

## Syllabus

### Course Overview

This course is designed to teach commonly used medical terms, terminology, and abbreviations. You will learn how to leverage common word configurations to understand new terms based on their roots, suffixes, or prefixes. In addition, you will learn how to correctly spell and pronounce medical words. You will be evaluated via unit quizzes and a final exam. As a course project, you will create a presentation on a health topic of your choice; you will video record the presentation and submit it as an assignment and a discussion post.

### Kaltura Media

In this course, you will be required to create a video screen recording with audio using Kaltura Media. Refer to [Using Kaltura](#) for more information about this courseroom tool. An external or built-in microphone and a webcam are required.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Use medical terminology and abbreviations related to pharmacology.
- 2 Use medical terminology and abbreviations related to general structures and functions of the human body.
- 3 Use medical terminology and abbreviations related to body systems.
- 4 Use medical terminology and abbreviations related to specialized areas of medicine.
- 5 Analyze and define medical terminology as used in health information management.

6 Spell and pronounce basic medical terms.

7 Communicate in a professional manner.

### **Course Prerequisites**

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping.

#### Book

Chabner, D. (2017). *The language of medicine* (11th ed.). St. Louis, MO: Saunders. ISBN: 9780323370813.

#### eBook

Oachs, P. K., & Watters, A. L. (Eds.). (2016). *Health information management: Concepts, principles, and practice* (5th ed.). Chicago, IL: AHIMA Press. ISBN: 9781584265146.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Cable, C. (n.d.). [The auscultation assistant](http://www.wilkes.med.ucla.edu/intro.html). Retrieved from <http://www.wilkes.med.ucla.edu/intro.html>
- Elsevier. (2017). [Evolve resources for \*The Language of Medicine\* \(11th ed.\)](https://evolve.elsevier.com/cs/product/9780323370905?role=student). Retrieved from <https://evolve.elsevier.com/cs/product/9780323370905?role=student>
- Lymphomation.org. (n.d.). [About lymphoma: Lymphatic system](http://www.lymphomation.org/lymphatic.htm). Retrieved from <http://www.lymphomation.org/lymphatic.htm>
- University of Washington. (n.d.). [Osteoporosis and bone physiology](http://courses.washington.edu/bonephys/). Retrieved from <http://courses.washington.edu/bonephys/>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Projects

### Project >> Health Topic Presentation

#### Project Overview

With this project, you will create a presentation on a health topic, disease, or syndrome of your choice. You will demonstrate competency in the use, spelling, and pronunciation of medical terms as a means to communicate in a professional manner. The skills you build throughout the course will allow you to use medical terminology related to general structures and functions of the human body, body systems, pharmacology, and specialized areas of medicine.

As you study each unit, access the pronunciations of terms available at the end of each chapter in your course textbook, *The Language of Medicine*. You will use terms from several different units in your Health Topic Presentation, and you will be evaluated on the accuracy of medical terminology use and pronunciation.

An example presentation will be offered via course media in Unit 2, giving you an idea of the scope and content for your project. This example is not a template but rather a guide. You will submit a proposal outlining three choices for your topic as an assignment in Unit 5. The instructor will approve one or more of the choices and offer feedback as necessary. Having your topics reviewed will assure their scope is sufficient and appropriate for the project requirements.

You will deliver your project presentation in Unit 8 using Kaltura Media to create a video screen recording with audio. To create this recording, you will need a built-in or external microphone or headset and a webcam. (You only need to use the headset if your audio is not clear and high-quality when captured with the built-in microphone.) The Kaltura recording allows the instructor to evaluate your pronunciation and use of terminology while viewing the slides, seeing your face, and hearing your recorded voice. For assistance with this process, go to [Using Kaltura](#).

In addition to the recording, you will submit a written transcript of your presentation. Include the scholarly resources cited in your presentation in APA style and format.

## Unit 1 >> Body Structure and Basic Word Structure

### Introduction

You are about to embark upon an exciting journey of learning the languages of medicine, which consist of terms from Latin, Greek, and other language origins. Learning medical terminology is integral to a knowledge foundation for health workforce members.

You will cover the entire course text, *The Language of Medicine*, and additional content during the course. Plan enough study time to keep up with each unit's content and assignments because medical terminology works on a building principle. Begin familiarizing yourself with the text; look through it from front to back to note the outline of each chapter, useful appendices, and so on. Use other credible sources, such as medical dictionaries, as a supplement to help increase your understanding of terms that you might find difficult to understand or remember.

Retention is the ultimate key to success in medical terminology. Repetition leads to successful retention. Repetitive study tips include completing each and every text assignment and wise use of the accompanying learning tools and flash cards.

Get started with the first four chapters of *The Language of Medicine*. Think of your text as a workbook as you complete *all* of the exercises in each chapter. Writing out all the answers will help you learn to spell terms and to think critically about their definitions. The answers are at the end of each chapter, so you can look them up if you get stuck. And here is a helpful tip—there will be times when the questions from the exercises are on the weekly quizzes.

Enjoy the journey of learning this fascinating material. Your knowledge of medical terminology will prove useful throughout your personal and professional life.

## Learning Activities

### u01s1 - Studies

## Readings

The readings for this unit introduce the forms and word components that make up medical language. This includes basic word parts and terms used to discuss the human body as a whole, as well as suffixes and prefixes.

In your *The Language of Medicine* text, read the following:

- Chapter 1, "Basic Word Structure," pages 1–32.
- Chapter 2, "Terms Pertaining to the Body as a Whole," pages 33–74.
- Chapter 3, "Suffixes," pages 75–108.
- Chapter 4, "Prefixes," pages 109–138.

## Quiz Preparation

Starting in Unit 3, you will have a quiz every other week, culminating in a final exam in Unit 9. Use the interactive activities in *The Language of Medicine* to study the skills and terms covered in this unit. These activities include the practice applications and review activities located within each chapter. Use the "Pronunciation of Terms" section at the end of each chapter to prepare for pronunciation questions. Completing these activities will help you to prepare for the quizzes that occur in many units of the course.

In addition, you have access to flashcards from the text's companion website, [Evolve Resources for \*The Language of Medicine\* \(11th ed.\)](#), as well as practice quizzes for each chapter. Use these to further prepare yourself for quizzes, pronunciation assignments, and discussions.

**Note:** If you require the use of assistive technology or alternative communication methods to use these items, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

## u01s2 - Course Project and Kaltura Media

Looking ahead to Unit 9, you will develop a project about a health topic of your choice. You will deliver your project by creating a screen and webcam recording, demonstrating your ability to apply medical terminology on your selected topic.

Keep the project in mind as you study each unit. Access the pronunciations of terms available at the end of each chapter of the textbook. You will use terms from several different units in your project presentation, and you will be evaluated on accurate medical terminology use and pronunciation. Review the Health Topic Presentation project description for more information. Access the [HIM4610 Library Guide](#) to begin reviewing credible resources for your project.

## Kaltura

In preparation for your health topic presentation, complete the following:

- If you have not already done so, set up and test your microphone or headset and your webcam, using the installation instructions provided by the manufacturer.
- Practice using the equipment to assure the audio and visual quality is sufficient.
- Refer to the [Using Kaltura](#) tutorial for directions on recording and/or uploading your video in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

## u01d1 - Memorization and Study Tips

What tools and resources do you plan to use to learn and commit to memorizing word roots, combined forms, suffixes, and prefixes? How could you use flashcards for memorization?

Support your claims and rationale with evidence and appropriately cite sources using APA format for initial and response posts.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following

ways:

- Expand on the learner's posting with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

### u01d2 - Why Study Medical Terminology?

Julie would like to work in health information at a hospital or clinic. She wonders why it is necessary to spend time learning word roots, suffixes, and prefixes of medical terms when it might be faster to memorize the definition of the entire medical term. Julie discussed with you that she is studying to work in health information, not in an English department, and that learning all the word components is a waste of time.

Write a post in which you respond to Julie's concerns.

Support your claims and rationale with evidence and appropriately cited sources using APA style for initial posts and responses.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

Course Resources

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[Faculty Expectations](#)

## Unit 2 >> Skin and Sense Organs

### Introduction

The next several units cover the body systems. For this unit, you will begin with the integumentary (skin) and sense organ (eyes and ears) systems. Study every page and complete every exercise in *The Language of Medicine*. Use electronic and paper flash cards to help learn the terminology. Flash cards are handy to take with you anywhere you go so that you can study during any free time. You may find it helpful to use a medical dictionary in correlation with your texts. Often, definitions are worded differently, which may help you to better understand or remember a difficult term. Stedman's, Dorland's, Taber's, and Mosby's medical dictionaries are credible sources.

By now, you should have familiarized yourself with the course text, *The Language of Medicine*. Note that Chapters 5–18 cover the body systems and include the following—an introduction, anatomy, vocabulary, combining forms and related terminology, pathology and laboratory tests, procedures, and abbreviations. Chapters 19–22 cover specialized areas such as radiology. Review the glossary, appendices, and index of the textbook, and use these sections as you study each lesson.

In this unit, you will have an assignment to complete. In addition, there are media pieces that will help prepare you for your course project and assignment.

### Learning Activities

#### u02s1 - Studies

## Readings

This unit's readings cover the anatomy and physiology of the skin, the eye, and the ear as well as word parts, vocabulary, and terminology needed to use these terms in health care settings.

In your *The Language of Medicine* text, read the following:

- Chapter 16, "Skin," pages 653–696.
- Chapter 17, "Sense Organs: The Eye and the Ear," pages 697–748.
- Appendix IV, "Drugs" pages 998–1002.

## Study Tips

The following activities can help you retain what you are learning:

- Speak it and use your new language! Examples:
  - No longer say that you have a headache, but rather speak the medical term, *cephalgia*.
  - If a child falls and scrapes a knee, let the child know the injury is a *patellar abrasion*.
- Use the textbook as a workbook.
- Use the interactive accompanying [Evolve Resources for \*The Language of Medicine\*](#).
- Repetition, repetition, repetition!
- Start a portfolio—an alphabetized electronic or written portfolio of terms that you might have difficulty in understanding or remembering.
- Write your notes in color ink. Assign a special color to help improve your recall of terms; for example, use red ink for cardiology, green for gastrointestinal, blue or brown for ophthalmology, or whatever highlight makes sense to you. Researchers have found that colors help to improve memorization results.
- Relate ideas and terms:
  - Levator muscles (hold up support tissue)—elevator (goes up).
- Use songs and games.
- Find a study partner from the program. Exchange e-mails and phone numbers.
- Use the discussion board to ask questions of your classmates.
- E-mail your instructor if you have questions or need clarification.

## u02s2 - Project Preparation

For your course project, you will create a presentation about a health topic of your choice. Begin thinking of topics that have the scope to allow you to meet all the requirements of the assignment.

Click [Health Topic Presentation](#) to view a media piece that provides a brief example of a project presentation.

Review your Health Topic Presentation project description for an overview and look ahead to Unit 9 for the project instructions and scoring guide criteria.

## u02s3 - Word Scramble: The Skin

### Multimedia

Click [Word Scramble: The Skin](#) to complete an interactive activity that will enable you to practice using medical terminology relating to the largest organ of the body, which has a total area of about 20 square feet. This will help

you prepare for the medical terminology relating to the skin that you will encounter in your assessment. Good luck.

## u02d1 - Terminology Application to Skin and Sense Organs

Use accurate medical terminology and references to the text and other credible sources to write a post in response to your choice of one of the two following scenarios. Label your post with the scenario you choose:

- **Scenario 1:** Susan suspects that her recent headaches and sinus drip result from allergies. Her physician has told her that she needs to come in to the office for some skin tests to help him determine what allergies she might have. Why does Susan's physician want to do skin tests when her allergies do not seem to affect her skin?
- **Scenario 2:** Abnormalities of sensation can result from disease or dysfunction in the receptors for sensation or along the pathway that sends the signals from the receptors to specific areas of the brain. The abnormalities can also be the result of brain abnormalities with no reported problems in the areas of reception or transmission. What is the correct terminology to describe these different types of abnormalities as they pertain to the sense of hearing? Give an example of each.

Support your claims and rationale with evidence and appropriately cite sources using APA style for the initial post and responses.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

[HIM4610 Library Guide](#)

## u02a1 - Progress Note: The Skin

### Instructions

Review the progress note below, including the subjective and objective notations. Next, download the [Skin Progress Note Template \[DOCX\]](#) and complete all of the following on the template:

- Select 12 medical terms from the progress note.
- Translate the 12 selected medical terms into commonly used terms.
- Select three drugs from the progress note.
- For each drug, identify a skin condition that the selected drug treats.
- Spell all medical terms, common terms, and drugs correctly.
- Cite in correct APA style the references you used to perform your translation. Review [APA Style and Format](#) for additional guidance on how to ensure your citations and references conform to APA guidelines.

#### Skin Progress Note

**Subjective:** The patient is a 49-year-old female who comes in with the complaint of having bumps on her arms. She states some of the bumps have been there a long time. Recently the bumps have been increasing in number and size. She was last seen about two years ago for eczema and was prescribed cyclosporine, at that time. However, she did not have these bumps. The bumps are not itchy or painful.

**Objective:** Very pleasant, alert, and oriented x3 female in no apparent distress. A full integumentary exam of the upper extremities was performed today. The left radial aspect demonstrated erythematous macules. The right ulnar aspect demonstrated actinic keratosis. Bilateral hands appeared dry with linear excoriation and fissuring of her fingertips. Bilateral upper arms demonstrated superficial and deep masses. Deep subcutaneous masses are mobile and may represent lipomas. Superficial masses appear to be sebaceous cysts.

#### Assessment and Plan:

1. Actinic keratosis of the right ulnar aspect was treated with liquid nitrogen.
2. Possible lipomas: Schedule surgical biopsy of larger masses.
3. Sebaceous cysts: Punch biopsy performed today; await pathology report. Apply Neosporin to biopsy site.
4. Start Hydrocortisone intensive cream.
5. Start Prednisone as directed.

### Additional Requirements

- **Format:** Ensure you complete all columns on the Skin Progress Note Template.
- **Scoring Guide:** Be sure to read the scoring guide for this assessment, so you understand how your faculty member will evaluate your work.

**Note:** Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

## Unit 3 >> Lymphatic, Immune, and Musculoskeletal Systems

### Introduction

For this unit, the medical terminology of body systems continues with the focus on the lymphatic and immune systems, as well as the musculoskeletal system. Study every page and complete every exercise in the text.

Use *The Language of Medicine* as a workbook, as well as electronic and paper flash cards, medical dictionaries, and the Evolve resources to help you learn and commit medical terminology to memory. Refer to Units 1 and 2 for lists of other study tips.

#### Course Resources

The Language of Medicine

### Learning Activities

#### u03s1 - Studies

### Readings

In your *The Language of Medicine* text, read the following:

- Chapter 14, "Lymphatic and Immune Systems," pages 547–578.
- Chapter 15, "Musculoskeletal System," pages 579–652.

Use the Internet to access *one* of the following sites. You will use this information to inform the unit discussion:

- [About lymphoma: Lymphatic system.](#)
- [Osteoporosis and bone physiology.](#)

## u03s2 - Project Preparation

With your topic selected, begin researching the information you need to complete your project, due in Unit 8. You may use the [HIM4610 Library Guide](#) for places to begin your research in the Capella Library, which is a vast collection of credible resources.

Recall that you will have course reading, a simulation, and a quiz in Unit 9, in addition to the Course Project presentation, so you do not save your project preparation for the last minute. You will submit a written transcript along with your presentation. Use the writing resources and APA formatting guidelines found at the [Capella Writing Center](#), as needed.

In addition, if you have not completed the setup for [Using Kaltura](#) to record, along with the required hardware, do so now so that you can be ready for the presentation recording in Unit 9.

## u03d1 - Terminology Application to Lymphatic and Musculoskeletal Systems

For this discussion, you will choose **one** of the following websites (both linked in the Resources) to review. Pay particular attention to the medical terminology used at the site. Read the chapters for this unit before you explore the website. Label your post with the scenario you choose:

- Review information from [About lymphoma: Lymphatic system](#).
- Explore the activities at [Osteoporosis and bone physiology](#). This website contains animations, a quiz, games, and other information and links that encompass a vast amount of educational material pertinent to this unit's lessons.

Write a post in which you discuss something of interest from the selected website in relation to what you have learned in this unit about the lymphatic and immune systems or the musculoskeletal system.

Use APA Style and Format (linked in the Resources) to provide accurate citation of references to the websites, texts, and other credible sources.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.

- Share what you found most informative about the post.
- Compare and contrast the post with your own.

## Course Resources

Undergraduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[HIM4610 Library Guide](#)

[Faculty Expectations](#)

### u03q1 - Unit 3 Quiz

This quiz provides you with an opportunity to demonstrate your progress toward course competencies by meeting the following criteria:

- Spell medical terms correctly.
- Identify health information management terms.
- Analyze medical terminology and abbreviations related to body systems.
- Analyze terminology related the structures and functions of the human body.

Read the following instructions before taking the quiz:

- There is a time limit of 90 minutes for the quiz, which allots two minutes per question; you may distribute the time as needed.
- You must take the quiz in this unit.
- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

## Unit 4 >> Digestive and Nervous Systems

### Introduction

This unit progresses with medical terminology related to body systems with a focus on the digestive (gastrointestinal) and nervous systems. Study every page and complete every exercise in the text.

Use *The Language of Medicine* as a workbook, as well as electronic and paper flash cards, medical dictionaries, and the Evolve Resources to help you learn and commit medical terminology to memory. You will also want to complete the simulation in this unit's study for additional practice on medical terminology related to the nervous system. Refer to Units 1 and 2 for other study tips.

## Learning Activities

### u04s1 - Studies

## Readings

In your *The Language of Medicine* text, read the following:

- Chapter 5, "Digestive System," pages 139–186.
- Chapter 6, "Additional Suffixes and Digestive System Terminology," pages 187–214.
- Chapter 10, "Nervous System," pages 343–398.

## Multimedia

- Click [Vila Health: Medical Terminology](#) to review the simulation and complete the corresponding questions.
  - Focus your attention on the **Nervous System** tab (tab 2). You will examine the other tabs in future studies in the course. The questions at the end of the simulation will help you assess how well you comprehend medical terminology related to the nervous system.

### Course Resources

Vila Health: Medical Terminology

### u04d1 - Terminology Application

Use accurate medical terminology and references to the textbook and other credible sources to respond to your choice of one of the three scenarios that follow. Label your post with the scenario you choose:

- **Scenario 1:** John, a 72-year-old man with suspected colon cancer, underwent a colonoscopy. A large mass was found 12 centimeters proximal to the splenic flexure. In which part of the colon is this located? Describe the trace of the colonoscope's route to the location of the mass.
- **Scenario 2:** LaToya is studying her medical terms and comparing examples. She finds the terms *gastroesophageal* and *esophagogastric*. Should she assume that they are two ways of saying the same thing? Why or why not?
  - Sometimes a suffix functions independently as a medical term. Give two examples of suffixes that are also terms, and explain how they are used.
- **Scenario 3:** Dan, a 50-year-old man, is experiencing muscle stiffness and shaky hands. In the office, you note his stooped posture. Tests reveal a deficiency of dopamine, which helps to confirm a diagnosis of Parkinson's disease. Knowing that there is currently no cure for Parkinson's disease, Dan is upset and ambivalent about taking medication. How can you help Dan understand his condition and how his medication, levodopa plus carbidopa (Sinemet), will help him?

Support your claims and rationale with evidence and appropriately cite sources using APA style for the initial post and responses.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

### Course Resources

Undergraduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

[HIM4610 Library Guide](#)

**u04a1 - History and Physical (H&P): The Nervous System**

## Instructions

Review the H&P below for a patient who presented in the emergency room with a number of issues. Pay close attention to the present and past history, medications, allergies, social and family history, review of systems, physician exam, and assessment and plan. Next, download the [Patient History and Physical Template \[DOCX\]](#) and complete all of the following on the template:

- Select 15 **common terms** from the H&P.
- **Translate** the 15 selected common terms into **medical terms** or abbreviations.
- (NOTE: The first column of the worksheet should be the common terms found in the H&P below.)
- Common and medical terms should include structure/function terms, body system terms, and specialized area terms (such as radiology).
- Spell the common and medical terms correctly.
- Cite in correct APA style the references you used to perform your translation. Review [APA Style and Format](#) for additional guidance on how to ensure your citations and references conform to APA guidelines.

## Patient H&P

### **History of Present Illness:**

This is a 54-year-old female who presented to the emergency room with a headache in the back of her head and double vision. She also complains of being able to see only from half of her eye. These symptoms began suddenly while she was out walking her dog about 45 minutes ago. A family member brought patient directly to the emergency room for evaluation.

### **Past Medical History:**

1. High blood pressure.
2. High cholesterol.
3. Irregular, rapid heartbeat.
4. IBS.
5. Cholelithiasis with cholecystectomy.

### **Medications:**

Diovan 80 mg with hydrochlorothiazide 12.5 mg daily.

### **Allergies:**

None.

### **Social History:**

Non-smoker, no alcohol.

### **Family History:**

Both parents and older sibling died from a stroke. Grandparents had extensive colon polyps.

### **Review of Systems:**

She has bilateral vision defects. Denies dizziness, weakness, or numbness. Denies shortness of breath, problems breathing, and chest pain. Denies nausea, vomiting, and blood in stool. No bladder or bowel changes. No edema or skin changes to arms and legs.

### Physician Exam:

- **General:** Patient appears to be a well-developed, well-nourished female. Alert and oriented to person, place, and time.
- **Vital Signs:** Stable.
- **Skin:** No discoloration, no tissue breakdown.
- **Head, Eyes, Ears, Nose, Throat:** Pupils equal, round, and reactive to light; eye muscle movements are intact.
- **Chest:** Clear.
- **Heart:** Irregular, rapid rhythm.
- **Abdomen:** No guarding, some tenderness related to the IBS.
- **Arms and Legs:** No leg swelling.

### Assessment and Plan:

1. Headache in the back of the head with vision changes: Obtain a computed tomography scan and magnetic resonance imaging scan. Depending on test results may need to consider an artery repair procedure.
2. High blood pressure: Continue home meds.
3. Irregular, rapid heartbeat: Continue home meds.

## Additional Requirements

- **Format:** Ensure you complete all columns on the Patient History and Physical Template.
- **Scoring Guide:** Be sure to review the scoring guide for this assessment so you understand how your faculty member is going to evaluate your work.

**Note:** Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

## Unit 5 >> Endocrine System and Psychiatry

### Introduction

This week you will be learning about psychiatry and the endocrine system. Study every page and complete every exercise in the text.

Use *The Language of Medicine* as a Workbook, as well as electronic and paper flash cards, medical dictionaries, and the Evolve Resources, to help you learn and commit medical terminology to memory.

## Learning Activities

### u05s1 - Studies

## Readings

In your *The Language of Medicine* text, read the following:

- Chapter 18, "Endocrine System," pages 749–798.
- Chapter 22, "Psychiatry," pages 921–958.

### u05s2 - Project Preparation

Continue the research for your project, which is due in Unit 9. Recall that the [HIM4610 Library Guide](#) can help guide your search for credible resources.

In addition to the course project presentation due in Unit 9, you will have course reading and a quiz in that unit. Completing as much work as you can on your presentation before Unit 9 will help you manage your time. You will also need to submit a written transcript along with your presentation. Use the writing resources and APA formatting guidelines found at the [Capella Writing Center](#), as needed.

If you have not yet completed the setup for [Using Kaltura](#) to record your presentation along with the required hardware, do so now so that you can be ready for the presentation recording in Unit 9.

### u05d1 - Terminology Application

Use accurate medical terminology and references to *The Language of Medicine* and other credible sources to write a post in response to your choice of one of the two scenarios. Label your post with the scenario you choose:

- **Scenario 1:** An enlarged thyroid gland can lead to symptoms that reflect either overproduction or underproduction of thyroid hormones. How are both of these conditions possible from an enlarged thyroid?
- **Scenario 2:** Mr. Walden, a high school psychologist, was recently asked to consult with the teachers and parents of Robert, a student who is experiencing academic and social problems. What types of tools would assist Mr. Walden in evaluating this student before the consultation?

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

### Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Faculty Expectations](#)

[HIM4610 Library Guide](#)

## u05q1 - Unit 5 Quiz

This quiz provides you with an opportunity to demonstrate your progress toward course competencies by meeting the following criteria:

- Spell medical terms correctly.
- Know word roots, prefixes, and suffixes.
- Analyze medical terminology and abbreviations related to body systems.
- Analyze terminology related to the structures and functions of the human body.
- Analyze terms and abbreviations related to specialized areas of medicine.
- Identify health information management terms.

Read the following instructions before taking the quiz:

- There is a time limit of 90 minutes for the quiz, which allots two minutes per question; you may distribute the time as needed.

- You must take the quiz in this unit.
- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

### **u05a1 - Topic Approval**

To complete this assignment, propose and submit three potential topics for your course project. Provide 2–3 sentences for each topic which explain how the topic affects healthcare in today's environment.

You can use the Health Topic Presentation project description and the Unit 9 assignment to review the project requirements.

The instructor will approve one of the topics and offer feedback as necessary. Having your topics reviewed will assure their scope is sufficient and appropriate for the project requirements.

## **Unit 6 >> Urinary and Reproductive Systems**

### **Introduction**

For this unit, continue to learn medical terminology related to body systems with the focus on the urinary system, as well as female reproductive and male reproductive systems. Study every page and complete every exercise in *The Language of Medicine*.

Use this textbook as a workbook, as well as electronic and paper flash cards, medical dictionaries, and the Evolve resources to help you learn and commit medical terminology to memory. Refer to Units 1 and 2 for lists of other study tips.

### **Learning Activities**

#### **u06s1 - Studies**

## **Readings**

In your *The Language of Medicine* text, read the following:

- Chapter 7, "Urinary System," pages 215–256.
- Chapter 8, "Female Reproductive System," pages 257–310.
- Chapter 9, "Male Reproductive System," pages 311–342.

In your *Health Information Management: Concepts, Principles, and Practice* text, read the following:

- Chapter 4, "Health Record Content and Documentation," pages 97–139.

## u06s2 - The Genitourinary System

### Multimedia

Click **The Genitourinary System** to complete an interactive activity that will enable you to practice using medical terminology relating to the Genitourinary System.

## u06s3 - Project Preparation

Continue the research for your project, which is due in Unit 9. Recall that the [HIM4610 Library Guide](#) can help guide your search for credible resources.

In addition to the course project presentation due in Unit 9, you will have course reading and a quiz in that unit. Completing as much work as you can on your presentation before Unit 9 will help you manage your time. You will also need to submit a written transcript along with your presentation. Use the writing resources and APA formatting guidelines found at the [Capella Writing Center](#) as needed.

If you have not yet completed the setup for [Using Kaltura](#) to record your presentation along with the required hardware, do so now so that you can be ready for the presentation recording in Unit 9.

## u06d1 - Terminology Application to Urinary and Reproductive Systems

Use accurate medical terminology and references to *The Language of Medicine* and other credible sources to respond to your choice of one of the three scenarios. Label your post with the scenario you choose:

- **Scenario 1:** Women have a greater incidence of urinary tract infections (bladder infections) than men. Use complete statements to provide a response to each of the questions that follow:
  - Why do women have a greater incidence of urinary tract infections (bladder infections) than men?
  - What are the anatomical terms of the organs associated with the urinary system?
- **Scenario 2:** The cyclical function of the female reproductive system is menstruation, the normal discharge of blood and tissue from the uterus. Use complete statements to provide a response to each of the questions that follow:
  - How can some of the prefixes you have learned be used to describe menstrual disorders? For instance, try the prefixes *a-*, *dys-*, *oligo-*, and *poly-*.
  - What are the anatomical terms for the organs in the female reproductive system?
- **Scenario 3:** Jim is a 53-year-old man who is healthy, but recently he has had difficulty urinating. His physician performs a digital rectal exam and reports that it appears that Jim's prostate is enlarged. Use complete statements to provide a response to each of the questions that follow:
  - How would the above scenario cause problems with urination?
  - What are the anatomical terms for the organs in the male reproductive system?

Support your claims and rationale with evidence and appropriately cite sources using APA style for the initial post and responses.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

[HIM4610 Library Guide](#)

## u06a1 - Operative Report: The Genitourinary System

### Instructions

#### Part One: Operative Report

Carefully review the operative report for a patient who is having a sling replacement to treat urinary frequency and incontinence. Next, download the [Operative Report Template \[DOCX\]](#) and complete all of the following on the template:

- Select 15 misspelled medical terms in the operative report and place them in Column 1.
- Translate the 15 misspelled medical terms into commonly used terms in Column 2 correctly.
- Place the correctly spelled medical term in Column 3.
- Cite in correct APA style the references you used to perform your translation.

**Preoperative Diagnosis:** Urinary stress incontinence, cystocele.

**Postoperative Diagnosis:** Same.

**Anesthesia:** General.

**History:** This is a 49-year-old female with a history of a hysterectomy and bilateral oophorectomy. She complains of urinary frequency and incontinence. Options were discussed with patient, and she decided to proceed with a sling placement. Risks of the procedure were discussed. They include hemorrhage, UTI, pielonephritis, cystitis, vaginitis, MI, DVT, PE, death, et cetera, and were deemed acceptable.

**Operative Details:** The patient was brought to the ER positioned, prepped and draped in the usual fashion. Time-out was called and patient identity and procedure being performed were validated. A Foley catheter was placed and the bladder drained. Allis clamps were placed on the posterior vaginal mucosa. A small incision was made, and the bladder was lifted off of the vaginal mucosa. The cystocele was reduced. At this time, a minor enterocele was noted. Due to the small size, the enterocele was not repaired. Bilateral stab incisions were made suprapubically and SPARC needs placed into the superpubic incisions and pulled through the vaginal incisions. The SPARC mesh was attached to the needles and pulled up through the incisions. The mesh was positioned against the mid-urethra, sutured into place, and cut below the surface of the skin. The skin was closed with 4-0 suture; the vaginal incision was closed with 0-vicryl. The patient was transferred to the recovery room in stable condition.

**Blood Loss:** Minimal.

#### Part Two: HIM Terminology

Write a short, 1–2 page paper on some of the types of documentation used in the HIM field. Be sure your paper includes all of the following headings:

- Progress Note.

- History and Physical (H&P).
- Operative Report.
- Discharge Summary.

Under each heading, address each of the following:

- Describe the purpose of the document.
- Detail the contents included.
- Identify settings where the document would be used.

Consult the [Capella Writing Center](#) as needed for additional writing resources to help you write the paper portion of your assessment.

## Additional Requirements

### Part One: Operative Report

- **Format:** Ensure you complete all columns on the Operative Report Template.
- **Scoring Guide:** Be sure to read the scoring guide for this assessment, so you understand how your faculty member will evaluate your work.

### Part Two: HIM Terminology

- **Written communication:** Your paper does not need to be in APA format. It does need to be clear and well organized, with correct spelling, grammar, and syntax to support orderly exposition of content.
- **Title Page:** You do not need to include a title page with your paper. You do need to label it HIM Terminology.
- **Name:** Include your name in the upper right-hand corner on your paper.
- **Length:** Approximately 1–2 typed and double-spaced content pages in Times New Roman, 12-point font, not including the reference page.
- **References:** Include a minimum of one citation of peer-reviewed sources in APA format.

**Note:** Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

## Unit 7 >> Cancer Medicine (Oncology), Radiology, Nuclear Medicine, and Pharmacology

### Introduction

This unit includes the medical terminology of the specialized areas of cancer medicine, radiology, nuclear medicine, and pharmacology. Study every page and complete every exercise in the text. Use *The Language of Medicine* as a workbook, as well as electronic and paper flash cards, medical dictionaries, and the Evolve resources to help you learn and commit medical terminology to memory.

You will also want to complete the simulation in this unit's study for additional practice on medical terminology related to pharmacology and procedures. Refer to Units 1 and 2 for lists of other study tips.

## Learning Activities

### u07s1 - Studies

## Readings

In your *The Language of Medicine* text, read the following:

- Chapter 19, "Cancer Medicine (Oncology)," pages 799–848.
- Chapter 20, "Radiology and Nuclear Medicine," pages 849–880.
- Chapter 21, "Pharmacology," pages 881–920.

## Multimedia

- Click [Vila Health: Medical Terminology](#) to review the simulation and complete the corresponding questions.
  - Focus your attention on the **Pharmacology and Procedures** tab (tab 3). The questions at the end of the scenario will help you assess how well you comprehend medical terminology related to pharmacology and medical procedures.

### Course Resources

Vila Health: Medical Terminology

### u07d1 - Terminology Application for Radiology and Pharmacology

Identify and explain one Radiology procedure of your choice. Explain what the procedure entails, what body systems are involved, and provide 2–3 conditions for which the procedure may be used.

Identify three different drugs and explain what conditions or diseases those drugs are used to treat.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

### Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Using Kaltura](#)

[Faculty Expectations](#)

## u07d2 - Health Topic Presentation (PowerPoint Draft)

Post a draft copy of your presentation. Please post just the PowerPoint slides for other learners to review and provide feedback.

Your final presentation will be graded according to how well you demonstrate the course competencies, which will be measured by the following criteria and requirements:

- Pronounce medical terms properly.
- Spell health care terms correctly.
- Apply medical terminology related to pharmacology or other treatment to a health topic.
- Apply medical terminology related to the structure and functions of the human body to a health topic.
- Apply medical terminology related to human body systems to a health topic.
- Apply medical terminology related to a specialized area of medicine to a health topic.

Your final presentation should be professional in appearance and include the use of speaker notes.

- Remember only the highlights or important information should be included on the slides.
- Additional information can be placed into the speaker notes.
- A good rule of thumb to follow is no more than seven words per line and seven lines of text per slide.

# Response Guidelines

Review the presentations of other learners and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

## Course Resources

Undergraduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

## u07q1 - Unit 7 Quiz

This quiz provides you with an opportunity to demonstrate your progress toward course competencies by meeting the following criteria:

- Spell medical terms correctly.
- Know word roots, prefixes, and suffixes.
- Analyze terms and abbreviations related to pharmacology.
- Analyze terms and abbreviations related to specialized areas of medicine.
- Identify health information management terms.

Read the following instructions before taking the quiz:

- There is a time limit of one hour for the quiz, which allots two minutes per question; you may distribute the time as needed.
- You must take the quiz in this unit.
- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

### Introduction

In this unit, the medical terminology of body systems continues with a focus on the respiratory, cardiovascular, and blood systems. Study every page and complete every exercise in the text. Use *The Language of Medicine* as a workbook, as well as electronic and paper flash cards, medical dictionaries, and the Evolve resources to help you learn and commit medical terminology to memory.

You will also want to complete the simulation in this unit's study for additional practice on medical terminology related to the cardiovascular system. Refer to Units 1 and 2 for other study tips.

### Learning Activities

#### u08s1 - Studies

## Readings

In your *The Language of Medicine* text, read the following:

- Chapter 11, "Cardiovascular System," pages 399–458.
- Chapter 12, "Respiratory System," pages 459–502.
- Chapter 13, "Blood System," pages 503–546.

Use the Internet to access the following:

- [The Auscultation Assistant](#).
  - You will use this resource in the unit discussion. **Note:** This site includes audio content on heart and breathing sounds; however, the text descriptions on the site provide the necessary information for completion of the discussion. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

## Multimedia

- Click [Vila Health: Medical Terminology](#) to review the simulation and complete the corresponding questions.
  - Focus your attention on the **Cardiovascular** tab (tab 4). The questions at the end of the simulation will help you assess how well you comprehend medical terminology related to the cardiovascular system.

## u08d1 - Terminology Application to Sounds

After reading the chapters for this unit:

- Go to the Auscultation Assistant website, linked in the Resources.
- Turn on your computer audio.
- Click on each tab (physiology, systolic, diastolic, rub/gallop, lungs) to learn about and listen to heart sounds, murmurs, and breath sounds.

**Note:** This website includes audio content on heart and breathing sounds; however, the text descriptions on the site also provide the necessary information for completion of this discussion. If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services (linked in the Resources) and your instructor to request accommodations.

Write a post in which you use accurate medical terminology to describe your insights and lessons learned from this activity in relation to the respiratory, cardiovascular, and blood systems. Use APA style to provide accurate citation of references to the Auscultation Assistant, the textbook, and other credible sources.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

### Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

[The Auscultation Assistant](#)

[HIM4610 Library Guide](#)

## u08a1 - Discharge Summary: The Cardiorespiratory System

### Preparation

To prepare for your audio recording of the discharge summary:

- Set up and test your microphone or headset using the installation instructions provided by the manufacturer.
- Practice using the equipment to ensure the audio quality is sufficient.
- Consult [Using Kaltura](#) for guidance on how to record your discharge summary and upload it in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Instructions

Review the patient's discharge summary below. Next, download the [Discharge Summary Template \[DOCX\]](#) and complete all of the following:

- Identify 10 common terms contained in the discharge summary and correctly translate them into medical terms or abbreviations. Remember, you must spell the common and medical terms or abbreviations correctly.
- Identify five drugs that appear in the discharge summary and specify the reason each drug is used.
- Cite in correct APA style the references you used to perform your translation.

The final step in this assessment is to record yourself reading the discharge summary with the correct medical terms. In your recording, you need to correctly pronounce all the medical terms. In addition, be sure to use appropriate tone, volume, and clarity for professional communication in the health care field. Submit your Discharge Summary Template and your audio recording of the discharge summary to the appropriate area in the courseroom.

### Discharge Summary: Cardiorespiratory

#### Discharge Diagnosis

1. Non-ST-elevation myocardial infarction.
2. Moderate coronary artery disease.
3. Stroke.

4. High blood pressure.
5. An abnormally high concentration of lipids in the blood.
6. Chronic obstructive pulmonary disease.
7. Chronic systolic congestive heart failure.

## Procedures

Left heart catheterization, medical imaging test to determine cardiac function in the left ventricle, medical imaging used to visualize coronary arteries with stent placement, computed tomography scan, magnetic resonance imaging scan, posterior artery in the brain repair with stent placement.

## Brief History

This 72-year-old male presented to the emergency room with chest pain, shortness of breath, and left arm numbness. Patient has a history of high blood pressure, an abnormally high concentration of lipids in the blood, chronic obstructive pulmonary disease, and congestive heart failure. In the emergency room, troponin levels and EKG results came back positive for Non-ST-elevation myocardial infarction. Patient was taken directly to the cardiac catheterization lab.

## Past Medical History

High blood pressure, an abnormally high concentration of lipids in the blood, chronic obstructive pulmonary disease, and congestive heart failure, asthma as a child, previous right total knee replacement.

## Medications

Norvasc, Lipitor, Lasix, Cozaar, oxygen dependent.

## Family History

Patient is adopted and does not know family history; all children are healthy.

## Social History

Former smoker, no alcohol or illegal drugs.

## Allergies

Penicillin, Sulfa.

## Physical Exam

GENERAL: Alert and oriented X3.

HEENT: Normocephalic and atraumatic, blindness over half the field of vision.

LUNGS: Few rales in lower lobes.

HEART: RRR without murmur.

ABDOMEN: Soft, non-tender, without swelling or masses.

EXTREMITIES: 2+ edema in lower extremities, no cyanosis.

## Hospital Course

This is a 72-year-old male who was taken directly to the cardiac catheterization lab from the emergency department due to an evolving Non-ST-elevation myocardial infarction. A 98% close to the center right coronary artery lesion was treated with a Cypher 3.5 x 13 mm stent. The left descending artery showed 35% stenosis, and the left circumflex artery showed 25% stenosis. The image of the left ventricle demonstrated an ejection fraction of 40%. Following the procedure, the patient was admitted to the telemetry unit for observation. He remained in stable condition without chest pain but developed an irregular, rapid heartbeat. The next day, the patient complained of a severe headache in the back of his head with double vision and only being able to see from half of his eye. The patient was taken for a computed tomography scan and magnetic resonance imaging scan which showed a blood clot blocking the posterior artery in the brain. The patient was taken back to the catheterization room where a catheterization of the head artery was performed to remove the blood clot and to place a stent to keep the vessel open. The patient is being discharged home on routine meds to follow up with a primary care physician within 7 days.

## Additional Requirements

- **Format:** Be sure to complete all columns on the Discharge Summary Template.
- **Submission:** Be sure to submit to all of the following to the appropriate area in the courseroom:
  - The Discharge Summary Template.
  - Your audio recording of the discharge summary.
- **Scoring Guide:** Be sure to read this assessment's scoring guide, so you understand how your faculty member will evaluate your Discharge Summary Template and your audio recording.

**Note:** Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

## Unit 9 >> HIM Terms

### Introduction

Each area of health services has specialized terminology. In this unit, you review clinical vocabularies and terminologies used in health information management.

## Learning Activities

### u09s1 - Studies

## Readings

In your *Health Information Management: Concepts, Principles, and Practice* text, read the following:

- Chapter 5, "Clinical Classifications, Vocabularies, Terminologies, and Standards," pages 141–168.

### u09d1 - HIM Terminology Application

Define and explain at least two new health information management (HIM) terms that you learned from reading Chapter 5 in *Health Information Management: Concepts, Principles, and Practice*.

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

### Course Resources

Undergraduate Discussion Participation Scoring Guide

[Faculty Expectations](#)

### u09a1 - Health Topic Presentation

For this course project assignment, use credible sources to research the health topic, disease, or syndrome your instructor approved in Unit 5. Develop a presentation and deliver it via screen and webcam recording so that your slides are visible, your face is included in a video capture, and your voice is recorded simultaneously. This is important, so that the instructor can evaluate your spelling, pronunciation, and use of the medical terminology related to your topic. Guidance for how to record your presentation can be found at [Using Kaltura](#), listed in the Resources. You may also revisit the example presentation you viewed earlier in the course by clicking **Health Topic Presentation**.

Your presentation should not exceed 30 minutes in length (average length is about 5 minutes). In addition to the recording, submit your presentation slides. Use APA Style and Format (linked in the Resources) to cite scholarly sources.

In your presentation, you should define and describe your topic and present information about it, including causes, signs and symptoms, at-risk populations, prognoses, diagnostic and testing procedures, treatment protocols, support systems, and prevention. Be sure to address body structure and function, pharmacology, and body systems related to your chosen topic.

You will be graded according to how well you demonstrate the course competencies, which will be measured by the following criteria and requirements:

- Pronounce medical terms properly.
- Spell health care terms correctly.
- Apply medical terminology related to pharmacology or other treatment to a health topic.
- Apply medical terminology related to the structure and functions of the human body to a health topic.
- Apply medical terminology related to human body systems to a health topic.
- Apply medical terminology related to a specialized area of medicine to a health topic.

## Submission Requirements

- **Format:** Recording and PowerPoint slides with title page and reference page. Presentation should be of professional design.
- **References:** Include references in APA style and format.
- **Writing:** Create a presentation that is clearly written and generally free of grammatical errors.

**Note:** Your instructor may also use the [Writing Feedback Tool](#) to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

### Course Resources

[Using Kaltura](#)

## u09q1 - Unit 9 Cumulative Exam

This final exam is cumulative; it includes all topics studied during the course so far. It provides you with an opportunity to demonstrate your competency by meeting the following criteria:

- Spell medical terms correctly.
- Pronounce health care terms properly.
- Know word roots, prefixes, and suffixes.
- Analyze terms and abbreviations related to the structures and functions of the human body.
- Analyze terms and abbreviations related to body systems.
- Analyze terms and abbreviations related to pharmacology.
- Analyze terms and abbreviations related to specialized areas of medicine.
- Identify terms used in health information management.

Read the following instructions before taking the final exam:

- There is a time limit of three hours and 20 minutes for the exam, which allots two minutes per question; you may distribute the time as needed.
- You must take the exam in this unit.
- Because you are able to access and take the exam only once, do not access it until you are ready to complete it.
- Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

## Unit 10 >> Plurals, Abbreviations, Acronyms, Eponyms, Symbols, and Other Terminology

### Introduction

At the conclusion of this course, you should have a good foundation in medical terminology. However, there are many more terms in this extensive language beyond those covered here. Although the origin of most medical terms is Latin and Greek, in this final unit, you will learn about medical terms from other sources.

### Learning Activities

### u10s1 - Studies

## Readings

In your *The Language of Medicine* text, read the following:

- Appendix I, "Plurals," page 981.
- Appendix II, "Abbreviations, Acronyms, Eponyms, and Symbols," pages 982–993.

## Research

In the first discussion for this unit, you will report on medical terms you have not yet studied. Find the terms, as well as their definitions and pronunciations, while keeping a record of your sources. Search credible sources in addition to *The Language of Medicine* to find terms from the following categories:

- Medical term of French origin.
- Medical acronym (pronounced like a word) and abbreviation.
- Medical eponym.
- Medical slang.

### u10d1 - Other Medical Terms

Based on your research, write a post in which you list a term, its pronunciation, and a definition for each of the following categories (each category should have a different term. Do not try to use the same term for all categories):

- Medical term of French origin.
- Medical acronym (pronounced like a word) and abbreviation.
- Medical eponym.
- Medical slang.

Include APA-formatted references and citations to your sources, and use credible sources (not *Wikipedia*).

## Response Guidelines

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Provide a substantive reply in one or more of the following ways:

- Expand on the learner's post with additional insights and resources.
- Share what you found most informative about the post.
- Compare and contrast the post with your own.

[Undergraduate Discussion Participation Scoring Guide](#)

[Faculty Expectations](#)

[HIM4610 Library Guide](#)

## **u10d2 - Course Reflections**

Share what you learned in this course that you believe will be helpful in your future endeavors. Tell the class what you liked the most and what you liked the least in this course.

## **Response Guidelines**

Read the posts of your peers and respond according to the discussion response guidelines in the Faculty Expectations Message (linked in the Resources). Explain how the learner's participation in the course contributed to your own learning.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Faculty Expectations](#)