

Approved by the Curriculum Committee on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-09 Medical Terminology

The purpose of this proposal is to establish a course in Medical Terminology for students interested in the health care professions at Fairmont State. There are several majors that will find this 3-credit course beneficial. These include: Exercise Science, Nursing, Pre-Medical, Pre-Dental, Pre-Pharmacy, and Pre-Physical Therapy. While this will be a new course listing for the current catalog, there is a history of this course being offered at Fairmont State as HLCA 1100, a 3-credit course.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Jan Kiger

Proposal Number: #19-20-09
School/Department/Program: School of Education, Health & Human Performance
Preparer/Contact Person: Jan Kiger
Telephone Extension: X4984
Date Originally Submitted: September 25, 2019
Revision (Indicate date and label it Revision #1, #2, etc.): Revision #1, Jan. 28, 2020
Implementation Date Requested: Spring 2020

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The purpose of this proposal is to establish a course in Medical Terminology for students interested in the health care professions at Fairmont State. There are several majors that will find this 3-credit course beneficial. These include: Exercise Science, Nursing, Pre-Medical, Pre-Dental, Pre-Pharmacy, and Pre-Physical Therapy. While this will be a new course listing for the current catalog, there is a history of this course being offered at Fairmont State as HLCA 1100, a 3-credit course.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

- B. Addition of course(s) or credit(s) from program(s). **This course will be offered as an elective.**

Total hours added. N/A

- C. Provision for interchangeable use of course(s) with program(s)

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

PHED 1180: Medical Terminology, 3 credit hours. This will be an elective with no prerequisites.

See Appendix A.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.
See Appendix C

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix C & D

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

There is no net gain or loss in credit hours to any current program.

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.
- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. **FOR EXAMPLE:** Will new faculty, facilities, equipment, or library materials be required?

Fairmont State students were taking this course at other institutions prior to the offering of Medical Terminology in Summer 2019 and again Fall 2019.

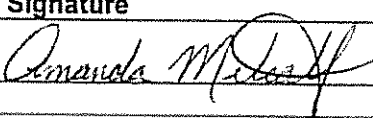
Medical terminology is required or recommended for admission to many programs where our students continue their education in Physical Therapy, Physician's Assistant, Athletic Training, and Medicine. Even when it is not required, it can be extremely helpful to students preparing for a career in the health care profession.

This course will be added to an existing load for faculty. No new faculty, facilities, equipment, or library materials will be required.

This course uses an online textbook that houses the course material and assessments. Students will be required to pay for access.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education, Health & Human Performance	Amanda Metcalf	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. **ADDITIONAL COMMENTS.**

- VII. **Current Course Listings in the Catalog**

N/A


Appendix A

RE: Course number needed



Ransom, Laura

To: Kiger, Jan, FSU Office of the Registrar

 You replied to this message on 8/20/2019 4:16 PM.

Hi Jan,

It may be easier for me to list what cannot be used:

1100, 1101, 1102, 1110, 1111, 1112, 1114, 1116, 1117, 1120, 1121, 1124, 1125, 1126, 1130, 1140, 1142, 1144, 1145, 1150, 1152, 1155, 1160, 1162, 1164, 1170

Laura Ransom


Records Officer





Office of the University Registrar



Ransom, Laura

To: Kiger, Jan, FSU Office of the Registrar

 You replied to this message on 8/20/2019 4:16 PM.

 Reply  Reply All  Forward 

Tue 8/20/2019 3:14

From: Kiger, Jan

Sent: Tuesday, August 20, 2019 7:55 AM

To: FSU Office of the Registrar <registrar@fairmontstate.edu>

Subject: Course number needed

Hello,

We want to begin the process of developing a course proposal for the Medical Terminology course we offer. We want this to be a 1000 level course. Can you tell me what course numbers are available in the PHED subject area? Thanks.

Jan

Jan Kiger

Interim Department Chair, Health & Human Performance

Assistant Professor, Outdoor Recreation Leadership

School of Education, Health & Human Performance

Appendix B

Catalog Description: This course will introduce students interested in the health care profession to the language of science and medicine by covering topics in anatomy, physiology, pathology, diseases, disorders, equipment, diagnosis, and treatment, enabling the student to develop vocabulary essential to the understanding of and communication within the various health fields.

PHED 1180 Medical Terminology

Prerequisites: None

Catalog Description: This course will introduce students interested in the health care profession to the language of science and medicine by covering topics in anatomy, physiology, pathology, diseases, disorders, equipment, diagnosis, and treatment, enabling the student to develop vocabulary essential to the understanding of and communication within the various health fields.

Course Objectives and Goals

The Student will be able to:

- A. Use a computer to complete this on-line course.
- B. Define flashcard prefixes, suffixes, and stem words.
- C. Identify and explain the function of specific word parts.
- D. Describe how medical compound terms (words) are constructed.
- E. Build compound terms using multiple word parts in a combining form.
- F. Analyze key compound medical terms found on the word part flashcards, multiple choice questions, and lecture slides.
- G. Define key compound medical terms found on the flashcards.
- H. Spell and define medical equipment, treatment, disease, and diagnostic compound terms.
- I. Identify and describe some of the medical problems, disorders, and diseases presented in lectures.

Chapter 1: Orientation

1. Chapter Objectives
 - a. Operate the menu bar to log in and out of their account, procure the course syllabus, obtain answers to frequently answered questions (FAQ), and contact Caduceus support for help with issues not covered in the FAQ.
 - b. Use the system to establish contact with the course instructor and the Caduceus support team.
 - c. Understand how to navigate course lectures, flash cards and assessments.
2. Assessment: Successful log in by student.

Chapter 2: The Basics of Medical Terminology

1. Chapter Objectives
 - a. Examine a medical word and break down its structure into four different parts: prefix, suffix, stem, and root word.
 - b. Assess the structural breakdown and infer the literal and actual meaning of the term.
 - c. Explain the difference between the literal and the actual meaning of a term.
 - d. Recognize a medical part of speech based on its structure.
 - e. Assemble compound medical terms and define them based on an evaluation of the structural breakdown.
2. Assessment: Demonstrate understanding of structural breakdown of medical word by means of an end-of-chapter quiz.

Chapter 3: Body, Diagnosis, Equipment, Instruments, and Treatment

1. Chapter Objectives
 - a. Apply medical terminology breakdown skills to examine morpheme components of terms introduced in this chapter.
 - b. Identify anatomy, conditions, diseases, technology, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of acquired terminology by means of an end-of-chapter quiz.

Chapter 4: Integrated Medicine

1. Chapter Objectives
 - a. Define integrated medicine and list several types.
 - b. Identify integrated medicine terms and analyze them into component morphemes
2. Assessment: Demonstrate an understanding of integrated medicine terminology by means of an end-of-chapter quiz.

Chapter 5: Self-Testing Flash Cards

1. Chapter Objectives
 - a. Match medical prefixes, suffixes, stems, and roots with their definition.
 - b. Demonstrate an understanding of the structure of the specialized lexicon used in healthcare.
2. Assessment: Demonstrate an understanding of medical lexical knowledge by performing a self-assessment.

Chapter 6: Musculoskeletal System Lectures

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the musculoskeletal system.
 - b. Identify musculoskeletal system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Demonstrate an understanding of the musculoskeletal system terminology by means of an end-of-chapter quiz.

Chapter 7: Nervous System and Special Senses Lectures

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of nervous system terms.
 - b. Identify nervous system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of the nervous system terminology by means of an end-of-chapter quiz.

Chapter 8: Circulatory (Cardiovascular) System Lectures

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the circulatory and cardiovascular system.
 - b. Identify circulatory and cardiovascular system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of the circulatory and cardiovascular system terminology by means of an end-of-chapter quiz.

Chapter 9: Respiratory System Lectures

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the respiratory system.
 - b. Identify respiratory system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of respiratory system terminology by means of an end-of-chapter quiz.

Chapter 10: Integumentary (Skin) System

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the integumentary system.
 - b. Identify integumentary system anatomy as well as dermatologic conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of integumentary system terminology by means of an end-of-chapter quiz.

Chapter 11: Digestive System

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the digestive system.
 - b. Identify digestive system anatomy, conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of digestive system terminology by means of an end-of-chapter quiz.

Chapter 12: Urinary System and Urogenital System

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the urogenital system.
 - b. Identify male and female urogenital system anatomy as well as conditions, diseases, and treatment specific to each gender based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of urogenital system terminology by means of an end-of-chapter quiz.

Chapter 13: Reproductive Systems and Sexually Transmitted Infections

1. Chapter Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the reproductive system and sexually transmitted infections.
 - b. Identify male and female reproductive system anatomy as well as conditions, sexually transmitted infections, and treatment specific to each gender based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of reproductive system and sexually transmitted infection terminology by means of an end-of-chapter quiz.

Chapter 14: Endocrine System

1. Course Objectives
 - a. Apply acquired medical terminology breakdown skills to examine morpheme components of terms specific to the endocrine system.
 - b. Identify male and female endocrine system anatomy as well as gender-specific and general endocrine conditions, diseases, and treatment based on breakdown and reconstruction of these terms.
2. Assessment: Demonstrate an understanding of endocrine system terminology by means of an end-of-chapter quiz.

Chapter 15: Review

Chapter 16: Final Exam

Appendix D

Syllabus

Fairmont State University

Medical Terminology for the Health Professional

<https://fairmont.cipcourses.com> (Use Google Chrome or Firefox)

Course Description:

This course will introduce aspiring health professionals to the language of science and medicine by covering topics in anatomy, physiology, pathology, diseases, disorders, equipment, diagnosis and treatment enabling the student to develop a vocabulary essential to the understanding of and communication within the various health fields.

Scientific and Medical Terminology E-Textbook:

The virtual text contains interactive audio-visual lecture pages that prepare each student for the **self-testing flashcards** and the **multiple-choice** self-test questions. These activities must be completed in full before the final exam in chapter 16 of E-Textbook can be taken.

Completion of this self-paced course is worth **25%** of the final grade. The final exam must be completed in order for a course summary sheet to be sent to the instructor and the student. **Your grade will not be posted to the Registrar's Office until you complete the final exam.**

Course is Designed to:

- A. Prepare students for advanced professional preparation courses by incorporating content taught in advanced medical and scientific courses.
- B. Provide students with multiple (4200) color medical pictures that will assist with increased understanding of the specialized vocabulary presented and discussed in this course.
- C. Reinforce student's mastery of the language of medicine with a learning system that will increase their memorization of word parts and compound terms through repetition.
- D. Provide students with an opportunity to study and replay the audio-visual online lectures and complete the self-testing activities at a convenient time and place.

Instructor Information

Name:

Email:

Office Location:

Office Phone:

Office Hours:

Course Objectives and Goals (12)

The Student will be able to:

- J. Use a computer to complete this on-line course.
- K. Define flashcard prefixes, suffixes, and stem words.
- L. Identify and explain the function of specific word parts.
- M. Describe how medical compound terms (words) are constructed.
- N. Build compound terms using multiple word parts in a combining form.
- O. Analyze key compound medical terms found on the word part flashcards, multiple choice questions, and lecture slides.
- P. Define key compound medical terms found on the flashcards.
- Q. Spell and define medical equipment, treatment, disease, and diagnostic compound terms.
- R. Identify and describe some of the medical problems, disorders, and diseases presented in lectures.

Course Flow Plan

- A. View and listen to the audio-visual lectures in **Chapters 1 through 4**.
- B. Complete the multiple-choice question bank (25 item quizzes on each chapter except chapter 1) located in **Chapter 4**.
- C. Complete the self-testing flashcards in **Chapter 5**.
- D. View and listen to the audio-visual lectures for the body systems in **Chapters 6-14**. Complete the Diseases and Disorders multiple-choice question banks (44 questions/self-test) in the last file of Chapters 6-14.
- E. Generate a printed **Summary Sheet** by clicking the typewriter symbol on your computer screen. This sheet will show the number of lecture pages completed in online E-Textbook, the self-testing totals for the flashcards in Chapter 5, and the multiple-choice questions in Chapters 4, and 6-14.
- F. All assigned activities must be completed before the online final exam. This **Summary Sheet** verifies that you are prepared to take the final online exam in Chapter 16. The final exam is 120-minute, 200-question test related to the online self-testing activities.

Weekly Activities, Lectures and Self-Testing

<u>Week 1</u>	Overview: Syllabus, Online E-Textbook, and of Self-Testing Items. Lecture Chapters 1 through 3: The Basics of Medical Terminology.
<u>Week 2</u>	Lecture Topic Chapter 4: Integrated Medicine. Test Bank contains a file of 114 multiple-choice questions that will be used for the Quizzes. (Complete Quiz)
<u>Week 3</u>	Self-Testing Flashcards – Chapter 5. Complete 100 Flashcards Per Day for 10 Days = 1000 Flashcards.
<u>Week 4</u>	Self-Testing Flashcards - Chapter 5. Complete 100 Flashcards Per Day for 10 Days = 1000 Flashcards.
<u>Week 5</u>	Self-Testing Flashcards – Chapter 5. Complete 100 Flashcards Per Day for 10 Days = 1000 Flashcards.
<u>Week 6</u>	Lecture Topic Chapter 6: Musculoskeletal System. (Complete Quiz)
<u>Week 7</u>	Lecture Topic Chapter 7: Nervous System & Special Senses. (Complete quiz)
<u>Week 8</u>	Midterm no later than _____.

<u>Week 9</u>	Lecture Topic Chapter 8: Cardio/Vascular System (Complete quiz)
<u>Week 10</u>	Lecture Topic Chapter 9: Respiratory System. (Complete quiz)
<u>Week 11</u>	Lecture Topic Chapter 10: Integumentary System. (Complete quiz)
<u>Week 12</u>	Lecture Topic Chapter 11: Digestive System (Complete quiz)
<u>Week 13</u>	Lecture Topic Chapter 12: Urinary/Genital System (Complete quiz)
<u>Week 14</u>	Lecture Topic Chapters 13 & 14: VD & Endocrine System. (Complete quiz)
<u>Week 15</u>	Flex week
<u>Week 16</u>	Review. Complete any uncompleted topics. Now print out your lecture and self-testing Summary Sheet for your records. Complete the Final exam no later than _____.

Grading:

25% - Completion of the course

25% - Quizzes- 12 Quizzes (25 questions each- 15 minutes for completion)

25% - Mid Term (100 questions- 83 minutes for completion)

25% - Final Exam(200 questions- 120 minutes for completion)

Students will be graded based upon:

Grading Scale

A ≥ 90%

B ≥ 80%

C ≥ 70%

D ≥ 60%

F ≤ 59.99%

Student Computer Technical Help (ANYTIME)

E-mail: Go to the E-Textbook Website and click “CONTACT US” on the bottom left of the Tool Bar or go to support@cipcourses.com

Phone: Toll Free 1-866-280-2900, 8:00 AM – 5:00 PM