

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

Course Title: Medical Terminology for Health Care Professionals

Subject Area/Course Number: EMS-013

New Course OR Existing Course

Author(s): German Sierra

Subject Area/Course No.: EMS-013

Units: 3

Course Title: Medical Terminology for Health Care Professions

Discipline(s): Fire Technology, Emergency Medical Technology and Nursing

Pre-Requisite(s): None

Co-Requisite(s): None

Advisories: English 95

Catalog Description:

(formerly BUS-086) The course focuses on analysis of medical terms by body system incorporating structure, body systems, and basic anatomy, physiology, and disease processes. Emphasis is placed on spelling, usage and pronunciation of medical terms and also on a basic understanding of body systems with an emphasis on the pathophysiology of disease.

Schedule Description:

Want to speak the language of Medicine? Want to prepare yourself for Paramedic/ EMT School, Nursing School and many other Allied Health Professions such as Medical Assistants, CNAs, X-ray Techs and Respiratory Technicians? If so, then this class is for you. Medical Terminology for EMS Professions-EMS 13, provides an introduction of medical terms by decoding medical words and relating words to human body systems. Understanding of medical terms is blended with basic human anatomy, physiology and disease processes. Emphasis is placed on spelling, definitions, usage, and pronunciation of medical terms. Please note this class meets the prerequisite for most public and private Allied Health educational institutions that require a medical terminology course as a pre-requisite.

** This class is a pre-requisite for entry into MOST Paramedic and Nursing schools. **

Hrs/Mode of Instruction: Lecture: 54 Scheduled Lab: ____ HBA Lab: ____ Composition: ____ Activity: ____ Total Hours 54

Credit Credit Degree Applicable (DA)
 Credit Non-Degree (NDA)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2
 3

Last date of Assessment: _____

Cohort #: _____

Please apply for:

LMC General Education Requirement(s): _____

Transfer to: CSU UC IGETC Area ____ CSU GE Area____ C-ID Number _____

Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair German Sierra Date October 31, 2017
Librarian _____ Date _____
Dean (Technical Review) _____ Date _____
Curriculum Committee Chair _____ Date _____
President/Designee _____ Date _____
CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

STAND ALONE COURSE: YES NO

Course approved by Curriculum Committee as Baccalaureate Level: YES NO

LMC GE Requirement Approved by the Curriculum Committee: _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____ Catalog year 20____/20____ Class Max: _____
Dept. Code/Name: _____ T.O.P.s Code: _____ Crossover course 1/ 2: _____
ESL Class: Yes / No DSPS Class: Yes / No Coop Work Exp: Yes / No

- Class Code A Liberal Arts & Sciences B Developmental Preparatory C Adult/Secondary Basic Education D Personal Development/Survival E For Substantially Handicapped F Parenting/Family Support G Community/Civic Development H General and Cultural I Career/Technical Education J Workforce Preparation Enhanced K Other non-credit enhanced Not eligible for enhanced
- SAM Code A Apprenticeship B Advanced Occupational C Clearly Occupational D Possibly Occupational E* Non-Occupational
- Remediation Level B Basic Skills NBS Not Basic Skills
- *Additional criteria needed
 1 One level below transfer
 2 Two levels below transfer
 3 Three levels below transfer

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Institutional Student Learning Outcomes:

- General Education SLOs:**
At the completion of the LMC general education program, a student will:
1. Read critically and communicate effectively as a writer and speaker.
 2. Understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 3. think critically and creatively
 4. Consider the ethical implications inherent in knowledge, decision-making and action.
 5. Possess a worldview informed by diverse social, multicultural and global perspectives.
- None

Program-Level Student Learning Outcomes (PSLOs): .NA

Course-Level Student Learning Outcomes (CSLOs):

CSLO-1	Apply rules for defining medical terms using word roots, suffixes and prefixes
CSLO-2	Analyze, define and use medical terminology appropriately in health care situations. Apply rules for defining medical terms and using words roots, suffixes and prefixes.
CSLO-3	Model the behavior expected of a medical professional such as: empathy, intercommunications skills, respect and diplomacy.
CSLO-4	Define and interpret medical terms as they appear in the context of a medical record and Pronounce medicals terms accurately

Assessment Instruments:

CSLO-1 Apply rules for defining medical terms using word roots, suffixes and prefixes

1. Assessment: Weekly quizzes

Rationale: The quizzes assess the students' ability to determine understanding of medical term definitions using word roots, suffixes and prefixes to determine meaning

2. Assessment: Written and computer assisted learning activities

Rationale: Weekly homework is assigned where students practice their skills in defining medical terms and definitions through written assignments and computer assisted learning activities.

3. Assessment: Midterm and final exam

Rationale: The midterm and final assess the students' ability to define medical terms using word roots, suffixes and prefixes to determine meaning

CSLO-2 Analyze, define and use medical terminology appropriately in health care situations. Apply rules for defining medical terms and using word roots, prefixes and suffixes

1. Assessment: Class projects

Rationale: When students write short stories, compose PowerPoint presentations, and/or design medical genealogy charts they practice using medical terminology appropriately.

2. Assessment: Socratic seminars

Rationale: Student contributions in Socratic seminars are assessed for their ability to discuss and interpret medical terminology in current medical literature

CSLO-3 Model the behavior expected of a medical professional such as: empathy, intercommunications skills, respect and diplomacy.

1. Assessment:

Daily activity logs will record the student effective behavior that includes: Empathy towards classmates and the public at large. The ability of the student to show respect and diplomacy towards faculty, staff and other students.

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CSLO-4 Define and interpret medical terms as they appear in the context of a medical record

1. Assessment: Medical records

Rationale: Students are given medical record handouts in which they need to define the medical terms and use them correctly in context.

Problem-Solving Activity Example:

The Influenza virus has caused a pandemic (world-wide outbreak). Millions of people will die. There is a limited amount of Influenza vaccine still available that will prevent some deaths. Medical and political leaders of the world need to decide who will receive the remaining vaccine. Develop a position paper using medical terms in context on how you would advise medical and political leaders to disseminate the remaining vaccine describing in detail the rationale for your position. **(CSLO-2)**

Method of Evaluation/Grading:

CSLO-1 Apply rules for defining medical terms using word roots, suffixes and prefixes.

(Points represent approximately 70% of EMS 13 grade/points.)

A-level student work: Apply rules for defining medical terms using roots, suffixes and prefixes at least 90% of the time for medical terms using quizzes, midterm and final exam. Computer assisted activities must be correct with a score of 90% or higher.

C-level student work: Apply rules for defining medical terms using roots, suffixes and prefixes form 70% to 79% of the time for medical terms using quizzes, midterm and final exam.

CSLO-2 Analyze, define and use medical terminology appropriately in health care situations.

(Points represent approximately 10% of EMS 13 grade/points.)

A-level student work: Definitions of medical terms used in class projects and class participation are accurate 90% of the time or more.

C-level student work: Definitions of medical terms used in class projects and class participation are accurate between 70% and 79% of the time.

CSLO-3 Model the behavior expected of a medical professional such as: empathy, intercommunications skills, respect and diplomacy.

(Points represent approximately 10% of EMS 13 grade/points.)

A-level student work: Pronunciation and spelling of medical terms are correct at least 90% of the time through verbal and written demonstration.

C-level student work: Pronunciation and spelling of medical terms are correct between 70% and 79% of the time through verbal and written demonstration.

CSLO-4 Read and comprehend medical records in context. (PSLO 2)

(Points represent approximately 10% of BUS-086 grade/points.)

A-level student work: Reading and comprehension of medical terms in context of a medical record is at a 90% level or higher.

B-level student work: Reading and comprehension of medical terms in context of a medical record is at 80% level or higher

C-level student work: Reading and comprehension of medical terms in context of a medical

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record is between 70% and 79%.

Grading Matrix:

Assignment	Percentage of total grade	Total Points/Percentage
Weekly ONLINE assignments/including ONLINE quizzes /homework /self-guided lecture/self-paced study/ exam review etc	35%	Above 70% needed C grade
Block Exams two per Semester	15%	Above 70% needed C grade
Midterm Exam	20%	Above 70% needed C grade
Final Summative Exam	30%	Total Cumulative Score must be above 70% regardless of the number of points

A	90%-100%
B	80%-89%
C	70-79%
D	60-69%
F	Below 60%

Course Content:

- **Techniques for building medical terms** and understanding rules of basic word elements (word roots, prefixes, suffixes, and plural medical terms).
- **Categories of suffixes:** (a) surgical, (b) diagnostic, (c) symptomatic, and (d) grammatical.
- **Major prefixes related to:** (a) anatomical position, (b) number, (c) measurement, and (d) direction.
- **Anatomical, physiological and pathological terms.** Cellular and body structure, body position and directorial terms, body regions, and radiologic diagnostic methods using these terms.
- **Overview of body systems:** relating to their anatomy, physiology and intersegmental relations between them.
- **Online Assignments:** word pop quizzes, word construction and medical terminology application
- **Body System** medical terminology for diagnostic, surgical, pathological word elements, and common abbreviations for:
 - Integumentary
 - Gastrointestinal
 - Respiratory
 - Cardiovascular
 - Blood, Lymph and Immune
 - Musculoskeletal
 - Genitourinary
 - Female Reproductive
 - Endocrine
 - Nervous
 - Special Senses (Eye & Ear)

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- **Computer technology:** Please note this is a Web-Enhanced course and a reliable internet connection, a laptop or computer and access to email is an essential part of this course. Most of your assignments will be done on line including tests and homework.

Lab By Arrangement Activities (If Applicable):

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
-) guest speakers from medical organizations

Textbooks:

Medical Terminology for Healthcare Professionals, 9th Edition by Jane Rice

ISBN-10:0134495349

ISBN-13:9780134495347

Pub. Date:01/15/2017 Publisher: Pearson