



SYLLABUS

AU MLSC 110 Medical Terminology

202031

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Consortium of Adventist Colleges and Universities

Self-Paced Courses

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

Andrews University

An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs.

Student Learning Outcomes

After completing this course, students should be able to:

1. Define medical terms as covered in this course.
2. Build medical words using word roots, combining forms, suffixes and prefixes.
3. Define commonly used medical abbreviations.
4. Discuss the parts and functions of basic body systems.
5. Use medical language to describe medical procedures and interventions.

Required Text/Material

Gyls, B. A., & Masters, R. M. (2019). *Medical Terminology Simplified* (6th ed.). F. A. Davis Company, Philadelphia, PA. ISBN-13: 978-0-8036-6972-7

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 1 semester credits; therefore, it is expected that you will spend 45 total hours on this course. This translates to a steady 5.6 hours per module for 8 modules. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via discussion forums, and completing practice activities.

A recommended schedule to divide your time across each module is provided:

Readings: 1 hour
Lectures: 30 minutes
Quizzes: 2 hour
Taking Exams: 2 hour

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, Students are expected to study and be prepared to take eight (8) chapter examinations based on the materials/chapters assigned. Regular participation in the course is essential to good performance. The textbook is a workbook which can be worked through systematically and is an integral part of success in this course.

Course/Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Keys for Success

- **Chapter one (1) of the textbook is very important** because it teaches you how to use the book to study for the exams. You are responsible for all of the material in each chapter.
- Plan an hour minimum each day during the week to study for this course. Do not leave studying for the day before the exam.
- Work through the frames of each chapter. Take advantage of the study tools built into the textbook.
- Practice quizzes are open-book and should familiarize you with the style of questions on the exams. The quizzes may be taken twice and the highest score will be kept as part of your grade. The exams are closed-book and must be proctored. They will consist of true/false, multiple choice and fill-in-the-blank questions. You will not be required to label diagrams but must be able to discuss the diagrams and figures found in the book.
- Videos provided are not comprehensive and are used to clarify key concepts from the textbook.
- Virtual flashcards are included as a practice too. It is recommended that the student expand upon these flashcards to add names of medical procedures, conditions, or additional terms found in the text. The flashcards provided are a review tool and giving a bonus grade.
- Use section reviews to test your knowledge. For an example of a section review see Gyls and Masters (2019) page 24. Make a flashcard for any new word presented in the section reviews.
- Consider making physical flashcards as study tool. As you study, place those that you know in one pile and those you don't know in a second pile. Spend more time with the ones that you don't know. Your goal should be to “know” all the words in your flashcards.

Rubrics

Blog Rubric

Criteria	10 Exceptional	8 Proficient	6 Satisfactory	4 Emerging	0 Unsatisfactory
Content & Organization	Blog response makes relevant connections, and shares excellent insightful ideas. All questions are answered thoroughly.	Blog response is relevant to competency, is organized and sounds scholarly. All questions are answered well.	Blog response is generally relevant to competency, however each question is given a minimal response.	Blog response is somewhat relevant, it is poorly focused, and not well organized. One or two questions are not answered.	Blog response is not relevant to competency; lacks focus and organization. More than two questions are not answered.
Knowledge Base	The blog response shows evidence of carefully evaluated knowledge, and proficient and fluent use of applicable medical language.	The blog response shows evidence of an expanding knowledge base, and includes correct medical language.	The blog response shows evidence of analysis of a well-documented knowledge base and an understanding of medical language.	The blog response shows evidence of comprehension of a narrow knowledge base. Medical terms are used with some error.	The blog response shows evidence of little or no evidence of knowledge base. Medical terms are incorrect or not used at all.
Mechanics (Written)	The blog response is free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication. The length of the response is appropriate.	The blog response has few mechanical errors, improved flow and strong transitions increase comprehensibility. The length of response is appropriate.	The blog response generally follows mechanical conventions, but with some minor errors; appropriate transitions. The length of the response is appropriate.	The blog response has frequent mechanical errors; ineffective transitions and flow from point to point. The response is too short or long.	The blog response has numerous mechanical errors, making comprehension almost impossible. The response is too short or long.
Mechanics (Video)	High quality video and sound (no visual distractions or extraneous sounds). Focused professional presence and appropriate dress, professional use of standardized English.	Acceptable quality video and sound (no visual distractions or extraneous sounds) focused professional presences and dress, consistent use of standardized English.	Acceptable quality video and sound (limited visual distractions or extraneous sounds). Professional presence and appropriate dress, appropriate use of standardized English.	Video and sound can be seen and heard with some visual distraction or extraneous noise. Professional presence and dress is attempted with mixed results, consistent use of standardize English.	Poor quality video and sound (clear distractions or extraneous sounds) amateur dress and limited use of standardized English.

Exams

There will be eight (8) chapter exams, which are not comprehensive. Each exam will be worth approximately 50 points. Each chapter exam evaluates the student's knowledge of the various terms presented in the chapter/pages assigned.

The exams are timed, so it is recommended to pace yourself appropriately and write down on a piece of scratch paper any questions you have about the course or individual questions. You can always contact the instructor after taking the exam about these questions and be sure to include the exam number, the question number and what specifically did you have a question about.

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Chapter 1: Introduction to Programmed Learning and Medical Word Building Chapter 2: Body Structure	<i>Gyllys and Masters</i> , Ch 1 & 2 Assigned videos	Blog 1: Introduction (video) Quiz 1 Review Flashcards Ch. 1 Review Flashcards Ch. 2 (Optional Assignments) PROCTORED Exam 1
2	Chapter 3: Integumentary System	<i>Gyllys and Masters</i> , Ch 3 Assigned videos	Quiz 2 Review Flashcards Ch. 3 (Optional Assignments) PROCTORED Exam 2
3	Chapter 4: Respiratory System	<i>Gyllys and Masters</i> , Ch 4 Assigned videos	Initial Post Blog 2 (written) Quiz 3 Review Flashcards Ch. 4 (Optional Assignments) PROCTORED Exam 3
4	Chapter 5: Cardio vascular & Lymphatic Systems	<i>Gyllys and Masters</i> , Ch 5 Assigned videos	Reply to Blog 2 (written) Quiz 4 Review Flashcards Ch. 5 (Optional) Practice Activities PROCTORED Exam 4
5	Chapter 6: Digestive System Chapter 7: Urinary System	<i>Gyllys and Masters</i> , Ch 6 & 7 Assigned videos	Quiz 5 Review Flashcards Ch. 6 Review Flashcards Ch. 7 (Optional) Practice Activities PROCTORED Exam 5
6	Chapter 8: Reproductive System	<i>Gyllys and Masters</i> , Ch 8 PowerPoint: Ch 8 – Reproductive System	Blog 3 (written) Quiz 6 Review Flashcards Ch. 8 (Optional) Practice Activities PROCTORED Exam 6
7	Chapter 9: Endocrine & Nervous System	<i>Gyllys and Masters</i> , Ch 9 Assigned videos	Reply to Blog 3 (written) Blog 4 (video) Quiz 7 Review Flashcards Ch. 9 (Optional) Practice Activities PROCTORED Exam 7
8	Chapter 10: Musculoskeletal System Chapter 11: Special Senses – The Eyes and Ears	<i>Gyllys and Masters</i> , Ch 10 & 11 Assigned videos	Complete Blog 4 Quiz 8 Review Flashcards Ch. 10 Review Flashcards Ch. 11 (Optional) Practice Activities PROCTORED Exam 8

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Chapter 1: Introduction to Programmed Learning and Medical Word Building Chapter 2: Body Structure	<i>Gyllys and Masters</i> , Ch 1 & 2 Assigned videos	Blog 1: Introduction (video) Quiz 1 Review Flashcards Ch. 1 Review Flashcards Ch. 2 (Optional Assignments)
2			PROCTORED Exam 1
3	Chapter 3: Integumentary System	<i>Gyllys and Masters</i> , Ch 3 Assigned videos	Quiz 2 Review Flashcards Ch. 3 (Optional Assignments)
4			PROCTORED Exam 2
5	Chapter 4: Respiratory System	<i>Gyllys and Masters</i> , Ch 4 Assigned videos	Initial Post Blog 2 (written) Quiz 3 Review Flashcards Ch. 4 (Optional Assignments)
6			PROCTORED Exam 3
7	Chapter 5: Cardio vascular & Lymphatic Systems	<i>Gyllys and Masters</i> , Ch 5 Assigned videos	Reply to Blog 2 (written) Quiz 4 Review Flashcards Ch. 5 (Optional) Practice Activities
8			PROCTORED Exam 4
9	Chapter 6: Digestive System Chapter 7: Urinary System	<i>Gyllys and Masters</i> , Ch 6 & 7 Assigned videos	Quiz 5 Review Flashcards Ch. 6 Review Flashcards Ch. 7 (Optional) Practice Activities
10			PROCTORED Exam 5
11	Chapter 8: Reproductive System	<i>Gyllys and Masters</i> , Ch 8 PowerPoint: Ch 8 – Reproductive System	Blog 3 (written) Quiz 6 Review Flashcards Ch. 8 (Optional) Practice Activities
12			PROCTORED Exam 6
13	Chapter 9: Endocrine & Nervous System	<i>Gyllys and Masters</i> , Ch 9 Assigned videos	Reply to Blog 3 (written) Blog 4 (video) Quiz 7 Review Flashcards Ch. 9 (Optional) Practice Activities
14			PROCTORED Exam 7
15	Chapter 10: Musculoskeletal System Chapter 11: Special Senses – The Eyes and Ears	<i>Gyllys and Masters</i> , Ch 10 & 11 Assigned videos	Complete Blog 4 Quiz 8 Review Flashcards Ch. 10 Review Flashcards Ch. 11 (Optional) Practice Activities
16			PROCTORED Exam 8

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
80 %	Examinations (8 x 50 points each)
10 %	Quizzes (11x10 points each)
10 %	Blogs (4 forums) 30 points each
1% (Extra Credit)	Chapter Flashcards (Bonus)
1% (Extra Credit)	Practice Activities (Bonus)
100	Total Percent Possible

Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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