

**ARTICULATION AGREEMENT**

**DATE DRAFTED:** June 24, 2020

**VALID ACADEMIC YEARS:** 2019-20 & 2021

**LMC COURSE:** EMS 013 Medical Terminology for Health Care Professionals

**HIGH SCHOOL COURSE:** Medical Science and Terminology

**School:** Mt. Diablo High School

**Address:** 2450 Grant Street, Concord, CA 94520

**A. COLLEGE COURSE DESCRIPTION:** The course focuses on analysis of medical terms by body systems incorporating structure, body systems, and basic anatomy, physiology, and diseases process. 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 the disease.

**B. UNITS:** 3

**C. PRE-REQUISITES:** NA

**D. REQUIRED CONTENT FOR ARTICULATION:**

**Course Outline**

**Unit 1 – Introduction to Basic Word Structure:** This unit introduces the first three chapters of textbook. It addresses developing the early skills of identifying the word parts of combining form, suffix, and prefix. These skills are used to develop understanding of how to analyze a word to determine its meaning, begin relating terms to structure and function of human body, and awareness of spelling pronunciation. There is a brief overview about the organization, structure, and division of the body. This unit has vocabulary word related to the theme of each chapter of prefixes, suffixes, and combining form word parts.

**Unit 2 – Digestion, Urinary and Reproductive System:** This unit has vocabulary word parts of prefixes, suffixes, and combining forms focusing on the digestive, urinary, and reproductive system. Reviews anatomy and physiology of digestive system, urinary, and reproductive. Unit begins to discuss selected pathology and treatments related to these systems. For example, it would include anorexia, flatus, dental caries, periodontal disease, kidney stones, dialysis, ovarian cancer, ectopic pregnancy, and prostate cancer.

**Unit 3 – Skin, Nervous, Cardiovascular:** This unit has vocabulary word parts of prefixes, suffixes, and combining forms focusing on the skin, nervous, and cardiovascular systems. Reviews anatomy and physiology these systems. Discussion on selected pathology and treatments related to these systems. For example, it would include skin cancer, types of skin lesions, burn conditions, Parkinson disease, multiple sclerosis, epilepsy, Alzheimer disease, arrhythmias, congenital heart disease, congestive heart failure, hypertension. Students are introduced to electrocardiograms.

**Unit 4 – Respiratory, Immune and Lymphatic, Musculoskeletal:** This unit has vocabulary word parts of prefixes, suffixes, and combining forms focusing on the respiratory, immune and lymphatic, and musculoskeletal systems. Reviews anatomy and physiology these systems. A short introduction to x-rays is included with the musculoskeletal system. Discussion on selected pathology and treatments related to these systems. For example, it would include asthma, tuberculosis, tracheostomy, allergies, lymphoma, osteoporosis, arthritis, carpal tunnel.

**Unit 5 - Sensory and Endocrine:** This unit has vocabulary word parts of prefixes, suffixes, and combining forms focusing on the sensory and endocrine systems. Reviews anatomy and physiology these systems. Discussion on selected pathology and treatments related to these systems. For example, it would include astigmatism, cataract, glaucoma, macular degeneration, cochlear implants, deafness, diabetes, dwarfism, gigantism.

#### **E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION**

At the end of the course the students will:

1. Synthesize Greek and Latin word roots, combining forms, prefixes, and suffixes to form medical words
2. Analyze unknown medical terms for possible meanings and usage in the health field
3. Identify the correct spelling and pronunciation of medical terms
4. Identify the basic anatomy and physiology of body systems
5. Identify acceptable medical abbreviations, transcriptions and their meanings
6. Recognize pharmacology terms
7. Recognize the sequence and relation between all the body systems. Human Anatomy, Physiology, Pathology, Diagnostic Procedures, Therapeutic Options, Rehabilitation procedures and Disease Prevention.

#### **F. METHODS FOR END OF COURSE ASSESSMENT: ASSESSMENTS INCLUDING METHODS and/or TOOLS**

- Project-based learning (Graded by rubric)
  - Cumulative unit presentations
  - Medical Innovations for real life medical phenomenon
- Unit exams
- End of Course Exam

#### **G. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

1. Complete the Medical Science & Terminology course at Mt. Diablo High School with a grade of "B" or better.
2. Receive a "B" or better on the agreed upon college/high school final exam procedure.
3. Be recommended for credit by the high school teacher.
4. Apply for admission at Los Medanos College.
5. Register for CATEMA for electronic recommendation of college credit **within the academic year in which credit was earned.**
6. Upon completion of the above, the student will receive on his/her LMC and CCCCD (California Community College District) transcript the units of credit for LMC's EMS-013 course.
7. College transcripts will reflect the **FINAL EXAM GRADE** earned and will be notated as \*Credit by Exam.

*\*Distance Learning Circumstances:*

*Final Exam "Procedure" will still need to be fulfilled whether the high school class meets in person or moves to a distance learning platform. If the high school class moves to an online learning environment, all efforts will be made to enable students to earn college credit, however due to circumstances beyond the high school/college control, course content may not be able to be completed in order to fulfill the articulation agreement requirements.*

#### **H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS**

Medical Terminology for Health Professions, 8th Edition, by Ann Ehrlich, Carol L. Schroeder, Laura Ehrlich, Katrina A. Schroeder

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**HIGH SCHOOL COURSE:** Medical Science and Terminology

**School:** Mt. Diablo High School

**Address:** 2450 Grant Street, Concord, CA 94520

**COLLEGE SIGNATURES**

**HIGH SCHOOL/ROP/DISTRICT SIGNATURES**

\_\_\_\_\_  
Natalie Hannum  
LMC Vice President of Instruction  
Date

\_\_\_\_\_  
Lorne Barbosa  
Principal, Mt. Diablo High School  
Date

\_\_\_\_\_  
Nikki Moultrie  
LMC Dean of Career Education & Social Sciences  
Date

\_\_\_\_\_  
Dr. Robert Martinez  
MDUSD Superintendent  
Date

\_\_\_\_\_  
Paul Cutino  
LMC EMS Department Chair  
Date

\_\_\_\_\_  
David Pintado  
Faculty, Mt. Diablo High School  
Date

\_\_\_\_\_  
Stephanie St. Onge  
LMC EMS Faculty  
Date