

Course Syllabus

HIM 2360: Medical Terminology

Instructor Contact Information

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Meet Your Instructor

My name is Melissa Walston-Sanchez and I will be your instructor for this Medical Terminology course. This is my ninth year of teaching at Texas State. I'm a proud Bobcat with both of my degrees coming from Texas State University.

I have worked in Health Information Management as a department supervisor and coder, but my favorite job has been as an instructor. I love interacting with students and being a small part of educating the next generation of professionals.

Welcome to the course and the language of medicine. You will find that you already know some of the terms or parts of them, which is a big start. Best of luck in the course! As your instructor for this course, I am here to support and guide your learning of this material. Email me at mw20514@txstate.edu (<mailto:mw20514@txstate.edu>) if you have questions; however, it is up to you to learn the material and make the terms a part of your vocabulary. Over the years of teaching this course, I have observed that successful students find their own best way to learn the material and not all utilize the same means.

Remember work hard and practice your medical terminology in order to receive the grade you desire in the course.

Warm regards,

Melissa

Course Description and Objectives

Medical terminology is the language of medicine and healthcare. Mastering the medical terms is much like learning a foreign language. There are key items that will facilitate your learning this language which

includes acquiring a good command of the foundations covered in the first four chapters of the textbook. From that point on, it is important to learn the material in each chapter before moving on to the next chapter.

This course will teach you to recognize and understand the vocabulary of healthcare professions, with emphasis on medical prefixes, suffixes, and word roots as used in oral and written communications.

Your objectives for this course are to:

- Analyze the elements (prefixes, roots, and suffixes) of a medical term and determine the meaning of the term.
- Construct and identify medical terms from prefix, root, and suffix elements.
- Proficiently use text and other references to locate, define, and correctly pronounce the medical term.
- Recognize and write standard abbreviations for common terms.
- Name and describe various types of diseases and operations.
- Formulate an individual system for retention and building of a medical vocabulary.

Required Materials

Your textbook for this course is:

The Language of Medicine by Davi-Ellen Chabner, 10th Edition, published by Saunders/Elsevier

This course is based on the 10th edition of Chabner's *The Language of Medicine*; however, if you have an older version of the text, you should be okay. The author updates this text fairly frequently, but the chapters and organization of the book should be the same.

This text is very comprehensive and includes much anatomy and physiology and abbreviations. This is a terminology course. Its focus is on the actual medical terms, with questions on quizzes and exams limited to medical terminology rather than covering anatomy/physiology and non-medical terminology information. This extra information can serve as a resource to put the terms in context for you and provide an understanding of how the terms are used. Abbreviations are used throughout the documentation of medical care, but for this class learning the actual medical terms is vital.

Be sure to take advantage of the many [resources available from the textbook publisher](https://evolve.elsevier.com/cs/product/9780323370905?role=student) [↗] (<https://evolve.elsevier.com/cs/product/9780323370905?role=student>). (If this link does not work, try searching online for the latest textbook resources using a search string such as "student resources The Language of Medicine").

The textbook has a wealth of exercises that are not required for submission but can be an important resource for gaining a command of this language. Some students make flashcards, some use the resources available from the textbook publisher and others find other resources that are helpful. An

indicator of satisfactory retention of the material is when the majority of the questions in the book can be answered without looking at the answers.

Lesson Quizzes

There are 10 lessons in Modules, each with a lesson quiz to be submitted for grading. You may submit no more than two lesson quizzes each week. In addition to the lesson quizzes, you will find numerous resources, including chapter review quizzes that you can submit in order to see feedback, to help you learn the material; however, only lesson quizzes and exams are graded.


The textbook chapters covered by each lesson are as follows:

<u>Lesson</u>	<u>Chapters</u>
1	1, 2
2	3, 4
3	5, 6
4	7, 8, 9
5	10, 11
6	12, 13, 14
7	15
8	16, 17
9	18, 19
10	20, 21, 22

Exams

The course has two exams, a midcourse and a comprehensive final:

- The midcourse exam, which covers the material in Lessons 1-5 (textbook chapters 1-11), can be taken after submitting the Lesson 5 Quiz.
- The final exam, which covers all of the lessons in the course (textbook chapters 1-22), can be taken following submission of Lesson 10 Quiz.

You will take both exams in Canvas in a proctored setting. You will not have access to either exams until a testing proctor enters a password. Go to [Correspondence Course Testing Policies](#) 

<https://www.correspondence.txstate.edu/students/testing.html> page when you are ready to schedule an exam.

You must earn a score of 60% or above on the comprehensive final exam to pass the course. There will be no make-up or extra credit work. You will find suggestions for preparing for exams in Modules.

Grading

Your grade for this course will be determined as follows:

- Lesson quizzes (10) 25%
- Midcourse exam 25%
- Final exam 50%

Please note:

- You can submit the chapter review quizzes in order to see feedback, but the chapter quizzes do not have points associated with them, and they will not affect your grade.
- You must submit lesson quizzes in order to advance to the next lesson. Lesson quizzes have points associated with them, as noted above.
- You must earn a score of 60% or above on the comprehensive final exam to pass the course. There will be no make-up or extra credit work.

Your final course grade is based on the following scale:

- A = 90-100
 - B = 80-89
 - C = 70-79
 - D = 60-69
 - F = below 60
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Best Practices for Learning Medical Terminology by Correspondence Study

These “best practices” are compiled from feedback and comments from former medical terminology and distance learning students and from my observations related to student success in this course.

Everything on the list is a suggestion, something for you to consider as you prepare to complete this course. These are traits exhibited by the most successful students in the course: they completed the course with the grade they desired (and worked for!), completed in a timely manner, and seemed to have a good command of medical terminology.

The most common habits of successful students include:

- Plan your schedule for taking quizzes and There are no set due dates nor reminders from the instructor to submit quizzes. Being able to complete the course on your schedule is one of the benefits of taking a course through correspondence study, but there is not an unlimited amount of time. From the time you register for the course you have 9 months to complete this course. Using these parameters – the date you sign up and the date you must complete the course – establish your own timeline for submitting each of the 10 quizzes and the two exams. The midcourse can be scheduled once you submit the Lesson 1 -5 quizzes and then the comprehensive final exam can be scheduled once the Lesson 6-10 quizzes have been submitted. Also if you must complete this course in less time than is allowed due to the course being a prerequisite to another, for entry into a degree program, or for graduation, use these dates as your end dates for the amount of time that you have to work with.
- Review the Canvas site to learn what has been provided and where to supplement the textbook for the course.
- Find your own best way to study. The same method does not work for everyone in a course such as medical terminology. Most find it helpful to do the exercises in the text, especially the ones where you are required to determine the meanings of words or to build words. Many of the exercises can be used as quick reviews of the new vocabulary, prefixes, combining forms, suffixes, and prefixes for each chapter. There are on-line resources available to students at the publisher's website. Refer to your textbook for access information.
- Some find it useful to make flashcards or to study with a partner quizzing each other on the terms.
- One very helpful practice has been to periodically go back to previous chapters to review. You continue to use some of the same word parts throughout all chapters.

Here are suggestions for learning the material in each chapter:

- Review the chapter to see what content is included. For chapters over the individual body systems, review the anatomy and physiology (A and P) briefly to become somewhat familiar with the parts and function of that part of the body. But remember that this is a terminology course, not an A and P course, so you are not responsible for all of the A and P information.
- Review the PowerPoint presentation for each lesson in Notes view for objectives and key items.
- Go back to the chapter in the textbook to review the vocabulary lists, labs, and procedures.
- When you feel that you have a command of the material for the assigned chapters, complete the practice exercises provided for each chapter. While you do not need to submit these, see if you can complete the exercises without looking at the book or other resources. If you are unhappy with your results, return to the chapter for further review and study.
- Once you have studied all of the chapters required for a lesson, take the lesson quiz.
- Remember to periodically go back over previous chapters to review and maintain comprehension of material for the midcourse and final exams. The final exam is comprehensive over the entire book.

Academic Integrity

The Texas State Academic Honor Code applies to all Texas State students, including correspondence students. The Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the Texas State Student Handbook, Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic work means the preparation of an essay, thesis, report, problem, assignment, or other projects, which are to be submitted for purposes of grade determination. Cheating means engaging in any of the following activities:

- copying from another student's test paper, laboratory report, other report or computer files, data listing, or programs;
- using, during a test, materials not authorized by the person giving the test;
- collaborating, without authorization, with another person during an examination or in preparing academic work;
- knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- bribing another person to obtain an unadministered test or information about an unadministered test;
- purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Please cite all unoriginal material through the use of standard bibliographical practice.

<https://owl.english.purdue.edu/owl/section/2/> ↗ [\(https://owl.english.purdue.edu/owl/section/2/\)](https://owl.english.purdue.edu/owl/section/2/)]

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to resubmit the work.

Students with Special Needs

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals. A disability is not a barrier to correspondence self-paced study, and we strive to provide reasonable accommodations to individuals in coursework and test taking. Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#) [↗] [\(http://www.ods.txstate.edu/\)](http://www.ods.txstate.edu/), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY). Students should then notify the [Office of Distance and Extended Learning](#) [↗] [\(http://www.correspondence.txstate.edu/\)](http://www.correspondence.txstate.edu/) at corrstudy@txstate.edu [\(mailto:corrstudy@txstate.edu\)](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

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