

Medical Terminology – Biol 1050

Fall 2013

Course Information

Independent Study: Biol 1050 51

Instructor availability specific for this course: T/Th 8:30– 10:00 am

Credit Hours: 3.0 – 3 hours of contact time per week

Instructor Information

Coventry Dougherty-Woodin

Office: Douglas Campus; Room 7B

Office phone: 307.358.5622

Email: coventry.dougherty@ewc.wy.edu

Office Hours: M/W 8:30 – 9:30 am, T/Th 2:30 – 4:00 pm or by appointment

Course Content Information

Catalog Description:

This course provides instruction in the structure of medical language, introducing commonly used word roots, prefixes, suffixes, and the terms formed from these word parts. Many additional terms not built from word parts will also be included. The course is recommended for students planning on entering medical fields as well as those in medical fields who wish to upgrade their present knowledge.

Course Objectives: At the completion of this course, the student should be able to:

1. Define, spell and pronounce basic medical word roots, prefixes, and suffixes.
2. Analyze common medical terms by dividing them into component parts.
3. Define, pronounce, and spell the common medical terms related to each body system.
4. Demonstrate the use of the common medical terms related to each body system.
5. Identify and describe anatomical and clinical divisions of the body.
6. Explain an example of a common pathologic condition for each of the major systems.

Introduction & Rationale:

This course will provide the student interested in working in health care or health-related field (such as medical transcription or medical office work), or to fulfill a requirement needed for application to a health profession school such as physician assistant, medicine, dentistry, optometry or other related field. This course may also serve as an introduction to the language of medicine for those interested in ancient language or the derivation of language in modern health care. Also, students interested in health care administration who need a basic understanding of medical language, would find this course particularly beneficial. The course will be taught with an emphasis on foundational word structure construction and then building on this edifice, a systems based approach will follow until the student will have the skills, and knowledge to derive meaning from most all common terms used in the medical profession and/or the ability to derive meaning from an unknown word due to knowledge of root and combining form basics.

Resources:

Required Textbook:

Lecture Textbook: Essentials of Medical Language; Allen & Lockyer, 2nd Ed.
ISBN: 9780073374611

Connect Plus for Essentials of Medical Language: http://connect.mcgraw-hill.com/class/c_doughertywoodin_40_f13_1

Additional Resources:

I often find that just reading the text and actively participating in lecture and lab are not enough for me to grasp a new concept. With this in mind, I am providing some web resources that have been useful to me throughout my academic career in Anatomy and Physiology!

Your textbooks' website: www.mhhe.com/AllanEss2e

ConnectPlus: http://connect.mcgraw-hill.com/class/c_doughertywoodin_51_s13

A biological dictionary: <http://www.biology-online.org/dictionary>

Study tips: <http://abacus.bates.edu/~ganderso/biology/resources/studytips.html>

SmarThinking: This is an online resource that connects students with professional educators.

This resource has online tutoring, writing services, and homework help. Tutors are available up to 24 hours a day, 7 days a week in a variety of subjects. This service is free to all EWC students and can be accessed through LancerNet

LancerNet: http://prod.campuscruiser.com/PageServlet?pg=home_welcome&cx=22.327

Course Requirements and Expectations

Grading Policy:

Unless otherwise stated, grades will be posted on LancerNet within one full week of the assignment due date. Points are earned as follows:

| ITEM | POINTS POSSIBLE |
|---------------------------------------|-----------------|
| Mission Activities: 30 @ 10 pts | 300 |
| Case Report Challenges: 15 @ 15 pts | 225 |
| Pronunciation Challenges: 15 @ 10 pts | 150 |
| RAM Proficiencies: 13 @ 20 pts | 260 |
| Quest Proficiencies: 4 @ 100 pts | 400 |
| Course Proficiency: 1 @ 150 pts | 150 |
| Level Up Opportunities: TBD | |
| Total Possible Points | 1485 |

Your grade will then be determined according to the following scale:

1485- 1337 points (100 – 90%) = Master Medical Terminologist (A)

1336 - 1188 points (89 – 80%) = Level 3 Medical Terminologist (B)

1187 - 1039 points (79 – 70%) = Level 2 Medical Terminologist (C)

1038 - 891 points (69 – 60%) = Level 1 Medical Terminologist (D)

0000 - 890 points (0 – 59%) = Newbie (F)

What to Expect From:

Course Work & Preparation Time:

This may be your first college science course. As such, you may have some preconceived

notions. “Science is hard!” “I feel like I am learning a new language.” Both of these statements are true; however, you can master this course as well as any other course through your amount of effort. A general guideline for estimating study time, particularly in science courses, is two to three hours of preparation for each lecture/hour. This translates to 45 lecture/hours and 90 to 135 hours of preparation/study. Successful students (C or better) spend roughly eight to 12 hours per week **ACTIVELY** preparing for this course. What does **ACTIVELY** mean? This is a great question. **ACTIVELY** means: 1. reading the assigned text (underlining/highlighting important sections, maintaining a list of unfamiliar words, making outlines or concept maps, making connections between assigned readings and previously studied topics); 2. participation (note taking, asking/answering questions, participation in discussion, asking for clarification of concepts); 3. memorizing/analyzing/integrating terms and concepts in your individual study time (drawing pictures, devising clever memory hooks, verbally reciting concepts, working sample problems, etc.). You may think that you are not cut out for learning medical terminology. This is nonsense! You can all successfully navigate this course, and I will do everything I can to help!

This may also be your first experience participating in a class using an online setting. You may have some preconceived notions regarding this as well. However, it is as imperative as it would be if you were attending lecture and lab on campus that you keep up with the material. Yes, you are working at your own pace, but do not let this turn you into a procrastinator. You will fall behind quickly if you "put off until tomorrow what you can do today". You need to set time aside to focus, participate & study to succeed in this course. Doing so will eliminate undue stress!

Attendance:

Regular attendance and steady progress are essential to success in this course. Keep in mind that you are expected to spend *at least* 3 hours per week on this class; however, this will be done on your own schedule since this course is online. Some of you may need to spend more time than this to “grasp” the material. If you were taking this class on campus, you would be coming to class 3 hours per week for lecture. You do need to adhere to due dates for proficiencies, RAMs and assignments, so log in frequently to keep up to date.

While You Are Studying (WYAS):

Think of WYAS as a study guide. It does **NOT** need to be turned in to me, so it is at your discretion as to whether or not you choose to use it. Quite simply, it is meant to give you guidance and direction for concepts you grasp vs. those you do not, i.e., "Did you get it"? You should be able to answer each of the questions after completing the chapters.

Quests and Missions:

This course is divided into four different quests. Each quest is comprised of a number of different missions designed to enhance your learning of the particular chapters within the quest. Missions will consist of both mandatory and optional activities for you to complete to help retain and maintain the information necessary to successfully navigate this course.

Retain And Maintain (RAM) Proficiencies:

Each week, you will be given a small proficiency to test your retention of the material from the

previous week. This policy of having small proficiencies each week is intended for you to keep up your progress over the semester, and hopefully will ease your stress a bit by putting less pressure on you to excel on only Quest and Course proficiencies. Some of the RAM questions will be multiple choice, some will be activities. RAMs are intended to encourage you to keep up with the material (maintain) and to encourage study techniques that will make you successful in this class and beyond (retain). **Your grade will be based on the best 13 out of 15 RAMs collected.** Because your two lowest scores will be dropped, **RAMs cannot be made up.** Each RAM is worth 20 points, for a total of 260 points.

Quest Proficiencies:

There will be four Quest Proficiencies in this course. These proficiencies are listed in the "Tentative Lecture Schedule". Make note of these dates and times so you can adequately prepare. These proficiencies must be completed within the allotted time. The proficiencies will have questions based on the posted notes & the text. There will be a variety of question types including: multiple choice, matching, fill-in-the-blank and essay. Some questions will be rather straightforward in an effort to test your knowledge of the terminology, while others will require you to apply the concepts or solve problems based on the information you have learned. There will be practice quizzes and other resources available from the textbook publisher's website: www.mhhe.com/AllanEss2e. These are great practice as you prepare for your proficiencies. I will also try to make other links available to provide additional information to help you study.

Course Proficiency:

The course proficiency is comprehensive (all previous chapters). It is worth 150 points. I would also suggest that you do not discard of your notes, study guides, etc. until you have taken this proficiency.

Proficiency Make-up Policy:

Each proficiency takes hours to craft, balancing simple questions with more challenging problems. A make-up requires that a new proficiency be created, one completely equal, but totally different than the one your classmates received. If you should miss one of the scheduled proficiency, be aware that I rarely schedule make-up proficiency. To qualify for a make-up proficiency, you have been: hospitalized, have a doctor's written documentation for an illness that **you** personally suffer, or there is a death of an immediate family member. In addition, you **must** contact me within 24h of the proficiency (preferably before, not after), or you will not be able to make up the proficiency. If it is decided that you can take a make-up proficiency, that proficiency must be taken prior to the results of that proficiency are returned to the general class. If this does not occur, you must make up the proficiency during finals week. While a reliable internet connection is vital for success in this course, it is especially important that you have a reliable internet connection during RAM & proficiency time. You may want to take your proficiencies at your local Outreach center to ensure uninterrupted internet service. Should your internet connection fail you during proficiency time, you will not be allowed to finish or make up the proficiency. **In the event of a complete EWC server failure, please notify me via email immediately. Except in extenuating circumstances, no provisions will be made for the final proficiency.**

Late Assignments & Extra Credit:

All assignments are due on their assigned dates and times. **Late assignments will not be accepted.** There is absolutely **NO** extra credit offered in this course. If you have time to do extra credit, you have time to study. I do however, offer bonus points on assignments. In these cases, your performance is well beyond expectations! There will be Level Up Opportunities as well. For many folks, these two categories of points have increased their grade by one full letter!

Withdrawal Policy:

You may withdraw from the course with a grade of "W" (withdrawal); however, the decision must be made and the procedure accomplished ON OR BEFORE the College's official last day to drop classes (Nov 26, 2013). If the procedure is not completed before this day, you will receive a grade of "F". This is your responsibility.

After the College's official last day to drop classes, you cannot receive a "W" (withdrawal) for the course, except for very extenuating circumstances (serious illness, hospitalization, etc.).

Exceptions that do not count as an absence:

1. Prolonged illness (hospital, etc.)
2. Death in immediate family
3. School activities and trips (team sports, class field trips, etc.). The student must tell the instructor before the absence.

NOTE: ** The instructor reserves the right to verify extenuating circumstances.

Academic Integrity and Class Conduct:

I consider the act of Academic Dishonesty to be unethical behavior! Academic dishonesty (examples include, but are not limited to: cheating, plagiarism, copying from your neighbor, taking quizzes/proficiencies in any way but yourself, etc.) will not be tolerated in any form. What constitutes cheating and plagiarism? Another great question! Cheating includes using your textbook, notes, internet resources, sharing answers, having someone else do your work, working together on individual assignments, etc. while completing RAMs, Proficiencies and assignments unless otherwise indicated. The act of plagiarism is committed when one copies or uses ideas of another individual without giving that individual proper credit. This does include copying work from other students, copying and pasting information from the internet or taking information directly from your text or lecture notes. If your work is not in your own words, consider it plagiarism! It is not fair to your classmates, to me, or ultimately to you. Any student who is caught in any of these acts will receive an "F" for this course.

Students shall complete all assigned course work individually unless otherwise indicated. In addition, the instructor may refer the student to the appropriate EWC official for further discipline.

Student Expectations:

1. You are expected to spend a minimum of 3 hours per week on this course.
2. You are expected to complete activities, RAMs, and proficiencies by the designated due dates.

3. You are expected to read the text book, notes and other materials supplied for the course.
4. You are expected to seek additional help as needed. Contact your instructor, a tutor, or a peer study group to get extra help. Do not wait until it is too late! If you cannot see/contact me during my office hours, schedule an appointment. For lab assignments, **DO NOT** submit any version of the answer, '**I don't understand**'. To me, this suggests that you are not interested in the learning process. Instead, contact me immediately, and I will do everything I can to help you work through the problem.
5. You are expected to respect the ideas of others and exhibit proper online etiquette.
6. You are expected to include the course number (Biol 1050) in the subject line of any email correspondence you send to your instructor.
7. You are expected to include your name and the course number on any assignments or attachments that you submit. These assignments and attachments often get separated from your email, so make sure your name is on the assignment or attachment! **I deduct two points for failure to include your name!** You also need to keep a copy of the assignments you submit until you have received your final grade in the course... because things can disappear due to the "gremlins" that exist in cyberspace.
8. It is expected that you know how to communicate with others in writing. This means using proper English, using complete sentences with proper punctuation, no texting-type of abbreviations, and the correct spelling of words. Proof-read your work. **Failure to do so will result in deductions of 0.5 points per infraction with a maximum deduction per assignment of 15 points!**

Disclaimer:

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of class. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in course content or instructional technique without notice or obligation.

General Education Requirements:

The following are the General Education Requirements for all graduates of EWC:

Communication Skills: Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.

Analytical and Quantitative Reasoning: Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.

Technology Skills: Graduates will be able to demonstrate competence using technology appropriate to their disciplines.

Social Awareness: Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.

Information Literacy: Graduates will be able to locate, evaluate and use information effectively.

Americans With Disabilities:

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact Debbie Ochsner (532-8238) or Mr. Stuart Nelson (532-8330) as soon as possible so that arrangements may be made.

Tentative Schedule – Spring 2013

| Week | Dates | Lecture Topic | Assigned Chapter | RAM & Dates |
|--|-----------------|--|------------------|----------------------|
| 1 | Aug 27 – Sept 1 | The Anatomy of Word Construction | 1 | Practice RAM: Sept 3 |
| 2 | Sept 2-8 | The Body as a Whole | 2 | CH 1 & 2: Sept 9 |
| 3 | Sept 9-15 | The Integumentary System | 3 | CH 3: Sept 16 |
| 4 | Sept 16-22 | The Skeletal System | 4 | CH 4: Sept 20 |
| Quest 1 Proficiency: Chapters 1-4 Available: Monday 23- Sept 8:00 am – 11:55 pm | | | | |
| 5 | Sept 23-29 | Muscles and Tendons | 5 | CH 5: Sept 30 |
| 6 | Sept 30-Oct 6 | Cardiovascular and Circulatory Systems | 6 | CH 6: Oct 7 |
| 7 | Oct 6-13 | Blood, Lymphatic, and Immune Systems | 7 | CH 7: Oct 14 |
| 8 | Oct 14-20 | The Respiratory System | 8 | CH 8: Oct 18 |
| Quest 2 Proficiency: Chapters 5-8 Available: Monday 21-Oct 8:00 am – 11:55 pm | | | | |
| 9 | Oct 21-27 | The Digestive System | 9 | CH 9: Oct 28 |
| 10 | Oct 28-Nov 3 | The Nervous System and Mental Health | 10 | CH 10: Nov 4 |
| 11 | Nov 4-10 | Special Senses of the Eye and Ear | 11 | CH 11: Nov 11 |
| 12 | Nov 11-17 | The Endocrine System | 12 | CH 12: Nov 15 |
| Quest 3 Proficiency: Chapters 9-12 Available: Monday 18-Nov 8:00 am – 11:55 pm | | | | |
| 13 | Nov 18-24 | The Urinary System | 13 | CH 13: Nov 25 |
| 14 | Nov 25-Dec 1 | The Male Reproductive System | 14 | CH 14: Dec 2 |
| 15 | Dec 2-8 | The Female Reproductive System | 15 | CH 15: Dec 6 |
| Quest 4 Proficiency: Chapters 13-15 Available: Monday 09-Dec 8:00 am – 11:55 pm | | | | |
| Course Proficiency: Comprehensive Available: Wednesday 11-Dec 8:00 am – 11:55 pm | | | | |