

## NSG 312 section 1 Syllabus


Human Anatomy & Physiology I and Application to Health

### Course Information

#### Course Information:

#### NSG 312 1 : Human Anatomy & Physiology I and Application to Health

( 3.0 Credits )

 Spring Semester 2023



Center for Lifelong Learning



School of Nursing

This online course focuses on human structure and function for those students pursuing careers in nursing and other allied health fields. Structural information is combined with important functional concepts to provide an integrated understanding of the dynamic human body. The course material begins at the simplest level of cellular organization and progresses to tissues, organs, and organ systems. Specific body systems covered in depth include the skin and body membranes, skeletal, muscular, nervous and endocrine systems. The complementary structure and function of the healthy body is highlighted as systems of the body work to maintain a constant homeostatic environment. Clinical examples are provided to help the student understand the disease process as a disruption of normal structure and function. This course will also focus on the concepts of health promotion and risk reduction of major topics and conditions related to the particular body systems. These topics are introduced to bridge anatomical and physiological content to nursing and health care based on national health promotion priorities. Open to nonmatriculated students.

#### Pre-Requisite(s):

None

#### Co-Requisite(s):

None







## Delivery Mode:

- Online
- Fast Track/Self Paced (Correspondence)
- Hybrid
- In-Person

## Meeting Days, Times and Locations,;

Fully online. No required in-class sessions.

## Course Learning Outcomes (CLO):

-  1. Discuss basic biochemical concepts and chemical structures in the body including carbohydrates, lipids, proteins, and nucleic acids.
-  2. Explain the basic structure and function of a cell and the importance of cellular reproduction.
-  3. Describe how cells combine to form tissues and discuss the major types of epithelial, connective, muscle, and nervous tissue.
-  4. Correlate microscopic and macroscopic anatomy with the associated physiologic processes for each of the identified body systems.
-  5. Explain the control of body processes in maintaining homeostasis in the body and the role of the nervous and endocrine systems in achieving balance.
-  6. Apply concepts of health promotion and risk reduction for identified conditions related to each body system.

## Assignments & Assessments

## Teaching Methods/Activities:

This course uses a combination of methods to facilitate learning/mastery of content:

- Online lectures

- Selected web and literature searches
- Online activities
- Required readings
- Video streaming
- Mini-Case studies
- Practice questions
- Online Testing
- Student Learning Activities provide by publisher of *Memmler's structure and function of the human body (12th ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins/Wolters Kluwer. (there will be a code in your NEW textbook)

## Online Activities and Expectations

1. **Budget your time wisely!** Typically, you will spend 9-12 hours per session on class activities for this online class. For a 3-credit class you are expected to:
  - review the online lecture notes
  - complete all assigned readings in the required text
  - access and review online web resources
  - complete all activities as directed
  - submit the online test for each session
2. Online sessions will include lecture notes (supplemented with your readings in the required text), web resources, activities, and a test to be completed for each session.
3. It is strongly suggested you complete the questions at the end of each chapter. Answers to the questions can be found in the back of your textbook. Although these exercises will not be submitted or graded, they will help you evaluate your understanding of the information in the session.
4. Online tests, although taken at your geographical and time convenience, should be treated as a classroom-based examination experience. This means you should study prior to taking the examination and refrain from using study and lecture material during the test. To prepare for the test you are encouraged to use the study outline found at the end of each chapter, review lecture and reading material, and complete all activities.
5. All online tests are multiple-choice and must be submitted prior to the end of the course. Generally, you are given one minute per question. Please NOTE: The online tests are timed according to the number of questions. The time limit will be clearly posted before you begin the test. You can access the test only once. Therefore, once you start the test you must finish it! Academic honesty requires you not share test information with others.
6. Questions about the course or content should be emailed to Haley Markham at [Haley\\_Markham@urmc.rochester.edu](mailto:Haley_Markham@urmc.rochester.edu).

## Evaluation Measures/Learning Outcomes:

**The Center for Lifelong Learning wants to make sure you have the time you need to do your best work in this course. It is your responsibility to reach out to course faculty to ask for more time if you need it, and to sign the contract that is sent to you and return it before the end of the semester. Failure to do so will result in zero points posted for any outstanding work and a final grade being calculated and posted.**

Course Requirement	Percent of Total Grade	Alignment with Student Learning Outcome(s)
1. Online tests	100%	SLO 1, 2, 3, 4, 5, & 6

The final grade entered is based on School of Nursing grading system. See *Student Handbook page 22* (<https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>).

Online tests are 100% of final grade. Each exam has equal weight. There are a total of 10 exams each worth 10% of the final grade.

This course is entirely online, so the only way course faculty have to contact you is through the email you used to sign up for this course. You should be checking your email at least 3-4 times per week in case course faculty are trying to contact you. This is extremely important. Please feel free to contact course faculty with any questions.

## Grading System:

A	93-100	C	73-76	
A-	90-92	C-	70-72	"C-" is considered unsatisfactory work for undergraduate students; see <i>Student Handbook</i> for implications.
B+	87-89	D+	67-69	
B	83-86	D	63-66	
B-	80-82	D-	60-62	
C+	77-79	E	<60	Failing grade; see <i>Student Handbook</i> for implications.

Final course grades will be converted to a letter grade. Final grades will not be rounded up; a minimum of 73.0% would be required to satisfactorily complete a course.

## Required Textbook(s):

**Cohen, B.J., & Hull, K.L. (2020).** *Memmler's structure and function of the human body (12th ed.)*. Jones & Bartlett Learning, LLC.

(Permission has been granted from Lippincott to use instructor available materials and images in this online course per agreement for the above textbook for this course.)

**PLEASE NOTE: The Memmler textbook is required for class activities, readings and to supplement the online lectures. The book can be purchased through the bookstore.**

## Recommended Textbook(s):

Cohen, B.J. & Hull, K.L. (2020). Study guide for Memmler's structure and function of the human body (12th ed.). Jones & Bartlett Learning, LLC.

## Course Outline:

**Session One:** Organization of the Human Body

**Session Two:** Chemistry, Matter, & Life



**Session Three: Cells & their Functions**

**Session Four:** Tissues, Glands, & Membranes

**Session Five:** The Integumentary System

**Session Six:** The Skeletal System

**Session Seven:** The Muscular System

**Session Eight:** The Nervous System I

**Session Nine:** The Nervous System II

**Session Ten:** The Endocrine System

## Academic Policies

### Academic Policies:



#### Disability Statement

*If you have a disability for which you may be requesting an academic accommodation, you are encouraged to contact both your instructor and the access coordinator for your school to establish eligibility for academic accommodations.*



#### Academic Honesty Statement

Students are responsible for their own work. Students are expected to have read and to practice principles of academic honesty. See [Student Handbook](#).

Student attestation is completed on Blackboard for each course.



#### Professional Behavior / Civility Statement

The University of Rochester, School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in a respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct and will be acted upon in accordance with the statement in the Student Handbook. (<https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>)





## Title IX/Sexual Harassment Policy

All members of the University community have the right to learn and work in a safe environment free from all forms of harassment, including harassment on the basis of sex or gender. Students who have been subjected to sexual harassment, including sexual assault, dating/domestic violence or stalking, have the right to receive academic, housing, transportation or other accommodations, to receive counseling and health services and to make a report about such behavior to the University and to law enforcement. For more information please visit [www.rochester.edu/sexualmisconduct](http://www.rochester.edu/sexualmisconduct).



## HIPAA Compliance

Students are to abide by the University of Rochester HIPAA Compliance Guidelines which can be found on the SON website (<http://son.rochester.edu/r/HIPAA-Video>).



## ADA Statement

The University of Rochester welcomes students, faculty, staff and visitors with disabilities to our campus. We strive to meet the needs of all qualified participants in our programs and services by providing reasonable accommodations for individuals with disabilities and connection to resources within the University. Students seeking accommodations on the basis of a disability should follow the steps outlined on the [University's Disability Services website](#). The School of Nursing has designated an access coordinator to assist with implementing approved academic accommodations through an interactive process. Contact information for access coordinators can be found on the [Disability Services website](#).

See Student Handbook (<https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>)



## Holidays

See page 51 in the [University of Rochester School of Nursing Handbook](#).

