



Applied Medical Terminology

**Academic Year 2020-2021**

## Course Information

Course Number	Total Credits	Time Requirement
BIO203	3 (lecture only)	45 hrs

## Course Details

### Recommended Prerequisites

General Biology II

### Course Description

This course provides students with an understanding of the unique language needed to communicate effectively as a healthcare professional. The basic structure of medical terms and the rules for word building and word deconstruction will be discussed in the context of how the body works in health and disease. Students will then delve into terminology related to structure, function and diagnostics in each body system, with a focus on correct pronunciation, spelling and use of medical terms.

### Lecture and Laboratory Communication

A website will be set up on Canvas by your instructor.

Log in with your Username and password: <https://scuhs.instructure.com>

### Faculty Information

Refer to the Canvas course webpage for this information.

### Class Meeting Times

Refer to Canvas course webpage for this information.

## Instructional Materials

### Required Text(s)

Medical Terminology: Learning Through Practice by Paula Bostwick, McGraw-Hill Education, 2019

ISBN: 1260470776, 9781260470772. An electronic textbook will be provided through Canvas.



## Course Purpose

### Student Learning Outcomes

At the conclusion of this course, a successful student should be able to:

1. Describe the origin of medical language.
2. Use basic prefixes, suffixes, and combining forms to build medical terms.
3. Identify common medical terminology related to the structure and function of the human body in health and disease.
4. Identify common symptomatic, diagnostic, operative and therapeutic terms associated with various body systems.
5. Accurately interpret the medical terms and abbreviations found in a medical record.
6. Correctly spell and pronounce medical terms.

## Course Schedule

(subject to slight modifications by the instructor)

Lecture	Assessment
Chapter 1: Learning Terminology, Word Roots and Combining Forms	Chapter Reading Assignments
Chapter 2: Prefixes	Week 1 Exam
Chapter 3: Suffixes	Weekly discussion question
Chapter 4: The Human Body: An Orientation	
Chapter 5: The Integumentary System	Chapter Reading Assignments
Chapter 6: The Musculoskeletal System	Week 2 Exam
Chapter 7: The Nervous System	Weekly discussion question
Chapter 8: The Sensory System	
Chapter 9: The Endocrine System	Chapter Reading Assignments
Chapter 10: The Blood System	Week 3 Exam
Chapter 11: The Cardiovascular System	Weekly discussion question
	Case Study 1
Chapter 12: The Respiratory System	Chapter Reading Assignments
Chapter 13: The Lymphatic System and Body Defense	Weekly discussion question
Chapter 14: The Digestive System and Body Metabolism	Week 4 Exam
Chapter 15: The Urinary System	Chapter Reading Assignments
Chapter 16: The Male Reproductive System	Weekly discussion question
Chapter 17: The Female Reproductive System	Week 5 Exam
	Case Study 2



## Tentative Grading Procedures

(subject to slight modifications by the instructor)

### Lecture

Assessment	Points per assignment	Total number of assignments	Total Points
Reading Assignment	10	17 (1 per module)	170
Weekly Exams	20	5 (1 per week)	100
Weekly Discussions	15	5 (1 per week)	75
Case Study 1	25	1 (Due Week 3)	25
Case Study 2	25	1 (Due Week 5)	25

### Grading scale:

Please note letter grades will be assigned only at the end of the trimester.

**A** = 90% to 100%

**B** = 80% - less than 90%

**C** = 70% - less than 80%

**D** = 60% - less than 70%

**F** = less than 60%

**W** = Withdrawal

### Academic Integrity

Visit SCU's [Academic Integrity](#) page to review policies for professionalism and academic integrity.



## Teaching Methods and Activities

**Instructional videos:** Pre-recorded lecture videos will provide instruction on the pronunciation of the terminology covered in each module.

**Reading Assignment:** These sections are created on “Connect” through SmartBook. They improve reading productivity and provide students with better knowledge retention. SmartBook is an eBook that applies the adaptive technology of LearnSmart to ensure a focus on content the student hasn’t learned while also promoting long-term retention of learned material.

**Weekly Discussion Questions:** These discussion board posts require you to think critically about the concepts that you have learned each week.

**Weekly Exams:** Most modules will culminate in a proctored exam covering that module’s topics. Questions will come from the textbook chapters, activities, and videos. Questions may be in the form of multiple choices, free response, or fill in the blank. You must use a Remote Exam Proctoring software to proctor your exams. Details are included in your Canvas course page.

**Case Studies:** These assignments will allow you to apply the terminology that you have learned in real life clinical scenarios.

## Best Practices for Studying

- Watch the videos and read the highlighted areas of the chapters in each module to become comfortable with some of the terms associated with each topic, using “self-study” icon before you read the chapter through the assignments. Review each chapter after you finish reading assignments to enhance your understanding of what was covered. Take notes when you do the reading assignments.
- Participate by doing the assignments on time and by asking questions either through Canvas or by typing your question on the comment bar of the videos.
- Stay on top of the assignments. Do the assigned homework as close to the time as when the topic is covered to increase the depth of your understanding of specific concepts. It will help you learn the material more efficiently and effectively.
- Do not wait until the night before the deadline to start the assignment. You will get more out of it if you take the time to really learn the concepts and review the material without being rushed.
- Stay focused by finding an environment where you can study with few distractions.

## University Policies

### Accommodations

As a learning-centered community, Southern California University of Health Sciences recognizes that all students should be afforded the opportunity to achieve their academic and individual potential. The University recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act and

the American with Disabilities Act (ADA). In accordance with its mission and federal and applicable state laws, the University is committed to making reasonable accommodations for qualified applicants for admission and



enrolled students with disabilities. A student who needs accommodation(s) due to a disability should contact the Academic Support Office located in the Learning Resource Center.

### **Faculty and Dr./Patient Relationships**

SCU faculty are highly skilled. However, per University Policy, health care is offered to students through the University Health System only. Neither preclinical nor clinical faculty can provide advice, assessment, treatment, or other elements that would be considered part of a Doctor-Patient relationship outside of a clinical setting established for that purpose.

### **Learning Activities**

Students are expected to spend at least two hours for each lecture hour of course time per week in activities and assessments outside the classroom. Examples of activities include but are not limited to writing papers; reading articles or text; small group work; presentations; completing assignments; preparation for assessments; online activities and other activities that do not include direct instructor interaction and involvement.

All university policies apply to this course and all others. For full policy information please consult the university SCU Policy Manual. For a quick reference guide to the following policies: make-up examination, F-challenge examination, grade posting, results of failing grades, student support information, syllabus amendments, special needs, student conduct, and attendance, please consult the academic policies document housed on the [Online Student Services](#).