



**Request for Undergraduate Course Addition - Page 2**  
**Additional Information Required for Undergraduate Course Addition**

College: COHP Department/Division: CLS Alpha Designator/Number: CLS 105

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. Identify by name the faculty in your department/division who may teach this course.

Jennifer Perry, Assistant Professor, Chair CLS, CLS faculty, or other qualified faculty as appointed by the Dean, COHP.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

NA

3. If this course will be required by a department/division other than your own, identify by name.

NA. Any student from any discipline with an interest in medical terminology may take this course, but none, to our knowledge, are required.

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

NA

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

Current resources are adequate.

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

NA

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

NA

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

# Medical Terminology and Introduction to Laboratory Medicine

## COLLEGE OF HEALTH PROFESSIONS

Fall 09

Course: CLS 105

This class is an exploration of medical and laboratory terminology and its application in various health professions.

PR: No course PR required.

### DESCRIPTION

An introductory course to familiarize the student with medical and laboratory terminology. Systematic and schematic methods will be emphasized.

### COMPUTER SKILLS REQUIREMENTS:

The student must be competent in online computer searches of common evidence-based reference databases.

Faculty: Jennifer Perry, Assistant Professor, Chair CLS  
Dorothy Fike, CLS Department Faculty  
Other faculty in COHP as assigned by Dean

Office: 696-3188

Email: [jennifer.perry@marshall.edu](mailto:jennifer.perry@marshall.edu)

CLASS DAY/HOURS/LOCATION: TBA

### REQUIRED TEXTBOOKS:

Wingerd, Bruce. (2005). Unlocking Medical Terminology: Lab Values. Boston: Prentice Hall.

### OPTIONAL TEXTBOOKS:

Fremgen, B. & Frucht, S. (2005). Medical Terminology, A living language – 4th edition: Prentice Hall.

Mahon, C., Smith, L.A. & Burns C. (1998). An Introduction to Clinical Laboratory Science. Philadelphia. W.B. Saunders Company.

## METHODS OF INSTRUCTION:

1. Audio visual and film
2. Discussion/Seminar
3. Assigned readings

## COURSE OBJECTIVES:

1. Students will review basic components of medical terminology.
2. Students will identify medical terminology associated with the basic anatomy of a variety of body systems (refer to weekly assignments for body systems).
3. Students will compare medical terminology and common laboratory procedures related to individual body systems.
4. Students will apply medical terminology to written text.
5. Students will be engaged in team efforts and skills.

## GRADE SCALE:

A=90-100

B=80-89

C=70-79

D=60-69

F=<60

## COURSE REQUIREMENTS:

1. Class attendance (20%): Attendance and participation are mandatory. One absence is acceptable with prior permission. Each subsequent absence will result in reduction of points in attendance and class participation as follows: (0-1 absence = 10 points; 2 absences = 8 points; 3 absences = 6 points; more than 3 absences will result in 0 points). Assigned readings and critical analysis of the findings will be evidenced by the level and nature of the discussion during class. Students should come prepared to discuss differences in healthcare among developed and nearly developed countries assigned each week and to translate those differences into potential influence on practice.
2. Written examinations (50%): three written examination provided during the full semester of classes. Examination questions will come from weekly reading assignments, class activities/discussion, and textbook.
3. Quiz(s) (30%): random quizzes will be given for grade during the semester. Quizzes will be constructed from weekly readings.

### COURSE TOPIC/OBJECTIVES/ASSIGNMENTS:

Week 1:	<p>Course overview</p> <p>Word Parts: The building blocks of medical and laboratory terminology.</p> <p>Reading Assignment: Textbook: Unlocking Medical Terminology, Chapter 1</p> <p>On line assignment: Review singular and plural nouns from reading below.</p> <p><a href="http://classroom.sdmesa.edu/bbrothers/Docs%20230/Lab_1_anat.pdf">http://classroom.sdmesa.edu/bbrothers/Docs%20230/Lab_1_anat.pdf</a></p>
Week 2:	<p>The human body in health and disease</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 2</p> <p>On line resource:</p> <p><a href="http://www.thedoctorsdoctor.com/pathreports/commonly_used_terms.htm">http://www.thedoctorsdoctor.com/pathreports/commonly_used_terms.htm</a></p>
Week 3:	<p>Cells, Tissues, and Cancer</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 3</p> <p>On line resource: <a href="http://www.canceranswers.com/ld.Lab.Tests.html">http://www.canceranswers.com/ld.Lab.Tests.html</a></p>
Week 4:	<p>The Integumentary System</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 4</p>
Week 5	Exam 1
Week 6:	<p>The Skeletal and Muscular Systems</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 5</p> <p>On line resource:</p> <p><a href="http://www.cancerindex.org/medterm/medtm6.htm">http://www.cancerindex.org/medterm/medtm6.htm</a></p>
Week 7:	<p>The Nervous System and The Eyes and The Ears</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 6, 7, 8</p> <p>On line assignment: Complete the quiz on-line</p> <p><a href="http://www.bbc.co.uk/science/humanbody/body/interactives/senseschallenge/senses.swf">http://www.bbc.co.uk/science/humanbody/body/interactives/senseschallenge/senses.swf</a></p>
Week 8:	<p>The Endocrine System</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 9</p>
Week 9	Exam 2
Week 10:	<p>The Cardiovascular System</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 10</p>
Week 11:	<p>Blood and the Lymphatic System</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 11</p>
Week 12:	<p>The Respiratory System</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 12</p>
Week 13:	<p>The Digestive System and The Urinary System</p> <p>Reading Assignment: Unlocking Medical Terminology, Chapter 13. 14</p>
Week 14:	Exam 3 (FINAL)

Fremgen, B. & Frucht, S. (2005). Medical Terminology, A living language – 3<sup>rd</sup> edition: Prentice Hall.

Fremgen, B. & Frucht, S. (2008). Medical Terminology, A living language – 4<sup>th</sup> edition: Prentice Hall.

Moisio, B. & Miller, M. (2002). Medical Terminology: A Student Centered Approach. Delmar-Thompson, NY.

Porter, R., Kaplan, J., Homeier, B., Beers, M. (Eds) (2006). Merck Manual. Merck and Company, Whitehouse Station, NJ.

Wingerd, Bruce. (2005). Unlocking Medical Terminology: Lab Values. Boston: Prentice Hall.

## **Academic Dishonesty**

### **Introduction:**

As described in the Marshall University Creed, Marshall University is an “Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities.” Academic Dishonesty is something that will not be tolerated as these actions are fundamentally opposed to “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance” as described in Marshall University’s Statement of Philosophy.

A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student’s responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions and the appeal process. For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica and creative work of any kind.

### **Definitions of Academic Dishonesty**

Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

**Cheating:** Any action which if known to the instructor in the course of study would be prohibited. This includes:

- The unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise.
- The unauthorized assistance of a person other than the course instructor during an academic exercise.
- The unauthorized viewing of another person's work during an academic exercise.
- The unauthorized securing of all or any part of assignments or examinations, in advance of submission by the instructor.

**Fabrication/Falsification:** The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence or a university record.

**Plagiarism:** Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes:

- Oral, written and graphical material.
- Both published and unpublished work

It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism. Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.

Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

**Sanctions:**

Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson, or the Academic Dean. Sanctions for academic dishonesty may be imposed even if a student withdraws from an individual course or from the university entirely.

The instructor may impose the following sanctions:

- A lower or failing project/paper/test grade,
- A lower final grade,
- Failure of the course
- Exclusion from further participation in the class (including laboratories or clinical experiences)

The following sanctions may be recommended by the instructor but will need to be imposed by the department chair, academic dean or the Office of Academic Affairs:

- Exclusion from an academic program
- Academic probation for up to 1 year
- Academic suspension for up to 1 year
- Dismissal from the university.

In those cases in which the offense is particularly flagrant or where there are other aggravating circumstances, additional, non-academic, sanctions may be pursued through the Office of Judicial Affairs.

A student will be informed in writing by the instructor or responsible office, of any charges and subsequent sanctions imposed for academic dishonesty (See "Reporting" below). Written notification of academic dishonesty charges (and the inclusion of confirmed charges/sanctions in a student's records) is designed to inform a student of the potential repercussions of repeat offenses and his/her rights of appeal.

If a student believes that charges of academic dishonesty have been erroneously levied, he/she should appeal such charges in accordance with the process outlined below (See "Appeals Process").

Sanctions for repeated academic dishonesty offenses will be imposed by the Office of Academic Affairs after consultation with the appropriate department chairs and deans.

- A student's record of academic dishonesty offenses will be maintained throughout their enrollment at Marshall University, and the period of time between offenses may have no impact on sanctions for repeated offenses.
- A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms).
- A student with a third academic dishonesty offense during his/her enrollment at Marshall University will be dismissed from the university

### Bibliography for Medical Terminology Course

- Brooks, M. (2005). Exploring Medical Terminology: A Student-Directed Approach – 6<sup>th</sup> edition. Saint Louis: Mosby.
- Brooks, M. & Brooks, D. (2004). Basic Medical Language. Saint Louis: Mosby.
- Fremgen, B. & Frucht, S. (2005). Medical Terminology, A living language – 3<sup>rd</sup> edition. Prentice Hall.
- Fremgen, B. & Frucht, S. (2008). Medical Terminology, A living language – 4<sup>th</sup> edition. Prentice Hall.
- Leonard, P. (2005). Building a Medical Vocabulary. Philadelphia. W.B. Saunders and Company.
- Mahon, C., Smith, L.A. & Burns, C. (1998). An Introduction to Clinical Laboratory Science. Philadelphia, W.B. Saunders and Company.
- Moisio, B. & Miller, M. (2002). Medical Terminology: A Student Centered Approach. NY. Delmar-Thompson.
- Porter, R., Kaplan, J., Homeier, B., Beers, M. (Eds) (2006). Merck Manual. Whitehouse Station, NJ. Merck and Company.
- Williams, W. (1995). Basic Healthcare Terminology with Anatomy Coloring Exercises. Saint Louis. Mosby.
- Wingerd, Bruce. (2005). Unlocking Medical Terminology: Lab Values. Prentice Hall.