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**BOTK180/MEDK125 Medical Terminology Syllabus  
Three Rivers Community College  
Mohegan Campus**

**Fall 2010**

**Instructor:**

Judith M. Snayd, R.N., M.S., C.N.E. Professor

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Tuesdays 6:30pm –9:15pm

**Credit: 3**

**Course Description:** This course is designed to teach the language of medicine to those who have an interest and /or have elected a career in an allied health profession. Regardless of the specific area selected, medical language is the cornerstone of all other functions. It is the intent of this course to develop the ability to recognize the language of medicine in the context in which it is used both verbally and in writing.

**Course Objectives** will be achieved through a combination of written, listening and oral exercises, utilizing a multi-sensory approach to learning. Whenever possible, material is presented in context, as it is used in the medical environment.

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

1. Define the role of confidentiality in working with medical records.
2. Identify career possibilities that require knowledge of medical language.
3. Identify the information found in various types of medical records
  - a. History & Physical
  - b. Consultations & progress notes
  - c. Radiology reports
  - d. Operative notes
  - e. Pathology reports
  - f. Autopsies
  - g. Discharge summaries
4. Identify, spell, define, and combine word elements (roots, prefixes, and suffixes).
5. Identify acceptable abbreviations as used by specific professional groups.
6. Identify approaches utilized for the study of the human body.
7. Spell the names of drugs and laboratory tests presented.
8. Spell and define the parts and functions of the human anatomy presented.
9. Identify, spell, and define medically related terminology.
10. Spell and identify diagnoses, diagnostic procedures, and treatment procedures common to each of the anatomical systems.
11. Use a medical dictionary, drug reference, and other reference materials to seek and verify information.
12. Recognize the pronunciation of medical terminology as it is used in the allied health field.
13. Present as alternative learning activity to the class.

### **Required Textbooks:**

Turley, Susan Medical Language 2<sup>nd</sup> edition, Pearson 2011

You will also need access to a medical dictionary. One of the following is recommended:

1. Taber's Cyclopedic Medical Dictionary
2. Mosby's Medical, Nursing, and Allied Health Dictionary

### **Teaching and Learning activities:**

The **Interactive Student CD-ROM study guide** packaged with the textbook provide additional practice with terminology. The hours of the Computer Lab are posted on the TRCC website if you choose to use this option.

The **Companion Website** ([www.myhealthprofessionalkit.com](http://www.myhealthprofessionalkit.com)) is a free **online** study aid with additional activities.

Two classes will be devoted to online activities/discussion.

**Attendance Policy:** Attendance at all class and online sessions is strongly recommended due to the intensity and rapidity of the content presentation. Students will be held accountable for **all** content presented during class periods and assigned readings. Classroom and online participation are essential components of the course.

**Course Grade:** The course grade will be calculated in the following manner:

Final Exam	30% of final grade
Class Participation	10% of final grade
Quizzes	50% of final grade
Project	10% of final grade

**6 Short quizzes** will be given as indicated on the class schedule outlined in this syllabus. Quizzes missed due to an unexcused absence cannot be made up and will count as the "0" grade. A makeup quiz will be at the discretion of the instructor.

**The Group Project** is designed to give students the opportunity to develop an alternate learning activity related to medical terminology that will be shared with the class during class time. Projects must be pre-approved by me and topics submitted in writing on September 14, 2010 (Class 3). Projects will be presented throughout the semester. Games, puzzles, contests, and transcript analysis are some possible activities. The object is to reinforce course learning with methods not used in the textbook and regular classroom discussions. Grading criteria will be distributed.

### **Numerical and Letter Grades:**

The following final averages will receive the corresponding letter grades:

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	65-69
D	60-64
F	less than 60

**College Withdrawal Policy:** Please refer to your Student Handbook for college policies regarding drop/add dates and procedures. Note that December 10, 2010 is the last day to withdraw from class without instructor signature. Failure to officially withdraw after stopping attendance & participation in class will result in an “F” grade.

**Disabilities and Learning Difference Statement:** If you have a disability or learning difference which may require classroom or test-taking modification, please see me as soon as possible. If you have not already done so, please contact student services for coordination of services to students with disabilities.

**Class Schedule:**

- 8/31 Review of the Syllabus  
Overview of the text, blackboard vista and my professional kit  
Preface  
Chapter 1 - The Structure of Medical Language
- 9/7 Chapter 2- The Body in Health and Disease
- 9/14 Quiz 1 - Chapter 3- The Gastrointestinal System
- 9/21 Chapter 4 – The Respiratory System
- 9/28 Online Quiz 2 and Online Class- Chapter 7 Integumentary System
- 10/5 Chapter 5 – The Cardiovascular System
- 10/12 Quiz 3 - Chapter 6 - Blood and Lymphatic System
- 10/19 Chapter 8 -The Skeletal System, Chapter 9 – The Muscular System
- 10/26 Quiz 4 - Chapter 10 – Nervous System
- 11/2 Chapter 11- Urinary System

11/9 Online Quiz 5 and Online Class, Chapter 12- Male Reproductive Medicine

11/16 Chapter 13 - Gynecology and Obstetrics

11/30 Quiz 6 - Chapter14–Endocrinology

12/7 Review, Course Evaluation, Group Projects

09/2010 JMS