

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Medical Terminology for Aboriginal Health Care Settings
CODE NO. : CED1794 **SEMESTER:** S07
PROGRAM: Continuing Education
AUTHOR: Laurie Poirier, RN, BScN., Angela Niro and
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DATE: F07 **PREVIOUS OUTLINE DATED:** W07
APPROVED:

DEAN **DATE**
TOTAL CREDITS: 3
PREREQUISITE(S): none
HOURS/WEEK: 3 hours per week – 16 weeks

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Medical Terminology for Aboriginal Health Settings

I. COURSE DESCRIPTION:

This basic course will focus on the anatomical structure and function of the human body and related terminology used to describe body parts, structure and function. Related terminology will also include general or symptomatic terms, diagnostic terms, surgical procedures and abbreviations. Each lesson will feature key words and sentences in Anishinaabemowin language and cultural teachings including the Medicine Wheel that that will support effective communication and interaction in aboriginal health care settings.

Each class will include one hour of combined cultural and language content and two hours focused on academic medical terminology.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and name the various body systems
Potential Elements of the Performance:
 State the systems of the body
 - Cardiovascular
 - Lymphatic
 - Respiratory
 - Digestive
 - Urinary
 - Reproductive
 - Muscular
 - Skeletal
 - Nervous - Central and Peripheral
 - Integumentary
 - Endocrine
 - Immune
2. List the names of the organs involved in each body system
Potential Elements of the Performance:
 - State the anatomical structures and directional terms.
 - Identify anatomical reference planes.
 - Describe the body regions, cavities and extremities.
 - State body fluids and composition.
3. State the major purpose/function(s) of each body system utilizing appropriate terminology for symptoms, diagnosis and procedures
Potential Elements of the Performance:
 - State major purpose and function.
 - State the appropriate terms for pathology diagnosis and treatment related to each system.
4. Interpret basic medical language
Potential Elements of the Performance:
 - Demonstrate an understanding of word building using word roots,

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- combination forms, prefixes and suffixes.
 - Combine word parts to write medical terms.
 - Pronounce medical terms verbally and spell correctly in written work.
 - State the plural forms of medical terms.
5. Accurately utilize common greetings in Anishinaabemowin.
Potential Elements of the Performance:
- Identify and correctly introduce themselves in the language with confidence and pride.
 - Appropriately utilize a variety of terminology related to Anishinaabemowin greetings.
 - Differentiate between the various types of greetings commonly used in conversation.
- 6 Identify and communicate basic directional questions in Anishinaabemowin
Potential Elements of the Performance:
- Accurately respond to various directional questions in Anishinaabemowin to be used in everyday dialogue.
 - Demonstrate the ability to correctly differentiate between positive and negative responses
- 7 Utilize common Anishinaabemowin terminology for health and health related topics
Potential Elements of the Performance
State words associated with the days of the week, months of year, numbers 1 to 31.
State the words used to describe the people in a biological family unit and family of choice.
State words associated with basic body responses e.g. discomfort, pain, hot, cold, fever, nausea, vomiting, diarrhea, constipation, urination, sleep etc.
State words that specify quality and quantity e.g. big, small, thick, thin etc.
8. Apply knowledge of the Medicine Wheel and other cultural teachings, core values, spirituality and connection in a health care setting.
Potential Elements of the Performance
- Gain an understanding and appreciation of First Nation diversity as it pertains to culture and traditional practices
 - Identify various cultural aspects contained within the Ojibwe language including the interrelatedness of language and culture.
 - Accurately describe relevant Ojibwe ceremonies and teachings as they may pertain to the field of health

III. TOPICS:

1. Introduction to Medical Terminology- page 2 to 19
2. Basic Word Structure – suffixes, prefixes, combining forms
suffixes – page 14 to 16 and 78 to 96

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prefixes – page 17 to 19 and 120 to 136
combining forms – page 5 to 13

3. Introduction to Body Systems – page 44 to 58
4. Cardiovascular System – page 196 to 199
5. Digestive System – page 204 to 207
6. Endocrine System – page 212 to 214
7. Female Reproductive System – page 218 to 220
8. Lymphatic System – page 224 to 226
9. Male Reproductive System – page 228 to 230
10. Musculoskeletal System – page 234 to 239
11. Nervous System – page 246 to 248
12. Respiratory System – page 252 to 255
13. Skin and Sense Organs – page 260 to 263
14. Urinary System – page 268 to 270
15. Medical and Surgical Specialties – page 162-176
16. Common terminology for
diagnostic tests and procedures – page 291 to 298
abbreviations, acronyms and symbols - page 300 to 312
17. Anishinaabemowin greetings
18. Anishinaabemowin verbs where, who, when, what and why questions
and answers
18. Anishinaabemowin common health and health related terminology
19. Anishinaabemowin cultural practices and the Medicine Wheel

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Chabner, Davi-Ellen (2005). Medical Terminology 4th ed. A Short Course. St. Louis: Elsevier Saunders.

Ningewance, Patricia M., (2006) Pocket Ojibwe: A Phrasebook for Nearly all Occasions

Teacher Handouts

Recommended Resources:

Body Spectrum Electronic Anatomy Colouring Book accompanies text

Medical dictionary of student's choice.

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V. EVALUATION PROCESS/GRADING SYSTEM:

This course will employ a combination of learning methods consisting of lectures, handouts, written assignments, short quizzes, videos a midterm and a final examination.

Weekly quizzes – 50%

Midterm examination – 25%

Final examination – 25%

The following semester grades will be assigned to students in post-secondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

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Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

<include any other special notes appropriate to your course>

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.