



BIO150 Medical Terminology

(3 credit hours)

Course Syllabus

Course Description

This course includes a comprehensive study of the basic structure of medical terminology that is necessary to work in healthcare. Spelling is emphasized as the student develops a professional vocabulary.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Evaluate and apply the foundation of medical terminology in various assessments, of which includes component parts, basic combining forms, suffixes, and prefixes.
2. Identify basic medical terminology of the digestive system, urinary system, reproductive system, nervous system, cardiovascular system, respiratory system, lymphatic and immune system, musculoskeletal system, endocrine system, integumentary system, of the eye and ear, and in oncology.
3. Accurately identify and spell diagnoses, acceptable abbreviations, diagnostic procedures, laboratory tests, and treatment procedures common to each of the body systems.
4. Assess the importance of complete, thorough knowledge of medical terminology and the available sources while working in the industry.
5. Incorporate and apply the use of medical terminology in medical reports.

Prerequisites/Corequisites

NAT 150: Introduction to Anatomy & Physiology

Required Textbook(s) and Resources

The course technology fee includes student access to McGraw-Hill Campus and an ebook version of your textbook. The fee will be charged to your account during the add/drop period.

An optional, highly discounted loose-leafed paper copy of the textbook is available for purchase in the Tiffin University bookstore. This is a special arrangement with TU and the discounted loose-leaf paper copy may not be available at the same rate from outside vendors.

Allan, D., Basco, R., & Lockyer, K. (2020). Essentials of Medical Language. (4th ed.). New York, NY: McGraw-Hill. ISBN: 9781260986471

Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Additionally, you will need a library barcode to conduct research through the University library and access any library resources provided in the course. If you do not already have a barcode, please request one by clicking on the following link:

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. LearnSmart Chapters or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assessments/project and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Each week is broken down into specific learning activities: textbook reading, lecture presentations, SmartBook questions, discussion forums, assessments (Weeks 1-7) and a final project submission (Week 6). The course is designed for you to learn the basis of medical terminology-the language of medicine. These assignments are designed to enrich your medical knowledge and prepare you for your future career.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	20	20	20	20	20	20	20	140
SmartBook	50	75	50	75	50	50	50	400
Course Project	n/a	n/a	n/a	n/a	n/a	85	n/a	85
Assessment	50	50	50	50	50	50	50	350
Practice Game/Written Assignment	n/a	n/a	10	n/a	15	n/a	n/a	25
Total	120	145	130	145	135	205	120	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Class Intro Post
Week 1: The Anatomy of Medical Terms The Body as a Whole	<input type="checkbox"/> WED: Initial Forum Post <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 1 and 2 <input type="checkbox"/> SUN: Week 1 Assessment
Week 2: Urinary System Male Reproductive System Female Reproductive System	<input type="checkbox"/> WED: Initial Forum Post <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 13,14 and 15 <input type="checkbox"/> SUN: Week 2 Assessment
Week 3: Cardiovascular System and Circulatory Systems The Blood, Lymphatic and Immune Systems	<input type="checkbox"/> WED: Initial Forum Post <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 6 and 7 <input type="checkbox"/> SUN: Week 3 Assessment <input type="checkbox"/> SUN: Learning Game
Week 4: Integumentary System Musculoskeletal System Muscles and Tendons	<input type="checkbox"/> WED: Initial Forum Post <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 3, 4 and 5 <input type="checkbox"/> SUN: Week 4 Assessment
Week 5:	<input type="checkbox"/> WED: Initial Forum Post

Respiratory System Endocrine System	<input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 8 and 12 <input type="checkbox"/> SUN: Week 5 Assessment <input type="checkbox"/> SUN: Week 5 Written Assessment
Week 6: Digestive System Infancy to Old Age	<input type="checkbox"/> WED: Initial Forum Post <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 9 and 16 <input type="checkbox"/> SUN: Course Project <input type="checkbox"/> SUN: Week 6 Assessment
Week 7: Nervous System and Mental Health Special Senses of the Eye and Ear	<input type="checkbox"/> WED: Initial Forum Post <input type="checkbox"/> SAT: Forum Responses <input type="checkbox"/> SAT: SmartBook Assignment Chapters 10 and 11 <input type="checkbox"/> SUN: Week 7 Assessment

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.

- Submit all work on time and in the specified format (e.g. APA format for citations).
- Utilize and incorporate instructor provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.