

We acknowledge and respect that we are gathered on the traditional lands of the Anishnaabe People of Turtle Island and proudly recognize our local host Atikameksheng Anishnawbek. We also recognize the contributions of Wahnapiatae First Nation and the Metis Nation of Ontario.

Course Title	Human Body and Disease I				
Course Code:	PSW1170	Credit Value:	3	Credit Hours:	42
Programs:	PSPG Personal Support Worker				
Equivalencies		Prerequisites		Corequisites	

This course may be delivered in a variety of different formats: 100% in-class, 100% online (or a blend of both), videoconferencing, distributed learning or off-campus. Please confirm with your faculty member which format will be used for your section of this course.

General Education Course:  Eligible for PLAR:   
 Degree Breadth Course:  Experiential Learning:   
 Research Intensive Course Designation:

### COURSE DESCRIPTION

In this course, students will gain knowledge in basic anatomy and physiology of the human body, common diseases and medications that are associated with the body systems. Students will also be introduced to the Personal Support Worker's role in observing changes related to common diseases and disorders to provide care in a safe manner using various modalities.

Date: June 03, 2025

Approved by:   
 JENNIFER HUDDER  
 Chair, School Of Nursing

Effective: Fall 2025, Winter 2026, Spring 2026

**RELATIONSHIP TO PROGRAM VOCATIONAL LEARNING OUTCOMES**

<b>PROGRAM LEVEL</b>	
This course contributes to your program by allowing you to demonstrate the following vocational learning outcomes:	
<b>Program(s)</b>	<b>Vocational Learning Outcomes</b>
Personal Support Worker	<p><b>Ministry Standards</b></p> <ol style="list-style-type: none"> <li>1. Practice professionally, and be accountable for one’s own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.</li> <li>2. Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.</li> <li>3. Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.</li> <li>4. Assist the client with medication following the client’s plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies.</li> <li>5. Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients’ choices and the plan of care.</li> <li>6. Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients.</li> </ol>

**COURSE CURRICULUM**

**Topics/Concepts Covered in This Course**

- Medical and Anatomical Terminology
- Overview of Anatomy and physiology of the human body
- Preventing infection
- The Integumentary System and Common Disorders
- The Skeletal System and Common Disorders
- The Muscular System and Common Disorders
- The Digestive System and Common Disorders

**Topics/Concepts Covered in This Course**

- The Urinary System and Common Disorders
- The Reproductive System and Common Disorders
- The Cardiovascular System and Common Disorders
- The Respiratory System and Common Disorders
- Common Medications related to the above systems
- Recording and reporting of observations related to the above systems

<b>COURSE LEVEL: Learning Outcomes and Objectives</b>	
To earn credit for this course, you must reliably demonstrate your ability to:	
<b>Learning Outcome</b>	<b>Objectives</b>
1. Demonstrate the ability to relate medical terminology to the structure and function of various body systems.	1.1 Identify root words, prefixes and suffixes of medical terminology. 1.2 Discuss cranial, thoracic and abdominal regions and cavities. 1.3 Understand anatomical directional terms. 1.4 Define common medical term.
2. Demonstrate an understanding of basic anatomy and physiology to support the provision of safe, informed, and client centered care.	2.1 Develop an understanding of human body systems. 2.2 Identify the location and major function within each body system. 2.3 Recognize age related changes and common disorders affecting each body system. 2.4 Apply knowledge to daily care to effectively ensure care practice align with client's health condition. 2.5 Understand impacts of homeostasis and wellness on overall health 2.6 Identify the role of the PSW while providing assistance to a client with a specific condition while ensuring safe, informed, and client-centred care.
3. Discuss the principles of effective aseptic and clean practices to prevent spread of infection and maintain a safe environment for clients, self and others.	3.1 Discuss hospital acquired infections, MDROs and the role of the PSW in interrupting their transmission. 3.2 Describe the different isolation precautions; contact, droplet and airborne. 3.3 Discuss the importance of proper hand washing. 3.4 Differentiate between medical and surgical asepsis. 3.5 Describe how to minimize the number of pathogens. 3.6 Describe the purpose of isolation precautions.

Learning Outcome	Objectives
	<ul style="list-style-type: none"> <li>3.7 Describe the chain of infection.</li> <li>3.8 Differentiate between the different types of micro-organisms.</li> <li>3.9 Distinguish between pathogens and non-pathogens.</li> <li>3.10 Define the various modes of transmission of micro-organisms.</li> <li>3.11 Identify possible signs and symptoms of infection that should be recorded and reported.</li> <li>3.12 Describe how to reduce the number of pathogens in the client's immediate environment.</li> </ul>
<p>4. Discuss the basic structure and function of the integumentary system to support clients with disorders associated with the system. .</p>	<ul style="list-style-type: none"> <li>4.1 Discuss tissue types and their function in the human body.</li> <li>4.2 Identify and describe the basic structure and function of the skin and its layers.</li> <li>4.3 Distinguish between epithelial, connective, muscular and nervous tissue.</li> <li>4.4 Discuss normal skin integrity and identify the normal changes to the aging integumentary system.</li> <li>4.5 Identify risk factors, stages, and prevention strategies for pressure ulcers to support skin integrity and client comfort.</li> <li>4.6 Discuss the principles of proper hygiene and the promotion of healthy skin integrity.</li> <li>4.7 Discuss common disorders of the integumentary system and their role in protecting and maintaining the body.</li> <li>4.8 List observations of the clients skin while bathing.</li> <li>4.9 Discuss cultural considerations/differences when observing the integumentary system.</li> <li>4.10 Report and document changes in client condition in a timely and professional manner.</li> <li>4.11 Discuss common medications used within the integumentary system.</li> </ul>
<p>5. Discuss the basic structure and function of the musculoskeletal system to support clients with disorders associated with the system.</p>	<ul style="list-style-type: none"> <li>5.1 Describe four categories of bones and their relationship within the skeletal system.</li> <li>5.2 Compare cervical, thoracic, lumbar and sacral vertebrae.</li> <li>5.3 Describe the main types and functions of joints.</li> <li>5.4 Discuss how the normal aging process affects mobility.</li> <li>5.5 Identify common disorders of the skeletal system.</li> </ul>

Learning Outcome	Objectives
	<ul style="list-style-type: none"> <li>5.6 List the major functions of the muscular system.</li> <li>5.7 Identify the major muscles in the human body.</li> <li>5.8 Differentiate between voluntary and involuntary muscle.</li> <li>5.9 List the major functions of the muscular system.</li> <li>5.10 Discuss the three types of muscle tissues: skeletal muscle, smooth muscle and cardiac muscle.</li> <li>5.11 Discuss common disorders that affect a client's mobility.</li> <li>5.12 Report and document changes in client condition in a timely and professional manner.</li> <li>5.13 Discuss common medications used within the musculoskeletal system</li> </ul>
<p>6. Discuss the basic structure and function of the digestive system to support clients with related disorders that affects a client's eating and nutrition intake and bowel elimination.</p>	<ul style="list-style-type: none"> <li>6.1 Describe the structure and functions of the organs of the digestive system.</li> <li>6.2 Describe the structure and functions of the accessory organs of the digestive tract.</li> <li>6.3 Explain the basic physiology of digestion and absorption.</li> <li>6.4 Identify common disorders of the upper and lower GI system.</li> <li>6.5 Identify the related observations of the upper and lower GI system disorders.</li> <li>6.6 Explain factors affecting bowel movements.</li> <li>6.7 List the observations to make in regards to bowel movements.</li> <li>6.8 Discuss different stool sample options.</li> <li>6.9 Identify the different types of ostomies.</li> <li>6.10 Identify common electrolyte functions and imbalances including dehydration.</li> <li>6.11 Discuss common medications related to the digestive system.</li> <li>6.12 Report and document changes in client condition in a timely and professional manner.</li> </ul>
<p>7. Discuss the basic structure and function of the urinary system to support clients with related disorders associated with the system.</p>	<ul style="list-style-type: none"> <li>7.1 Describe the structure and function of the organs of the urinary system.</li> <li>7.2 Explain the processes involved in the formation of urine.</li> <li>7.3 Identify appropriate infection control measures utilized when assisting with urinary elimination.</li> <li>7.4 Discuss the importance of intake and output monitoring.</li> <li>7.5 Explain the rationale for catheterization.</li> </ul>

Learning Outcome	Objectives
	7.6 Discuss common disorders of the urinary system. 7.7 Identify common diagnostic test related to the urinary system. 7.8 Report and document changes in client condition in a timely and professional manner. 7.9 Discuss common medications associated with the urinary system
8. Discuss the basic structure and functions of the male and female reproductive system and common disorders associated with the system.	8.1 Identify the structures of the male and female anatomy. 8.2 Identify the functions of the male and female reproductive system. 8.3 Discuss common disorders of the reproductive system. 8.4 Report and document changes in client condition in a timely and professional manner. 8.5 Discuss common medications and treatments associated with the system.
9. Discuss the basic structures and functions of the cardiovascular system.	9.1 Describe the structure and functions of the heart. 9.2 Utilize terminology associated with the system.  9.3 Identify the major blood vessels in the circulatory system. 9.4 Identify major vessels and trace the flow of blood 9.5 Recognize the signs and symptoms of a myocardial infarction. 9.6 Differentiate between stable angina, unstable angina and variant angina. 9.7 Discuss lifestyle and its effects on the cardiovascular system. 9.8 Describe the etiology, signs and symptoms of common cardiovascular disorders. 9.9 Describe the etiology and signs and symptoms of left and right-sided heart failure. 9.10 Describe the etiology and signs and symptoms of common hematologic disorders. (Iron Deficiency Anemia) 9.11 Identify common medications used for treatment related to the cardiovascular system. 9.12 Report and document changes in client condition in a timely and professional manner.
10. Describe the structures of the respiratory system and related disorders	10.1 Describe the structures of the respiratory system 10.2 Identify the functions of the respiratory system 10.3 Discuss the mechanism of breathing.

Learning Outcome	Objectives
	10.4 Identify factors that affect respirations. 10.5 Utilize terminology associated with the system (shortness of breath, apnea, dyspnea, bradypnea, cyanosis, intercostal indrawing, adventitious sounds, etc.) 10.6 Discuss life styles and the effects on the respiratory system 10.7 Describe the etiology and signs and symptoms of common disorders of the respiratory system. (COPD, Pneumonia, Influenza, Asthma, Emphysema, COVID and Long COVID) 10.8 Recognize abnormal respiratory patterns hyper/hypoventilation, tachypnea , bradypnea, dyspnea, cheyenne-Stokes and apnea. 10.9 Discuss medications used with common disorders of the respiratory system. 10.10 Report and document changes in client condition in a timely and professional manner.

**Essential Employability Skills**

**Communication**

- communicate clearly in written, spoken, and visual form that fulfills purpose/needs of audience.
- respond to written, spoken, or visual messages in a manner that ensures effective communication.

**Numeracy**

- not applicable

**Critical Thinking and Problem Solving**

- apply a systematic approach to solve problems.
- use a variety of thinking skills to anticipate and solve problems.

**Information Management**

- locate, select, organize, and document information using appropriate technology and info systems.
- analyze, evaluate, and apply relevant information from a variety of sources.

**Interpersonal**

- show respect for the diverse opinions, values, belief systems, and contributions of others.
- interact with others in groups in ways that contribute to effective working relationships.

**Personal**

- manage the use of time and other resources to complete projects.
- take responsibility for one's own actions, decisions, and consequences.

**Delivery Method**

- Classroom: Course is delivered through scheduled synchronous teaching that may be face-to-face and/or virtual.

**Learning Activities**

- Lectures
- Class Discussions
- Group Work
- Self-Directed Learning
- In-Class Exercises
- Case Studies
- eLearning Components
- Simulations

**Resources Required**

**Books**

Mary J. Wilk, *Sorrentino's Canadian Textbook for the Support Worker*, 5th Edition, Elsevier  
 ISBN: 9780323709392  
 Price: \$ 126.75

Second Hand Permissible:

Patricia Williams, *Basic Geriatric Nursing*, 8th, Elsevier  
 ISBN: 9780323826853  
 Price: \$ 85.00

Second Hand Permissible:

**Evaluation Plan**

**Grading Scheme**

- A 80% - 100%
- B 70% - 79%
- C 60% - 69%
- D 50% - 59%
- F 0% - 49%

<b>Evaluation Method</b>	<b>Value (%)</b>
<b>Test/Exam</b>	<b>70%</b>
Midterm Worth 30% Final Exam worth 40%	
<b>Applied Activities (G)</b>	<b>30%</b>
Assignment(s) or in class activities	

**ADDITIONAL INFORMATION**

A course outline is the College's commitment to the students. It supports educators, students, employers and other external stakeholders in determining the depth of knowledge and level of performance that a student will be able to demonstrate upon successful completion of a course. Both instructor and student are obligated to follow the content of the course outline. It is your responsibility to meet these outcomes as assigned.

**Note:** You should maintain a copy of this course outline for your records. You may require this course outline if you seek transfer credits or further studies at other institutions.

### **Cambrian Email Addresses**

All email correspondence with currently registered students must be via the students' College-issued email, as per the College's [IT Acceptable Use Policy](#). Students must familiarize themselves with the IT Acceptable Use Policy, as it outlines the acceptable use of College information systems and technology, and mitigates risks to the College's IT infrastructure.

### **Bring Your Own Device (BYOD) and Apps Anywhere**

Cambrian College is a BYOD institution, which means that students bring the device of their choice that meets program-specific minimum requirements. Program-specific requirements can be viewed in the "Plan Your Future" section on program web pages. AppsAnywhere is an easy-to-use app store-like platform providing students a way to access their College apps and software on demand, anywhere, anytime both on and off campus.

These both enrich the student learning experience in and out of the classroom, while providing maximum flexibility.

### **Policies**

It is the student's responsibility to be aware of the College's [Academic Policies](#). The Academic Policies apply to all applicants to Cambrian and all current students enrolled in any program or course offered by Cambrian, in any location. Academic policies, procedures, and forms can be found on the Cambrian website.

### **Academic and Student Services**

Cambrian has a variety of student and academic services to support students during their academic journey at the College.

- [Academic Success Centre](#)
- [Bookstore and Campus Store](#)
- [International Student Support Services](#)
- [KPMG Pride Centre](#)
- [Career Centre](#)
- [Registrar's Office \(Enrolment Centre\)](#)
- [First Step Centre](#)
- [Accessibility Services](#)
- [Library](#)
- [Pathways](#)
- [Available Scholarships and Bursaries](#)
- [Cambrian Student Council \(CSC\)](#)
- [Cambrian Indigenous Student Circle \(CISC\)](#)
- [Cambrian Athletic Association \(CAA\)](#)
- [Student Life Centre](#)
- [Test Centre](#)
- [The Learning Centre \[Tutoring Services\]](#)
- [Wabnode Centre for Indigenous Services](#)
- [Women's Resource Centre](#)

### **Copyright**

Copyright is the exclusive legal right given to a creator to reproduce, publish, sell, or distribute his/her work. All members of the Cambrian community are required to comply with Canadian copyright law, which governs the reproduction, use and distribution of copyrighted materials. This means that the copying, use and distribution of copyright-protected materials, regardless of format, are subject to

certain limits and restrictions. For example, photocopying or scanning an entire textbook is prohibited, nor is uploading class materials to course sharing sites.

See the [Cambrian Library website](#) for additional information regarding copyright and for details on allowable limits.

### **Audio/Visual Capture**

Sounds and images from this class, and contributions made by a participant, virtually or in-person, are recorded under the authority of the Ontario Colleges of Applied Arts and Technology Act, 2002. The main purpose of these recordings is to allow students enrolled in the course to review content and engage in activities, whether they attend any given class in person, virtually, or at all. Class recordings are for personal use only and shall not be shared or transferred. Faculty may also review these recordings to prepare for future classes, evaluate students, collaborate in program reviews, or provide feedback to faculty and/or students. Any questions about the use of multimedia recordings may be addressed to your respective Dean.

### **Equity, Diversity, and Inclusivity**

Cambrian is committed to building and preserving an equitable, diverse, and inclusive learning community where students, faculty, and staff may achieve their full potential in an environment characterized by equality of respect and opportunity. All students and employees have the right to live and work in an environment that is free from discrimination and harassment. Therefore, Cambrian College will not tolerate any form of discrimination or harassment in its employment, education, accommodation, or business dealings. For more information, please visit: [Equity, Human Rights, and Accessibility](#).

### **Prior Learning Assessment and Recognition (PLAR)**

Students wishing to have work or life experience that meets course learning outcomes considered for credit through Prior Learning Assessment and Recognition should contact the [Pathways Office](#).

### **Transfer Credit**

Students wishing to have courses from other programs or institutions assessed for equivalency and/or transfer credit should visit the [Transfer Credits page](#) on the Cambrian website. The student should maintain a copy of this course outline for their records. Students may require this course outline if seeking transfer credits or further studies at other institutions.

### **Test Proctoring at Cambrian**

Many courses include major tests and/or final exams. The practice at Cambrian requires that these types of test situations involve proctoring to ensure academic integrity. Online tests/exams may employ a proctoring services to enable you to take your exam from a location of your choosing within a period specified by your instructor. When you are taking an online test/exam, the proctoring service may capture your video, screen, audio, and web surfing data to protect academic integrity. Cambrian College collects, uses, discloses, and retains personal information in compliance with the Freedom of Information and Protection of Privacy Act (FIPPA). Your personal information is being collected under the authority of the Ontario Colleges of Applied Arts and Technology Act S.O. 2002, c.8, Sched. F. This information will be used for the purpose of administering a test/exam through an online proctoring service acting as an authorized agent of the College. Please refer to Cambrian's [Official Student Records Policy](#) for more details. If you have any questions regarding the collection of your personal information, please contact Vice President Academic, Cambrian College, 1400 Barry Downe Rd., Sudbury ON P3A 3V8, 1-705-566-8101 ext. 6245.