Course Syllabus: HCA 100A, Health Care Terminology (2 credits)

Spring Semester, 2017—Monday, 6-7:50pm

Room: PT 105

Instructor: Linda Ellis, MD, MJ, MA

Phone: 414-918-7532 (office), 619-806-2002 (cell)

Email: lellis@my.carrollu.edu; lellis@icare-wi.org

Office hours: Thursday, 5-6pm; location: TBD
All students are encouraged to schedule appointments as needed.

Course prerequisites: None

ISBN13: 978-1305-63435-0

Attendance and classroom etiquette:

1. Attendance: All students are expected to attend class on time and deliver assignments in a timely fashion.
2. Assignments: All students are expected to complete assigned work by the due date.
3. Missed exams: All students are expected to take exams as scheduled.

Sometimes life happens. If you have to miss class, I expect you to email or call me ahead of time, if possible. If you miss a deadline for an assignment, I expect you to email or call me; expect a 10% reduction in your grade for every day the assignment is delayed. If you cannot attend an exam, you must call me to discuss your specific attendance issue and reschedule the exam in accordance to Departmental and University policies, if applicable.

Course objectives:

1. Develop a functional medical terminology vocabulary enabling each student to participate and communicate effectively in diverse medical environments.
2. Understand the relationship between disease, anatomic structure, and physiology throughout body systems.
3. Recognize the contributions of varied health providers, medical and allied professionals, in the identification and treatment of disease.

Student learning objectives/skill goals:

Week 1 (30 Jan): Course Introduction, Review of Syllabus, and Discussion of Terminology Rules

1. Repeat and recognize accepted rules and pronunciations for common medical terms.
2. Understand course requirements and expectations.

**Week 2 (6 Feb): Basics of Anatomy, Cellular and Molecular Biology, Tissues, and Other Medical Stuff**

1. List the anatomic regions of the body including planes, quadrants, and compartments.
2. Identify basic microscopic components of cells.
3. Define the basic molecular components of cells.
4. List different accepted medical abbreviations and recognize their meanings.

**Week 3 (13 Feb): The Skeletomuscular System**

Translate, restate discuss describe recognize explain express identify

1. Identify the different types of bones in the human skeleton.
2. Compare and contrast the different types of bones, joints, and muscles.
3. Discuss common pathologies affecting bones, joints, and muscles and their treatments.

**Week 4 (20 Feb): The Cardiovascular System, part 1**

1. Identify the anatomic components of the cardiovascular system, including structures of the heart and vasculature.
2. Compare and contrast the basic types of blood cells.

**Week 5 (27 Feb): The Cardiovascular System, part 2**

1. Understand the basic pathophysiology of major disease states of the cardiovascular system and their interventions.

**Week 6 (6 Mar): The Lymphatic and Immune Systems**

1. Identify the organs of the lymphatic and immune systems and discuss their individual functions and relevance to immunity.
2. Compare and contrast the innate and adaptive immune responses, understanding how deficiencies of each relate to specific immune disorders.

**Week 7 (13 Mar): The Respiratory System**

1. Identify the organs of the respiratory system and their functions.
2. Compare and contrast (and correctly pronounce) the different pathologies affecting the respiratory system and identify their treatment.

**Week 8 (20 Mar): The Digestive System**

1. Differentiate between the different anatomic structures in the digestive system and their function.
2. Identify the major pathologic conditions affecting the digestive tract, from proximal to distal.
Week 9 (27 Mar): The Urinary System

1. Identify and differentiate between the structures in the male and female urinary systems and their functions.
2. Describe the major pathologic conditions of the male and female urinary systems and the relationship between their function and presentation of disease.

Week 10 (3 April): The Nervous System and Mental Health

1. Compare and contrast the structures and function of the peripheral and central nervous systems.
2. Discuss the relationship between neurologic-based diseases and mental health disease.

Week 11 (10 April): Eyes and Ears and Skin

1. Identify the main anatomic structural elements of the eyes and ears, describing their function and related pathologies.
2. Discuss the function of skin and how the basic microscopic layers of the skin affect function and relate to disease states.

Week 12 (17 April): Endocrinology and Reproduction

1. Compare and contrast the male and female reproductive systems with respect to anatomy and function.
2. Identify the various organs of the endocrine system and their main function(s).
3. Describe the relationship between endocrine function and the reproductive system.

Week 13 (24 April): Presentations

Week 14 (1 May): Review of Diseases and Terminology

Week 15 (8 May): Final Exam

Determination of grades:

Presentations will be graded on a scale ranging from 0 to 25, based on a rubric that will be disseminated and discussed in class, along with the details of this assignment. The presentation will count for 25% of your class grade.

Participation in class will be 10% of your grade and will not include your participation in the required class presentation assignment.

The final exam will count for 65% of your grade.

There may be opportunities for extra-credit assignments to make up additional points, but this will be at my discretion as the course progresses.
Unless stated otherwise, grading is on the following scale.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95–100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>AB</td>
</tr>
<tr>
<td>85-89</td>
<td>B</td>
</tr>
<tr>
<td>80-84</td>
<td>BC</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>60-below</td>
<td>F</td>
</tr>
</tbody>
</table>

Course schedule:

The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s), which means the schedule in this document may change.

Accommodation for Students with Disabilities:

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-52-7335 or contacting her via email at mbledsoe@carrollu.edu.

Academic Integrity:

The Carroll University Academic Integrity Policy is located in your student handbook ([https://my.carroll.edu/ICS/Departments/Student_Affairs](https://my.carroll.edu/ICS/Departments/Student_Affairs)). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.