and Platelets 6. Describing the Hemostasis process and common disorders of Hemostasis 7. Explaining the ABO/ RH Blood Groups and Transfusions 8. Introducing the Lymphatic System: Lymphatic Vessels, Lymph Nodes and other Lymphoid Organs 9. Explaining the definition of Innate Body Defenses 10. Describing the elements of the Internal Defenses: Cells and Chemicals Inflammatory Response 11. Explaining the origin of Fever 12. Explaining the Adaptive Body Defenses :   Cells of the Adaptive Defense System   1. Describing the Humoral (Antibody-Mediated) Immune Response: Active and Passive Humoral Immunity 2. Explaining the definition of Antigen and Antibodies. Antibody Classes 3. Discussing Organ Transplants and Rejection 4. Explaining different disorders of Immunity   **Activity**: Observing Blood Cells in the  Microscope | Questions |
| **Week 2** |  |  |  |
| **Day 1** | the Digestive System | 1. Introducing the Anatomy of the Digestive System: Organs of the Alimentary Canal 2. Listing the Accessory Digestive Organs 3. Explaining the functions of the Digestive System: Overview of Gastrointestinal Processes and Controls. Activities Occurring in the Mouth, Pharynx, and Esophagus 4. Describing the activities of the Stomach, activities of the Small Intestine and activities of the Large Intestine. 5. Explaining the Food Breakdown and Absorption 6. Introducing Nutrition: Dietary Sources of the Major Nutrients 7. Explaining the function of Carbohydrates, Lipids, Proteins, Vitamins, Minerals 8. Explaining the process of Metabolism   **Activity:**  Video Presentation: Human Body | Video Analysis  Book Exercise |
| **Day 2** | The Endocrine System and Hormone Function | 1. Introduction to The Endocrine System and Hormone Function 2. Discussing the Chemistry of Hormones. 3. Listing the Major Endocrine Organs: Pituitary Gland, Thyroid Gland, Parathyroid Glands, Adrenal Glands, Pancreatic Islets, Pineal Gland, Thymus, Gonads 4. Discussing the Disorders of Endocrine Glands   **Activity**: Student’s Power Point presentation about Endocrine disorders  Discussion of Presentation | Presentation |
| **Day 3** | The Nervous System | **Lecture:**   1. Introducing the Nervous System 2. Explaining the Structural and Functional Classification 3. Describing the Nervous Tissue: Structure and Function 4. Explaining the physiology of the Nervous System 5. Characteristics of the Central Nervous System: Functional Anatomy of the Brain, Protection of the Central Nervous System, Meninges and Cerebrospinal Fluid 6. Explaining the definition of Brain Dysfunctions 7. Describing the Peripheral Nervous System 8. Explaining the structure of a Nerve 9. Describing the Parasympathetic and Sympathetic Divisions   **Activity:** Video. Human Body  Midterm test | Book Exercise  Midterm |
| **Day 4** | The Special Senses | **Lecture:**   1. Introducing the Special Senses: 2. Explaining the Anatomy of the Eye 3. Explaining the Physiology of Vision 4. Describing the Pathway of Light through the Eye and Light Refraction 5. Explaining Visual Fields and Visual Pathways to the Brain 6. Explaining the Eye Reflexes 7. Introducing the Anatomy of the External (Outer) Ear, Middle Ear, and Internal (Inner) Ear 8. Explaining the control of the Equilibrium: Static Equilibrium, Dynamic Equilibrium 9. Explaining the process of Hearing 10. Discussing Hearing and Equilibrium Deficits 11. Explaining the Olfactory Receptors and the Sense of Smell 12. Describing the Taste Buds and the Sense of Taste   **Activity:** Identifying structures in a picture | Book Exercise |
| **Week 3** |  |  |  |
| **Day 1** | The Reproductive System | **Lecture:**   1. Introducing the Anatomy of the Male Reproductive System 2. Explaining the Male Reproductive Functions 3. Explaining Spermatogenesis 4. Describing Testosterone Production 5. Introducing the Anatomy of the Female Reproductive System 6. Explaining the female Reproductive Functions and Cycles 7. Defining Oogenesis and explaining the Ovarian Cycle 8. Explaining the Uterine (Menstrual) Cycle 9. Explaining the Hormone Production by the Ovaries 10. Describing the Mammary Glands 11. Discussing Pregnancy and Embryonic Development   **Activity:** Video presentation: Life’s Greatest Miracle | Video Discussion |
| **Day 2** | The Urinary System | **Lecture:**   1. Introducing the Urinary System 2. Explaining the structure of the Kidneys 3. Describing the Functional Unit of the Urinary System (Nephrons) 4. Explaining the Urine formation: Glomerular Filtration, Tubular Reabsorption, Tubular Secretion 5. Explaining the characteristics of Urine 6. Explaining the function of Ureters, Urinary Bladder, and Urethra 7. Explaining the Fluid, Electrolyte, and Acid-Base Balance 8. Discussing the disorders of the Urinary System.   **Activity:** Video Presentation | Book Exercise  Video Analysis |
| **Day 3** | Review Final Test | **Activity:**   1. Study Guide | Study Guide |
| **Day 4** | Final Test | **Final Test**  Analysis of results | Final Test |

**Qualitative Measure of Satisfactory Academic Progress (SAP)**

The qualitative element used to communicate Satisfactory Academic progress is the institutions published grading scale. Theory is evaluated after each unit of study. Students must maintain a cumulative theory grade average of at least 70% (C) at the end of each progress report period. Students must make up failed or missed tests and incomplete assignments. Practical skills performances are counted toward course completion. If performance does not meet satisfactory academic requirements, demonstration of the skills must be repeated until a satisfactory level of performance is achieved.

The school’s satisfactory academic progress policies must contain a Pace (quantitative) measure. The policy defines the pace at which our students must progress to ensure educational program completion within the maximum timeframe of 150%. For Florida Vocational Institute the maximum time frame is no longer than 150% of the published length of the educational programs as measured in the cumulative number of clock hours the student is required to complete.

The school uses the following grading scale:

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| **Letter** | **Number** | **Grade Point** |
| **A** | 100 - 90% | 4.0 |
| **B** | 89 - 80% | 3.0 |
| **C** | 79 - 70% | 2.0 |
| **D** | 69 - 60% | 1.0 |
| **F** | Below 60% | 0.0 |
| **I** | Incomplete | Withdraw / No Grade |

*Not Used in GPA computation: I = Incomplete; W = Withdraw; P = Pass; NP = Not Pass*

Pass - Satisfactory completion of non-graded Externship.

Fail - Unsatisfactory completion of non-graded Externship.

The students who have failed to meet the Qualitative standards are placed first on Financial Aid Warning; if no improvement over the next payment period, the student will be placed on academic suspension, with a loss of Title IV, HEA fund and they appeal the decision. Please review the appeal and probation requirements state in this policy for guidance on this process. The Director of Financial Aid in coordination with the Office of Academic Affairs monitors qualitative progress.

**Final grade calculation criteria**

Q= 20 %

CA= 10%

MT= 30%

F= 40%

FG= 100%

**Evaluation Record Code**

Q= Quizzes

CA=Class Activity

MT= Mid Term

F= Final

R= Retest

ATT= Attendance

FG= Final Grade

**Attendance**

Regular attendance is required of all students. Promptness and dependability are qualities important in all occupations. Students should begin to develop these qualities and habits the day the students begin their training.

Attendance is taken daily in class by the instructor and submitted to the Registrar before the end of each class day. Students are expected to attend all scheduled class meetings and to arrive on time.  Attendance records will be maintained by the Registrar and will be part of the student’s permanent academic record.

Students with chronic absences in excess of 20% of the scheduled hours for a course will receive a failing grade for the course. Early departures and tardies will be calculated in quarter hour increments. A student will be withdrawn from any course or program if he/she does not attend within a 14 consecutive calendar day period (excluding school holidays or breaks, no longer than 5 consecutive days).  All students must complete a 100% of all externship or clinical hours within the assigned grading period.

Students are responsible for making up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence. Students enrolled in clock hour programs will be required to attend make up classes for any missed hours scheduled by the instructor if the students has missed more than **10%** of scheduled hours.  Students enrolled in a clock hour program must attend a minimum of **85 %** of the scheduled program hours in order to graduate.

Attendance is reviewed by the instructors, program directors and the Director of Education on a weekly basis with a focus on those who have been absent for **10%** of the scheduled course hours. Students will be notified by phone, text or e-mail if their attendance is danger of violating attendance requirements.

Students may appeal the school’s actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example illness, military duty, death of a family member, court appearances or jury duty. The student should first discuss the issue with his or her instructor. Appeals must be received within **seven (7)** calendar days of the student being notified of the decision that he or she wishes to appeal.

Students are expected to inform faculty in advance of any pending dates where a student may be absent and should make every effort to attend the alternate class in the morning or evening. Students are only allowed to miss up to 15% of their entire program hours, anything in excess of the 15% needs to be made up and could impact the student final course grade. It is the responsibility of the student to make up work or time missed.

**MAKE –UP HOURS/TIME**

Students enrolled in clock hour programs will be required to attend make up classes for any missed clock hours scheduled if the students has missed more than 15% of scheduled hours.  Students enrolled in a clock hour program must attend a minimum of 85 % of the scheduled program hours in order to graduate. Make-up hours for class must be made up during alternative schedules, including daytime, evening or a Friday schedule. Special circumstances will be managed by the Program Director with approval from Campus Vice President.

If absence at any time during the program exceeds **more than 10%,** the student will be placed on a mandatory prescribed school schedule which may include attending Friday scheduled sessions.

**MAKE-UP CLASS WORK**

Arrangements to make-up assignments, project, test, and homework missed as a result of absence must be made with the approval of the instructor. Make-up work must be completed within ten (10) calendar days after the end of the module.

**DRESS CODE**

1. While on campus and in lectures, students must wear uniform and footwear appropriate for the college learning environment. The student should demonstrate appropriate hygiene to avoid offensive odor.
2. In the student laboratory, appropriate clothing must be worn at all designated times as per the specific course syllabus. Close-toed shoes must be worn in the lab at all times.
3. During clinical rotation, the student must adhere to the dress code of the facility to which he/she is assigned. In addition to the facility’s dress code, or if the dress code is optional, the following rules apply:
   1. Students must comply with number 2 above. If the facility requires the student to wear a scrub uniform, it must be school’s uniform. The student is responsible for purchasing the correct scrub uniform. The student must wear their Student ID batch at all times.
   2. Students must not wear clothing made of denim material of any color. (No jeans or JEAN skirts, etc.)
   3. Students must not wear under t-shirts, unless they are of one color with no words, letters, slogans, graphics, etc., of any kind
   4. Students must wear closed-toe shoes (no sandals or canvas shoes) with socks or hosiery.
   5. While attending practicum rotations, student’s hair must be clean, neat and of a normal hair color. Male students must either shave regularly, or if they choose to wear a mustache and/or beard, they must keep them clean and well groomed.
   6. Before attending practicum rotation, students must bathe regularly to avoid offensive odor. In addition, students must refrain from use of cologne/perfume/aftershave lotion, or makeup.
   7. Keep fingernails clean and at a reasonable length.
   8. Students not conforming to the dress code of the facility or the program may be sent home from the practicum site at the preceptor’s or course instructor’s discretion and attendance won’t be granted.

**Cell Phones and Pagers**

No student will be called out of class for a telephone call, except in case of an emergency. It is suggested that family friends be informed of this rule. Phones will not be in used inclass.