



COURSE OUTLINE: MED0111 - MED.TERMINOLOGY/CICE

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	MED0111: MEDICAL TERMINOLOGY FOR CICE								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semesters/Terms:	19W, 19S, 20W								
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.								
Total Credits:	3								
Hours/Week:	2								
Total Hours:	30								
Prerequisites:	There are no pre-requisites for this course.								
Corequisites:	There are no co-requisites for this course.								
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 11 Take responsibility for ones own actions, decisions, and consequences.								
General Education Themes:	Science and Technology								
Course Evaluation:	Passing Grade: 60%, C								
Books and Required Resources:	Medical Terminology 6th ed. A Short Course. by Chabner, Davi-Ellen Publisher: St. Louis: Elsevier Saunders.								
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>Name the body systems</td> <td>State the systems of the body: cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, muscular, skeletal, nervous - (central and peripheral), integumentary, endocrine, immune.</td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>List the names of the organs involved in each body system</td> <td>State the anatomical structures and directional terms. Identify anatomical reference planes. Describe the body regions, cavities and extremities. State body fluids and composition.</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Name the body systems	State the systems of the body: cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, muscular, skeletal, nervous - (central and peripheral), integumentary, endocrine, immune.	Course Outcome 2	Learning Objectives for Course Outcome 2	List the names of the organs involved in each body system	State the anatomical structures and directional terms. Identify anatomical reference planes. Describe the body regions, cavities and extremities. State body fluids and composition.
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	Course Outcome 3	Learning Objectives for Course Outcome 3
	State the major purpose/function(s) of each body system utilizing appropriate terminology for symptoms, diagnosis and procedures	State major purpose and function. State the appropriate terms for pathology diagnosis and treatment related to each system.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	Interpret basic medical language	Demonstrate an understanding of word building using word roots, 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.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
3 Quizzes part 1	40%	
3 quizzes part 2	35%	
Final Exam	25%	
nothing	0%	

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:



1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

