CASPER COLLEGE COURSE SYLLABUS

Division of Health Sciences

HLTK 1200-N1/N2: MEDICAL TERMINOLOGY (ONLINE)

SEMESTER/YEAR: Fall 2006

LECTURE HOURS: 3  LAB HOURS: None  CREDIT HOURS: 3

INSTRUCTOR:  JOSH HAMILTON, MS, RN-C, FNP-C
Certified Nurse Practitioner ~ Nurse Educator

INSTRUCTOR’S CONTACT INFORMATION: Both email & voicemail will be checked (and answered) daily.

PHONE: 307-268-2252
LOCATION: Casper College, 125 College Drive, Casper, WY 82601; Saunders Health Science Center, Office #228.

EMAIL: Use the email option in WebCT for ALL email communication. The instructor will respond within 48 hours (under normal circumstances).

OFFICE HOURS: As posted on the WebCT course homepage.

COURSE DESCRIPTION: This course is designed to introduce the student to medical vocabulary and terminology. The use of abbreviations, suffixes, prefixes, and combining forms is stressed to provide the student with a working knowledge of medical terms.

PREREQUISITES: None.

GOAL: The student will demonstrate basic knowledge, usage, and spelling of common medical terms.

OUTCOMES: Upon successful completion of the course, the student should be able to:
1) define the anatomical terms associated with each body system;
2) identify and define word parts for assigned medical terminology;
3) build, define, spell, and analyze the related diagnostic, surgical, and procedural terms for each assigned unit;
4) list and describe with major diseases and disorders of each body system under study.

METHODOLOGY: This course is designed for the self-directed learner; it is delivered by internet through WebCT. In order to participate, the student must have access to the internet and to a compatible internet browser such as Microsoft Internet Explorer® or Netscape Navigator®. It is also helpful for the student to have a basic working knowledge of computer operations and to be familiar with internet navigation and the use of email. For more information regarding course technical requirements, see the Casper College Distance Education website. Attendance at the optional student distance education orientations offered at the beginning of each semester is also strongly recommended.

Students need to work independently through reading and learning exercises in order to understand the material, complete assignments within the prescribed timeframes, and complete the examinations during the scheduled dates. Contrary to popular thinking, internet courses are not “easier” than campus-based courses. The student is expected to exhibit a high level of responsibility, dedication, and self-discipline in order to succeed in the course. The student should expect to spend at least as much time studying and preparing for this course as s/he would for a traditional class presented in the classroom.
Tips for student success include:

- Checking the course at least 3 times per week.
- Reading each assigned chapter, paying close attention to each chapter's objectives and key medical terms. These will be important in testing.
- Completing chapter exercises and review activities. These do not have to be turned in; however, if you have questions, please contact the instructor. The only “dumb” question is the one not asked! The answers for textbook exercises and reviews are available on WebCT by clicking the “Chapter Exercise Answers” link on the course homepage.
- Using the flash cards and other learning resources (such as the CD-ROM that is included with the textbook) to give yourself practice.
- Calling, emailing, or making an appointment with the instructor to seek additional assistance (if needed).
- Posting an original comment (and reply) for each threaded discussion (see guidelines under “Evaluation Criteria” below).
- Participating in all online course activities, including responding to threaded discussions and submitting all assignments on time.
- Submitting all attachments for grading in rich text (.rtf) or MS-Word (.doc) formats ONLY.
- Backing up every piece of completed work on diskette and making a hard copy. In the event of computer difficulties, the student is responsible for solving his/her own technical problems. Students may contact the Distance Education Department at Casper College for assistance if needed (307-268-2250). Heavy internet use occurs during the evening hours of 8-10 p.m. The student may wish to consider logging into the class during other times (if possible).
- Taking responsibility for problem-solving course issues: Computers DO crash. This is NOT a legitimate excuse to miss an assignment or exam. In the event of hardware/software problems, it is the student’s responsibility to access the course from another computer. This can be done from any of the computer labs on the Casper College campus, using the public library, or requesting to use a friend’s computer, etc.

Available Computer Labs at Casper College:

- Casper College Goodstein Library
- Thorson Business Building
- Administration Building
- Saunders Health Science Center, Multimedia Center
- Wold Physical Science Center

EVALUATION CRITERIA: The course is organized into four (4) units, comprised of a total of eight (8) modules. Each unit spans approximately 4 calendar weeks. Please refer to the “Calendar” and “Course Schedule” icons in WebCT for specific assignment due dates for the current semester.

For each unit, it is possible to earn up to 300 points by completing the following assignments:

- “Hot Button” (research-based) Discussion = 30 points
- Case-Based Discussion = 20 points
- “Word surgery” Assignment = 50 points
- Module Exams (2) = 200 points

Discussion Guidelines: In order to obtain credit, responses to the assignments or questions must be posted in a timely manner. This is particularly important because it affords student peers time to read postings and
formulate responses. Postings must indicate that the student has read and has a grasp of the assigned materials. Those postings which reflect a poor working knowledge of the subject will not be accepted. Student responses to peers must provide some evidence of reflection and critical thinking. For instance, replying, “Yes, I agree with you” is inadequate. Grammar and spelling are particularly important in healthcare, and postings will be graded accordingly.

“Hot Button” (Research-Based) Discussions: Each unit will open with an interactive asynchronous discussion that focuses on a relevant healthcare or health policy issue. In most cases, several topics will be listed. The student is expected to choose a topic of interest and to conduct and summarize related research (i.e. internet searches, journal reviews, media coverage, etc.) in the discussion area. It is permissible to state personal opinions and to pose related questions to classmates. Feel free to disagree with and/or to support one another. This is a learning tool; however, this class is meant to be a safe, enjoyable place. Please use “netiquette” appropriately. Students should review postings throughout the discussion, responding to peers and offering additional thoughts. Research-based discussions are graded according to the following rubric:

- **5 points**: Original posting at least 2 days before discussion closes.
- **10 points**: Student posting contains thoughtful, substantive ideas concerning the assignment; is related to course content.
- **5 points**: Posting contains a correctly-cited outside reference (APA or MLA format).
- **5 points**: Response to peer(s) clearly indicates a relative position (e.g. agreeing, disagreeing, adding, modifying, extending, or questioning); may link the response to course content or add an example from the student’s own experience.
- **5 points**: Student cites, defines, and “dissects” at least 2 medical terms from the related literature (see example format below).

Hot Button discussions open on Monday during the first week of the unit. Discussion ends at midnight on Sunday of the third week of each unit. Late postings are not accepted for credit. See the course calendar for more information.

**Case-Based Discussions**: During the third week of each unit, several case studies will be posted in the discussion area. Students are randomly assigned to complete selected cases according to the first letter of their last names. To complete this assignment, it is necessary to carefully review the case study, following any additional instructions included with the case. Several questions appear at the end of the report. Students should be prepared to post answers to these questions on Saturday of that week. To promote equal participation and lively discussion, answers must be posted on Saturday between 5 a.m. and midnight ONLY. If the student is unable to post during the designated time, the instructor should be consulted prior to the posting due date. Submissions must be posted in the correct discussion folder. They must also be clearly labeled with the student’s name in the subject line (e.g. “JOSH’S UNIT 1 CASE STUDY”).

When all students’ case study responses have been posted, a week-long discussion will afford students an opportunity for peer review and to provide feedback, clarification and interaction about the case studies. It is permissible to review any/all cases for a given unit and to provide feedback for any student peer. Case-based discussions are graded according to the following rubric:

- **3 points**: Case study response posted on deadline (Saturday).
- **2 points**: Response is clearly labeled and posted in correct folder.
- **10 points**: Student case presentation demonstrates thorough analysis, is concise but complete, and is reasonably accurate.
- **5 points**: Student provides feedback and/or contributes to further substantive discussion prior to the close of the discussion period.
**Note:** Posting responses to threaded discussions is most efficiently accomplished by first composing the response in a word processing program. Then, it is possible to “cut-and-paste” the posting into the threaded discussion area in WebCT. In this way, the student will be able to edit, spell-check, and review his/her writing. If the internet connection is lost during this time, the posting will remain unchanged in the word processing program, and it will not be necessary to re-compose all work again.

**Word Surgery Assignments:** There are four (4) “Word Surgery” assignments. These activities are similar to those presented in the textbook. Students can access these assignments during the first week of each unit. The instructor will present 5 medical terms from the current unit of study. The terms may not all come directly from the textbook. Use prior chapters to aid in determining prefixes, combining forms, and suffixes. Use of a medical dictionary and/or accessing the online terminology resources will also be helpful.

Please use the following format for Word Surgery assignments:

1. Provide the term definition.
2. Identify and define the prefix/combining form (or word root)/suffix for each term (as applicable. Please provide the most basic Latin or Greek root as indicated in your dictionary.
3. Use the example word dissection (below) as a model.

Responses may be prepared as word processing documents, or they can be typed directly into the box on the assignment page in WebCT. Be sure to check the “Word Surgery Answers” icon on the course homepage after the assignment due date for feedback from the instructor. **Word Surgery assignments are due on Sunday of the 4th week of each unit at midnight. Points will be deducted for each day an assignment is late. Work will not be accepted if more than one week late.**

Each Word Surgery assignment is worth 50 points, as indicated in the example below.

**EXAMPLE TERM DISSECTION:** Please use the following format for all term dissections, including those required for discussions and Word Surgery assignments.

**Dementia:** A slowly progressive decline in mental abilities, such as memory, thinking, and judgment.

(term definition, 1 point)

de/ment/ia (term dissection, 3 points)

(p) (wr) (s) (word part identification, 3 points)

(p) de-: down, lack, from, not, removal

(cf) ment/o: mind, chin (word part definitions, 3 points)

(s) -ia: abnormal condition, disease

**Examinations:** A total of eight (8) closed-book module exams will be administered online. These assessments will have a time limit for completion, and each exam will be open ONLY during the dates specified on the course calendar. A final spelling and comprehensive exam will be administered near the end of the semester (worth 25 and 175 points, respectively).

**STUDENTS WILL NOT BE ALLOWED TO MAKE-UP EXAMS.** Extended illnesses or family emergencies will be considered on an individual basis (with healthcare provider’s excuse), and the student MUST notify the instructor prior to the exam which will be missed.

**Grading Scale for Unit Exams:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>B</td>
<td>83-90</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
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</tbody>
</table>
**Final Grading Scale:**
- A = 1274-1400
- B = 1162-1273
- C = 1050-1161
- D = 980-1049
- F = 0-979

**Final Course Grade:**
Assignments and examinations are weighted as follows:
- Hot Button Discussions (4) = 120 points
- Case-Based Discussions (4) = 80 points
- Word Surgery Assignments (4) = 200 points
- Module exams (8) = 800 points
- Comprehensive exam = 175 points
- Comprehensive spelling test = 25 points

TOTAL OF 1400 POINTS

**REQUIRED TEXT, READING, MATERIALS:**

Recommended textbook(s): Any medical dictionary, including those available through the Casper College Bookstore (and local area bookstores). The instructor recommends the following titles:
- *Stedman’s Concise Medical Dictionary for the Health Professions*
- *Taber’s Cyclopedic Medical Dictionary*
- *Mosby’s Medical and Nursing Dictionary*
- *Mosby’s Pocket Dictionary of Medicine*
- *Dorland’s Illustrated Medical Dictionary*

**MISCELLANEOUS POLICIES:**
Last date to withdraw or change to audit status: Friday, October 27th, 2006, 5:00 p.m.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Conduct: There is an expectation that students will conduct themselves in a civil and respectful manner during class sessions and in individual interactions with their instructors and peers. In situations that would normally necessitate the instructor’s request that the student leave a campus-based classroom for disruptive behavior, the instructor reserves the right to deny the student’s access to the course. Direct contact between the student, instructor, and/or department administrator may be necessary in order for the student to regain access to the online class.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command, starting with the department head, then the division chair, and lastly the vice president for academic affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see the instructor at your earliest convenience (and prior to the first scheduled examination).
Course Schedule: Please refer to the “Calendar” and “Course Schedule” icons (on the course homepage) for a tentative course schedule which is subject to change during the semester. All deviations from the schedule will be announced on the course homepage.