

HSC 105: Medical Terminology
Online

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

Insert Picture
 Here

Prerequisite/Co-Requisites: None

Course Description

This 45-hour course teaches medical terminology through the presentation of root words, prefixes and suffixes. Correct spelling and pronunciation of these terms is stressed throughout. Introduction to common medical abbreviations, symbols and body systems will also be presented.


Course Goal

Upon successful completion of this course, the student will learn about the basic structure of medical words, including: prefixes, suffixes, roots, combining forms and the formation of plurals, along with the use and definition of medical terms.


Required Text

Allan, D. & Basco, R (2019). *Medical Language for Modern Health Care*, 4e. New York, NY: McGraw-Hill Higher Education.

Student Learning Outcomes and Assessment Methods

<i>Learning Outcomes</i>	<i>Assessment Methods</i>
1. Foundations for Clinical Practice: <u>Anatomy & Physiology I.C. Cognitive (Knowledge)</u> <ul style="list-style-type: none"> Identify body systems (I.C.2) Describe body planes, directional terms, quadrants, and cavities (I.C.3) List major organs in each body system (I.C.4) Describe the normal function of each body system (I.C.5) Identify common pathology related to each body system (I.C.6) . Describe implications for treatment related to pathology (I.C.9) Compare body structure and function of the human body across the life span (I.C.10) 	As measured by: Weekly exams and assignments, Midterm & Final Exams, and Online discussion boards
2. Applied Communications: <u>Concepts of Effective Communication</u> <u>V.C. Cognitive (Knowledge)</u> <ul style="list-style-type: none"> Identify medical terms labeling the word parts (V.C.9) Define medical terms and abbreviations related to all body systems (V.C.10) 	As measured by: Weekly exams and assignments, Midterm & Final Exams, and Online discussion boards



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions. The assessment and grading of student performance in this course is based on the following activities.

Tests/Quizzes	20%
HW/WB Assignments	25%
Blackboard/Discussion Board Participation	15%
Mid Term Examination	20%
Final Examination	20%
Total	100%

This course is a core course for Medical Assisting majors. For Medical Assisting students, in order for he/she to earn a passing grade in this course, all students must successfully complete all of the psychomotor and affective competencies. Students must receive an average of 73% or above in the given course AND obtain an average score of 85% or above on all competency evaluations within the given course. Commission on Accreditation of Allied Health Education (CAAHEP) accreditation requires successful achievement of 100% of the MAERB Core Curriculum psychomotor and affective competencies in this course. **Failure to achieve a final grade of 73 (C) or better and/or failure to pass the competency skills identified within this course will result in the student being required to repeat the course.**

Comprehension and methods used for evaluation will be demonstrated in theoretical and clinical skill assignments, clinical testing, and final evaluations.

Goodwin University uses the following academic grading system:

Grade	Points	Grade	Points
A (93-100)	4.0	C (73-76)	2.0
A- (90-92)	3.7	C- (70-72)	1.7
B+ (87-89)	3.3	D+ (67-69)	1.3
B (83-86)	3.0	D (63-66)	1.0
B- (80-82)	2.7	D- (60-62)	0.7
C+ (77-79)	2.3	F (below 60)	0.0



Coursework Expectations

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. **Additional instructions and related scoring guides or rubrics are posted to Blackboard.**

Below are descriptions of the methods of assessment. Additional instructions and rubrics may be provided by your instructor and listed in Blackboard.

Blackboard



Discussion Board (15%): This course requires participation in the discussion board, a **minimum of three separate days**. The standards below will be used to evaluate the quality of your discussion posts.

Basically, each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the course objectives for the week. Posts like "I agree" or "Great post" are nice, goodwill posts, but they will not receive credit. Please review the following **quality** standards; use them as you formulate your responses:

High: Your contributions to each topic indicate your mastery of the materials assigned. Your responses integrate multiple views and present a seed for reflection for other participants. Your posts provide evidence that you are reading, comprehending, and giving thoughtful consideration to the assigned materials and other student postings. You know the facts and are able to analyze them and handle conceptual ideas.

Medium: Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. You make intelligent posts during the week, including some good critique of the course material, which demonstrates that you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but they may be just a bit off target in one area or another.

Low: You have meaningful interaction with other participants' postings. Posts that state "I agree" or "I disagree" include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers a lack of clarity and/or suggests a lack of comprehension.

Unsatisfactory: You will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0". That is, if you are not in the discussion, you do not earn any points.

In addition to the above quality standards (high, medium, low, and unsatisfactory), your discussion grade will be determined by your:

Frequency: You must post to each graded discussion a minimum of two days per session or unit of study. You must submit your first post of the first week of each session no later than Wednesday.

Quantity: In order to meet the quality requirements, a post will be at least a paragraph in length. You will find that some topics call for lengthier responses. A paragraph, contrary to popular opinion, can be anywhere from four to ten (or more) sentences in length.

Accuracy: Because this is a writing course, your posts must be free of spelling and grammatical errors. Please use the Spell Check provided by Blackboard.

A few helpful tips for Discussion:

- Post high-value posts; if your posts are less than high-value, you will need to post more frequently to get full credit.
- Post responses to other students, to answer my questions, and/or to ask questions. Use text references, web research, and life experiences that are relevant to our topics. Avoid writing just "I agree" without elaborating to explain why you agree or disagree with a statement.
- You do not have to answer all of my questions. Pick the ones that most interest you, ask a follow-up question, or respond to other student posts.

- Debate with your classmates! We don't all have to have the same spin on issues. Debates help us learn, especially when we maintain a healthy respect for others and a tolerance for opinions that differ from our own.
- Read the summary posts at the end of each week.

Quality posts include:

- Providing additional information to the discussion;
- Elaborating on previous comments from others;
- Presenting explanations of concepts or methods to help fellow students;
- Presenting reasons for or against a topic in a persuasive fashion;
- Sharing your own personal experiences that relate to the topic; and
- Providing a resource reference or URL to support comments
***This final bullet is especially important when you are attempting to prove a point, to persuade others to see your perspective, and/or make a claim. A word to the wise: be wary of online resources. The Internet is great for information sharing, but you must always be skeptical (use those critical thinking skills!) when researching a topic on the Internet.



Tests/Quizzes (20%): The purpose of the quizzes is to help you to see what you are learning and where you need more focus. You will complete quizzes that are based on assigned readings. The quizzes are "open-book", but answers may not be shared with others. ***Each quiz must be completed before the first class the week they are due.***



Homework/Weekly Assignments (25%): All assignments must be turned in no later than the last day of each assignment week (Sunday). Assignments will disappear after the assigned due date.



Midterm and Final Exams (40%): This course is delivered completely in an online format. Students are not required to go to campus for quizzes, or exams. All work is completed within the course shell in Blackboard.

Course Outline / Class Schedule*

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Class	Assignments & Activities
Week 1 & 2	Introduction Basic Word Structure Suffixes Prefixes Terms pertaining to the Body as a whole	Chapter 1 Chapter 2 Chapter 3 Chapter 4	Discussion Begin posting on or before Wed Assignments, quiz, and remaining posts Due Sunday
Week 3 & 4	Digestive System Urinary System Integumentary System	Chapter 5 Chapter 6 Chapter 15	Discussion Begin posting on or before Wed Assignments, quiz, and remaining posts Due Sunday
Week 5 & 6	Female Reproductive System Male Reproductive System Endocrine System	Chapter 7 Chapter 8 Chapter 17	Discussion Begin posting on or before Wed Assignments, quiz, and remaining posts Due Sunday
Week 7 & 8	Nervous system Sense Organs: They eye and ear Musculoskeletal System	Chapter 9 Chapter 16 Chapter 14	Discussion Begin posting on or before Wed Assignments, quiz, and remaining posts Due Sunday
Week 9	<i>Mid Term Exam</i>	No Discussion this week	Mid-term exam Due Sunday
Week 10 & 11	Cardiovascular System Blood Lymphatic System Respiratory System	Chapter 10 Chapter 11 Chapter 12 Chapter 13	Discussion Begin posting on or before Wed Assignments, quiz, and remaining posts Due Sunday
Week 12 & 13	Mental Health Geriatrics Cancer/Oncology	Chapter 18 Chapter 19 Chapter 20	Discussion Begin posting on or before Wed Assignments, quiz, and remaining posts Due Sunday
Week 14	Radiology/Nuclear Medicine Pharmacology <i>NOTE: this session is for only one week the assignments and quiz are due on Sunday</i>	Chapter 21 <i>No Discussion this week</i>	Assignments, and quiz Due Sunday

Homework Due Dates – All homework is to be completed on Blackboard - By 11:59pm on Sunday night

**This syllabus is subject to change at the discretion of the instructor.*



Class Policies



Attendance Policy: This course is delivered in a distance learning format. Students have the flexibility to complete required assignments in the week due according to the syllabus at a time convenient for them with the exception of class discussion. Most sessions will be two weeks in length. A **main post is required for each session by Wednesday of the first week and the second post on a different day on or before Wednesday of the second week.** The quizzes will be available during the second week of each unit and due by Sunday night of the second week.

Excused absences are:

- You or your child is sick as **documented by a doctor's note.**
- A death in the family that is **documented by a clergy member, funeral home, or death certificate.**
- A graduation in your immediate family (mother, father, son, daughter, brother, sister, husband, and/or wife) that is **documented with a graduation program or letter from the school.***
- You have a court date that cannot be changed **and you provide a copy of the summons.***

Extenuating circumstances at the discretion of the instructor.



Late Assignments: Late work poses a serious threat to a student's ability to keep up with the pace of the course.

Under extenuating circumstances that prevent students from completing assignments on the original due date, students may request an extension in which the work must be completed within one week of the scheduled due date. If a student's request is granted by the instructor, **a 10 point deduction will be assessed from the late assignment.** Any student needing a make up for an extenuating circumstance (emergency situation), documentation must be provided and the student **MUST:**

- Contact the instructor for an extension PRIOR to the due date of the assignment
- Have a valid reason for missing the due date (moving, vacation, needing more time to study, computer issues are NOT valid reasons).

Note: a computer crash is not a valid excuse. Be sure to back up your work in several places and budget your time according to the 11:59 PM deadline each Sunday.



Course Decorum: We will create a positive learning environment in this course. There is an expectation of respect and professionalism. The professional conduct policy includes, but is not limited to:

1. Attending each class session.
2. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
3. Being an attentive, engaged, and active participant in class activities and discussions.
4. Demonstrating respect for instructors, peers, and self and treating others in a professional manner.
5. Abiding by Goodwin's academic integrity policies.



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please ***check your Goodwin e-mail account regularly.*** There are no surprises in my classes. All changes and revisions are sent in a mass email to notify everyone. **Communication** is a vital element in your new profession, and this begins with communicating with me. I make every effort to answer all emails promptly.



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the university web site at and in the university catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.