

# Syllabus

## PHE-190: Medical Terminology

### Course Description

This online course will enable the student to speak, use, and understand commonly used terms in the field of medicine. This course is intended to enhance the understanding and use of the language of medicine by building, analyzing, defining, pronouncing, and spelling diagnostic terms that relate to the structure of the body systems, disease processes, laboratory tests, and clinical procedures commonly found in the health care setting.

Credit Hours: 3

Prerequisite Courses: N/A

Prerequisite Skills and Knowledge: N/A

---

### Course Outcomes

Upon successful completion of this course, students should be able to:

1. Explain the formation of medical words, using a word building approach.
  2. Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms.
  3. Classify major surgical, diagnostic, symptomatic, therapeutic, anatomical, physiological, and pathological terms and abbreviations.
  4. Recognize, pronounce, build and spell medical terms and abbreviations.
  5. Translate medical chart notes.
- 

### Course Topics

- Health Professions
  - Cancer Medicine
  - Introduction to Medical Terminology
  - Body Structure
  - Integumentary System
  - Respiratory System
  - Cardiovascular System
  - Blood, Lymphatic, and Immune Systems
  - Digestive System
  - Urinary System
  - Reproductive System
  - Endocrine System
  - Nervous System
  - Musculoskeletal System
  - Special Senses: The Eyes and Ears
-

# Major Course Resources

Cross, N. & McWay, D. (2020) *Stanfield's Essential Medical Terminology*. (5<sup>th</sup> ed.). Jones & Bartlett Learning.

---

## Workshop Resources

### Workshop One

- Bible (New International Version)
- Textbook: *Stanfield's Essential Medical Terminology*
- PowerPoint: [MedTermCh1](#)
- PowerPoint: [MedTermCh2](#)
- Website: [Downloading Zoom Apps](#)
- Website: [Signing into Zoom Apps](#)
- Website: [How Do I Host a Video Meeting?](#)
- Website: [Inviting Others to Join a Meeting](#)
- Website: [Scheduling Meetings](#)

### Workshop Two

- Bible (New International Version)
- Textbook: *Stanfield's Essential Medical Terminology*
- PowerPoint: [MedTermCh3](#)
- PowerPoint: [MedTermCh4](#)
- PowerPoint: [MedTermCh5](#)
- PowerPoint: [MedTermCh6](#)

### Workshop Three

- Bible (New International Version)
- Textbook: *Stanfield's Essential Medical Terminology*
- PowerPoint: [MedTermCh7](#)
- PowerPoint: [MedTermCh8](#)
- PowerPoint: [MedTermCh9](#)

### Workshop Four

- Bible (New International Version)
- Textbook: *Stanfield's Essential Medical Terminology*
- PowerPoint: [MedTermCh10](#)
- PowerPoint: [MedTermCh11](#)
- PowerPoint: [MedTermCh12](#)

### Workshop Five

- Bible (New International Version)
- Textbook: *Stanfield's Essential Medical Terminology*
- PowerPoint: [MedTermCh13](#)
- PowerPoint: [MedTermCh14](#)
- PowerPoint: [MedTermCh15](#)

- PowerPoint: [MedTermCh16](#)

## Workshop Six

- Bible (New International Version)
- Textbook: *Stanfield's Essential Medical Terminology*
- PowerPoint: [MedTermCh17](#)
- PowerPoint: [MedTermCh18](#)
- PowerPoint: [MedTermCh19](#)
- PowerPoint: [MedTermCh20](#)

## IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	90%–94.9%	900–949
B+	3.3	87%–89.9%	870–899
B	3.0	84%–86.9%	840–869
B-	2.7	80%–83.9%	800–839
C+	2.3	77%–79.9%	770–799
C	2.0	74%–76.9%	740–769
C-	1.7	70%–73.9%	700–739
D+	1.3	65%–69.9%	650–699
D	1.0	60%–64.9%	600–649
F	0.0	0%–59.9%	0–599

**Note:** In graduate-level courses, a grade of C- or below will require the course to be repeated.

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

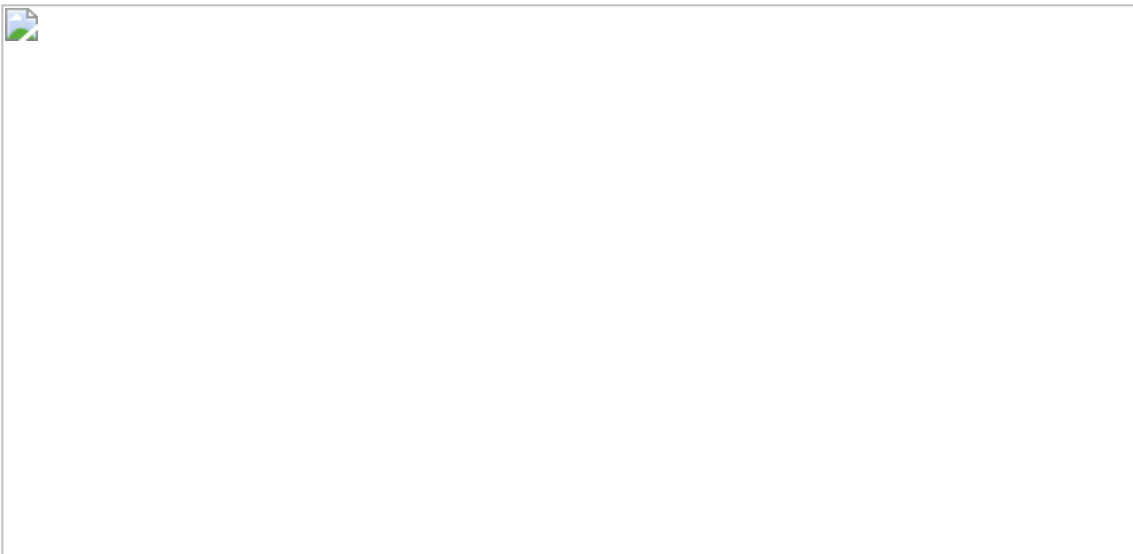
## Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

**Note:** In graduate-level courses, a grade of C- or below will require the course to be repeated.

## Grade Summary



## Workshop Overviews

### Workshop One Outcomes

Upon successful completion of this workshop, you will be able to:

- Discuss ways completion of this degree will benefit your service to others.
- Reflect on how loving God allows you to serve others.
- Evaluate your service to others currently.
- Discuss the role medical terminology will play in future careers.
- Explain the formation of medical words, using a word building approach.
- Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms.
- Recognize, pronounce, build and spell medical terms and abbreviations.

### Workshop One Outline

Title	Due Dates	Time	Points
1.1 Devotional: Love God, Serve People - My Service	Due by the end of the workshop.	2 hours	10
1.2 Discussion: Introductions	Due by the end of the workshop.	1 hour	10
1.3 Discussion: Reading - Chapters 1 and 2	Initial post due by the fourth day of the workshop. Responses due by the end of the workshop.	3 hours	20
1.4 Exercise: Vocabulary Practice- Foundational Word Segments	Due prior to taking the quiz.	2 hours	0
1.5 Exercise: Workshop One Checkpoint	Due prior to taking the quiz.	2 hour	0
1.6 Quiz 1: Foundational Word Segments	Due by the end of the workshop.	1 hour	25
Totals		<b>15 hours*</b>	<b>165</b>

<b>Title</b>	<b>Due Dates</b>	<b>Time</b>	<b>Points</b>
1.7 Assignment: Terminology Analysis 1	Due by the end of the workshop.	4 hours	100
<b>Totals</b>		<b>15 hours*</b>	<b>165</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Two Outcomes

Upon successful completion of this workshop, students will be able to:

- Discuss Jesus's servant spirit.
- Explain a person's sense of authority and the capacity to a servant life.
- Identify the role compassion plays in servanthood.
- Explain the formation of medical words, using a word-building approach.
- Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms.
- Classify major surgical, diagnostic, symptomatic, therapeutic, anatomical, physiological, and pathological terms and abbreviations.

## Workshop Two Outline

<b>Title</b>	<b>Due Dates</b>	<b>Time</b>	<b>Points</b>
2.1 Devotional: Love God, Serve Others: Jesus - God's Servant	Due by the end of the workshop.	2 hours	10
2.2 Discussion: Reading Chapters 3-6	Initial post due by the fourth day of the workshop. Responses due by the end of the workshop.	4 hours	20
2.3 Exercise: Vocabulary Practice 2 - Foundational Word Segments	Prior to taking the quiz.	2 hours	0
2.4 Exercise: Workshop Two Checkpoint	Prior to taking the quiz.	2 hours	0
2.5 Quiz: Root words, Med term, and Patient Care	Due by the end of the workshop.	1 hour	25
2.6 Assignment: Term Analysis 2	Due by the end of the workshop.	4 hours	100
<b>Totals</b>		<b>15 hours*</b>	<b>155</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Three Outcomes

Upon successful completion of this workshop, students will be able to:

- Reflect upon the gifts God has given you.
- Explain how your gift is used in service to others.
- Explain the formation of medical words, using a word-building approach.
- Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms.
- Classify major surgical, diagnostic, symptomatic, therapeutic, anatomical, physiological, and pathological terms and abbreviations.
- Recognize, pronounce, build and spell medical terms and abbreviations.

## Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Devotional: Love God, Serve Others - God's Gift	Due by the end of the workshop.	2 hours	10
3.2 Discussion: Readings - Chapter 7-9	Initial post due by the fourth day of the workshop. Responses due by the end of the workshop.	3 hours	20
3.3 Exercise: Vocabulary Practice 3 – Foundational Word Segments	Prior to taking the quiz.	2 hours	0
3.4 Exercise: Workshop Three Checkpoint	Prior to taking the quiz.	2 hours	0
3.5 Quiz: Foundational Word Segments	Due by the end of the workshop.	1 hour	25
3.6 Assignment: Terminology Analysis 3	Due by the end of the workshop.	5 hours	100
Totals		<b>15 hours*</b>	<b>155</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Four Outcomes

Upon successful completion of this workshop, students will be able to:

- Reflect on the scripture.
- Explain how idols stop you from loving God and prevent serving him.
- Discuss how prioritizing God improves serving others.
- Explain the formation of medical words, using a word-building approach.
- Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms
- Classify major surgical, diagnostic, symptomatic, therapeutic, anatomical, physiological, and pathological terms and abbreviations.
- Recognize, pronounce, build and spell medical terms and abbreviations.

## Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Devotional: Love God, Serve People - God's Love	Due by the end of the workshop.	2 hours	10
4.2 Discussion: Reading - Chapters 10-12	Initial post due by the fourth day of the workshop. Responses due by the end of the workshop.	3 hours	20
4.3 Exercise: Vocabulary Practice 4 - Foundational Word Segments	Prior to taking the quiz.	2 hours	0
4.4 Exercise: Workshop Four Checkpoint	Prior to taking the quiz.	2 hours	0
4.5 Quiz: Foundational Word Segments	Due by the end of the workshop.	1 hour	25
Totals		<b>16 hours*</b>	<b>155</b>

Title	Due Dates	Time	Points
4.6 Assignment: Term Analysis 4	Due by the end of the workshop.	6 hours	100
Totals		<b>16 hours*</b>	<b>155</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Five Outcomes

Upon successful completion of this workshop, students will be able to:

- Reflect on the scripture.
- Assess your service to others.
- Identify others to pray for.
- Explain the formation of medical words, using a word-building approach.
- Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms.
- Classify major surgical, diagnostic, symptomatic, therapeutic, anatomical, physiological, and pathological terms and abbreviations.
- Recognize, pronounce, build and spell medical terms and abbreviations.

## Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Devotional: Love God, Serve People - Suffering to Serving	Due by the end of the workshop.	2 hours	10
5.2 Discussion: Reading - Chapters 13-16	Initial post due by the fourth day of the workshop. Responses due by the end of the workshop.	5 hours	20
5.3 Vocabulary Practice 5 - Foundational Word Segments	Prior to taking the quiz.	2 hours	0
5.4 Exercise: Workshop Five Checkpoint	Prior to taking the quiz.	2 hours	0
5.5 Quiz: Foundational Word Segments	Due by the end of the workshop.	1 hour	25
5.6 Assignment: Terminology Analysis 5	Due by the end of the workshop.	5 hours	100
Totals		<b>17 hours*</b>	<b>155</b>

\*These times are only estimates. Actual completion times will vary.

## Workshop Six Outcomes

Upon successful completion of this workshop, students will be able to:

- Reflect on the scripture.
- Explain the joy in serving others.
- Give examples of service provided.
- Explain the formation of medical words, using a word-building approach.
- Describe and apply the basic principles of root words, suffixes, and prefixes of medical terms.



- Classify major surgical, diagnostic, symptomatic, therapeutic, anatomical, physiological, and pathological terms and abbreviations.
- Recognize, pronounce, build and spell medical terms and abbreviations.
- Translate medical chart notes.

## Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Devotional: Love God, Serve People - Joy of Serving	Due by the end of the workshop.	2 hours	10
6.2 Discussion: Reading - Chapters 17-20	Initial post due by the fourth day of the workshop. Responses due by the end of the workshop.	4 hours	20
6.3 Exercise: Vocabulary Practice 6 - Foundational Word Segments	Prior to taking the quiz.	2 hours	0
6.4 Exercise: Workshop Six Checkpoint	Prior to taking the quiz.	2 hours	0
6.5 Quiz: Musculoskeletal System, Sight and Sound, Endocrine System, and Cancer	Due by the end of the workshop.	1 hour	25
6.6 Assignment: Terminology Analysis 6	Due by the end of the workshop.	4 hours	160
<b>End of Course Survey</b>	Due by the end of the workshop.	<b>30 minutes</b>	10 Extra Credit
Totals		<b>15.5 hours*</b>	<b>215</b>

\*These times are only estimates. Actual completion times will vary.

## Outline Totals

Total Time	Total Points
93 hours*	1,000

\* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

## Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

## Expectations, Policies, and Important Student Information

School/Division	Link

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>