New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** HE 285

2. **Course title:** Medical Terminology

3. **Abbreviated title for class schedule** (30 characters or less): Medical Terminology

4. **Credit hours:** 3
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)
5. **Catalog description:** Medical terminology is the study of the principles of medical word building for the development the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. The course provides focus on correct pronunciation, spelling, and use of medical terms. Anatomy, physiology, and pathology of disease are discussed yet no previous knowledge of these topics is necessary.

6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples*)

   A. (course prefix, (space) and number) or or or or

   B. (course prefix, (space) and number) or or or or

   C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**
   A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:** NA

9. **Is course repeatable? Yes No x If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture: ; # of hours lab:**

11. **Fees: List any course fees:** 0

12. **Grade Mode: Graded only: A-F Pass/No Pass only: Option:**

13. **CIP Code: Six-digit CIP code** (check with your Division Director):

14. **Special qualifications; Is course proposed for (yes/no): no**
    A. University Studies? If yes, list Strand(s)

B. Honors?

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html):** and and and and

16. **Strategic justification for proposed course:**

A. **Rationale**: What is the overall strategic rationale for offering this course? This course will strengthen our foundational offerings in HPE and students will be better prepared to pursue studies in health-related coursework required for the major.

B. **Alignment**:

1. How does this course align with the unit's mission plan? This course supports success in the major by providing critical foundational coursework that can also be applied to vocational fields related to the health and medical sectors.

2. How does the course fit into the rest of the unit's curriculum? It is a critical 200-level course that supports nearly all subsequent coursework in the major.

C. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1-60; Year 2-80; Year 3-100

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? HPE faculty or an adjunct
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. We currently offer this course as a soft numbered course taught by an adjunct. We do not foresee any changes to this scenario in the coming 3 years
   c. If additional faculty members are needed, how will that need be met?

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. No additional resources are needed.

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? yes
   b. Are any other resources needed to support this course? no
      If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? Other students may opt to take the course as an elective.
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? no
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)- see above or below

B. Learning objectives of the course – see below

C. Required texts - see below

D. Course format – Online and/or face to face

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course. NA

Required text: Fremgen & Frucht; Medical Terminology, A Living Language, 6th-7th Ed., Pearson.

Course Description: Medical terminology is the study of the principles of medical word building for the development the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. The course provides focus on correct pronunciation, spelling, and use of medical terms. Anatomy, physiology, and pathology of disease are discussed yet no previous knowledge of these topics is necessary.

Course Objectives: Upon successful completion of this course, students are able to do the following:
- Describe the component parts of medical terms
- Analyze the component parts of a medical term
- Use basic prefixes, suffixes, and combining forms to build medical terms
- Explain the common rules for proper medical term formation, pronunciation, and spelling
- Relate the terminology to the names, locations, and functions of the major organs of the body systems
- Describe the terms utilized for the major disease processes including symptoms, diagnosis, diagnostic testing, surgeries, and therapies
- Define basic terms and abbreviations used in documenting health records
- Use common terms and abbreviations in documenting medical records related to the major systems of the body.

Approvals:

Signature of Division Director

9/9/19
Date

4/29/16

Southern Oregon University
Department of Health, Physical Education, and Leadership
Medical Terminology, HE399, CRN: 3 credits Spring Term 2019

Day/Time: online Room: online
Instructor: Molly Romero L.Ac., MSOM Office:
Phone: 503.775.1602(cell), 541.482.5483(clinic).
Office hours: by appointment only Email: romerom@sou.edu

Required text: Fremgen & Frucht; Medical Terminology, A Living Language, 6th-7th Ed., Pearson.

Course Description: Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. The study focuses on correct pronunciation, spelling, and use of medical terms. Anatomy, physiology, and pathology of disease are discussed yet no previous knowledge of these topics is necessary.

Course Objectives: Upon successful completion of this course, students are able to do the following:

- Describe the component parts of medical terms
- Analyze the component parts of a medical term
- Use basic prefixes, suffixes, and combining forms to build medical terms
- Explain the common rules for proper medical term formation, pronunciation, and spelling
- Relate the terminology to the names, locations, and functions of the major organs of the body systems
- Describe the terms utilized for the major disease processes including symptoms, diagnosis, diagnostic testing, surgeries, and therapies
- Define basic terms and abbreviations used in documenting health records
- Use common terms and abbreviations in documenting medical records related to the major systems of the body.

Course schedule

Week	*Topic*	*Reading*	*Assignments* *(All close at 5:00 p.m. on due date.)*	*Quizzes* *(All close at 5:00 p.m. on due date.)*	*Due Date*
1	Introduction to Medical Terminology	Chapter 1	**Worksheets 1A,B,C,D,E,G (10 pts each)**	**Chapter 1 Quiz (25pts)**	4/7

2	Body Organization	Chapter 2	**Worksheets 2A,B,C,D,E,G (10 pts each)**	**Chapter 2 Quiz (25pts)**	4/14
3	Integumentary System	Chapter 3	**Worksheets 3A,B,C,D,E,G (10 pts each)**	**Chapter 3 Quiz (25pts)**	4/21
4	Musculoskeletal	Chapter 4	**Worksheets 4A,B,C,D,E,G (10 pts each)**	**Chapter 4 Quiz (25pts)**	4/28
5	Cardiovascular System	Chapter 5	**Worksheets 5A,B,C,D,E,G (10 pts each)**	**Chapter 5 Quiz (25pts)**	5/5
6	Blood & the Lymphatic and Immune System	Chapter 6	**Worksheets 6A,B,C,D,E,G (10 pts each)**	**Chapter 6 Quiz (25pts)**	5/12
7	Respiratory System & Digestive System	Chapter 7 & 8	**Worksheets 7A,B,C,D,E,G (10pts each) Worksheets 8A,B,C,D,E,G (10 pts each)**	**Chapter 7 Quiz (25pts) Chapter 8 Quiz (25pts)**	5/19
8	Urinary System & Reproductive System	Chapter 9 & 10	**Worksheets 9A,B,C,D,E,G (10 pts each) Worksheets 10A,B,C,D,E,G (10 pts each)**	**Chapter 9 Quiz (25pts) Chapter 10 Quiz (25pts)**	5/26
9	Endocrine System Nervous System & Mental Health	Chapter 11 & 12	**Worksheets 11A,B,C,D,E,G (10 pts each) Worksheets 12A,B,C,D,E,G (10 pts each)**	**Chapter 11 Quiz (25pts) Chapter 12 Quiz (25pts)**	6/2
10	Special Senses: The Eye & Ear	Chapter 13	**Worksheets 13A,B,C,D,E,G (10 pts each)**	**Chapter 13 Quiz (25pts)**	6/9

Course Evaluation
Quizzes: 325 points
Worksheets: 650 points
Total points available: 975 points
No late quizzes or exams available. Each quiz or exam is open book and available until the deadline. No midterm or final tests.
A: 94-100%; A:90-93%; B+: 87-89%; B: 84-86%; B:80-83%; C+: 77-79%:C: 74-76%; C:70-73%; D+:67-69%; D: 64-66%; D:60-63%; F: Below 60%.

"If you are in need of academic support because of a documented disability (whether it is psychiatric, learning, mobility, health related, or sensory), you may be eligible for academic accommodations through disability services for students. Contact the Director, Disability Services for Students, at 5526213, or schedule an appointment in person at the ACCESS Center, Stevenson Union, Lower Level. DSS services are available to all distance learning (online) students as well as oncampus students. Please see our DSS for Distance Learning page. http://www.sou.edu/access/dss/
"Students are expected to maintain academic integrity and honesty in completion of all work for this class. Examples of academic dishonesty include:
1. Receiving or providing unauthorized assistance on exams
2. Using unauthorized materials during an exam
3. Plagiarism (using materials from sources without citations)
4. Copying the work of someone else and submitting it as your own
The first instance of academic dishonesty will result (for all parties involved) in no credit.