

Course ID:	Course Title:	Fall 2023
<b>MED 231</b>	<b>Medical Terminology</b>	<b>Prerequisite: BIO 133</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class and offline self-directed	<b>Instructor:</b>	Dr. Damilola Adingupu (PhD)	<b>First Day of Class:</b>	Wed 6 <sup>th</sup> Sept
<b>Days:</b>	Wed & Fri	<b>Email:</b>	Dami.adingupu@ambrose.edu	<b>Last Day to Add/Drop:</b>	Sept. 17
<b>Time:</b>	4 - 5:15 pm	<b>Phone:</b>		<b>Last Day to Withdraw:</b>	Nov. 20
<b>Room:</b>	A1085-1	<b>Office:</b>	A2160	<b>Last Day to Apply for Coursework Extension:</b>	Nov. 23
<b>Lab/Tutorial:</b>	NA	<b>Office Hours:</b>	By Appointment	<b>Last Day of Class:</b>	Dec 11
<b>Final Exam:</b>	Fri 15 <sup>th</sup> Dec 6:30-9:30 pm, A1085-1				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

## Course Description

This course will introduce students to the general terms, prefixes, and suffixes used in medical terminology – a valuable tool for the medical fields.

## Expected Learning Outcomes

Upon successful completion of this course, students will be able to:

- Define the word parts that make up a medical term.
- Build and analyze medical terms.
- Discuss the process when analyzing a medical term.
- Recognize the importance of pronouncing medical terms correctly.
- Recognize the importance of correct spelling when working with medical terms.
- Identify the roles of prefixes, combining vowels, roots/stems, and suffixes in building medical terms.
- Discuss the correct method to use when pluralizing a medical term.

## Textbooks

MEDICAL TERMINOLOGY, 2<sup>nd</sup> ed. Judi L. Nath

## Course Schedule

Date	Lecture Schedule	Reading/ Assignment
Wed 6 <sup>th</sup> Sept	Chapter 1: Introduction to Medical Terminology	Read relevant chapters and complete all exercises, case reports, and medical record analyses.
Fri 8 <sup>th</sup> Sept	Chapter 2: Prefixes, Suffixes, and Abbreviations	
Wed 13 <sup>th</sup> Sept	Chapter 3: Terms Related to the Whole Body ( <b>self-directed</b> )	Specific assignments will be described in Assessment and Evaluation below
Fri 15 <sup>th</sup> Sept	Chapter 4: Integumentary System	
Wed 20 <sup>th</sup> Sept	Chapter 5: Musculoskeletal System ( <b>self-directed</b> )	
Fri 22 <sup>nd</sup> Sept	Chapter 5: Musculoskeletal System (continued) ( <b>self-directed</b> )	
Wed 27 <sup>th</sup> Sept	Chapter 6: Nervous System and Mental Health	
Fri 29 <sup>th</sup> Sept	Chapter 7: Special Senses	
Wed 4 <sup>th</sup> Oct	Chapter 7: Special Senses (continued)	
Fri 6 <sup>th</sup> Oct	Chapter 8: Endocrine System	
Wed 11 <sup>th</sup> Oct	<b>Midterm 1</b>	
Fri 13 <sup>th</sup> Oct	Chapter 9: Blood and Immune System	
Wed 18 <sup>th</sup> Oct	Chapter 10: Cardiovascular and Lymphatic Systems	
Fri 20 <sup>th</sup> Oct	Chapter 10: Cardiovascular and Lymphatic Systems (continued)	
Wed 25 <sup>th</sup> Oct	Academic Advising Week, No class	
Fri 27 <sup>th</sup> Oct	Academic Advising Week, No class	
Wed 1 <sup>st</sup> Nov	Chapter 11: Respiratory System	
Fri 3 <sup>rd</sup> Nov	Chapter 11: Respiratory System (continued)	
Wed 8 <sup>th</sup> Nov	Reading week - no regular class	
Fri 10 <sup>th</sup> Nov	Reading week - no regular class	
Wed 15 <sup>th</sup> Nov	<b>Midterm 2</b>	
Fri 17 <sup>th</sup> Nov	Chapter 12: Digestive System	
Wed 22 <sup>nd</sup> Nov	Chapter 13: Urinary System	
Fri 24 <sup>th</sup> Nov	Chapter 14: Male Reproductive System	
Wed 29 <sup>th</sup> Nov	Chapter 15: Female Reproductive System, Obstetrics, and Neonatology	
Fri 1 <sup>st</sup> Dec	Chapter 15: Female Reproductive System, Obstetrics, and Neonatology (continued)	
Wed 6 <sup>th</sup> Dec	Chapter 16: Oncology	
Friday 8 <sup>th</sup> Dec	Review	
Last day of class is Monday 11 <sup>th</sup> Dec		

## Requirements:

## Assessment and Evaluation:

- Midterm 1 –30%, Wed 11<sup>th</sup> Oct
  - Midterm 2 –30%, Wed 15<sup>th</sup> Nov
  - Final – 40%, Fri 15th Dec 6:30-9:30 pm, A1085-1
- 
- Students are encouraged to read the corresponding chapter prior to attending lectures
  - Students are encouraged to generate their own notes according to their learning styles
  - Lecture materials, except fill-in slides, and assignments will be posted on Moodle
  - Final exam is *comprehensive* (i.e. cumulative)

## Attendance:

Attendance at all lectures is strongly recommended, this will help ensure success on exams. An absence for an exam requires that a note be provided from a medical authority before the student may complete the test. If absences for an extended period occur the instructor should be notified.

## Grade Summary:

The available letters for course grades are as follows:

Percent (%) to Letter Grade Conversion	Grade	Grade Point	Description
95.00% - 100%	A+	4.0	Excellent
87.00% - 94.99%	A	4.0	
80.00% - 86.99%	A-	3.7	
77.00% - 79.99%	B+	3.3	Good
73.00% - 76.99%	B	3.0	
70.00% - 72.99%	B-	2.7	
67.00% - 69.99%	C+	2.3	Satisfactory
63.00% - 66.99%	C	2.0	
60.00% - 62.99%	C-	1.7	
55.00% - 59.99%	D+	1.3	Minimal Pass
50.00% - 54.99%	D	1.0	
00.00% - 49.99%	F	0	
			Fail

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## **Late Work**

In general, late work is accepted but penalized by a loss of 0.5% per day. If you have a spectacularly good excuse for being late, let me know as soon as possible and I'll consider waiving the penalty.

## **Academic Integrity – Cheating and Plagiarism**

For exams, working with other students is NOT allowed. For all other assignments, working together IS allowed (unless stated otherwise). If you use any sources other than your instructor, classmate, textbook, or lab handout, please cite them.

It is your responsibility to ensure that all work you submit is original and that credit is given to ideas that are not your own. See below for Ambrose's statement defining plagiarism and outlining its consequences.

Examples of plagiarism include, but are not limited, to:

1. Copying an assignment from someone else and submitting it as your own work.
2. Working with a friend and writing down identical answers, whether you understand the content or not, and submitting the assignments separately.
3. Quoting directly from a source without supplying quotation marks or a citation.
4. Quoting directly from a source without supplying quotation marks, even if it is referenced.
5. Submitting an assignment in which >30% of the content is properly quoted; that is, at least 70% of the words in an assignment need to be your own. A general rule of thumb: for every line quoted, there should be three lines of your own material explaining that quote.
6. Submitting the same or similar assignment for more than one class, or more than one iteration of the same class.

## **Penalties for plagiarism**

For a first offense in any one of my classes, a zero on the assignment with no chance of rewriting it, and a note in your academic file.

For a second offense in any one of my classes, a zero in the class, and recommendation for a note on your transcript.

For a third offense in any one of my classes, a zero in the class and a recommendation for expulsion from the university.

Note that Ambrose has appeals process in place if you feel that allegations of plagiarism are unfounded; these are for final marks only, and not for individual assignments.

Note that my record of a student's past plagiarism does not reset with each semester.

## HOW TO POSITION YOURSELF FOR ACADEMIC SUCCESS

1. Come to lectures and tutorials – People learn in many ways, some are auditory learners, some visual learners, some tactile, but most of us use a combination of all of these. I will try use a combination of these in class, therefore attending increases your opportunities for learning.

2. Note Taking – Reading over your notes within 24 hours after class and supplementing with more detail from the text will greatly enhance your retention of the material. I would suggest taking lecture notes in one color and using contrasting color for ‘added’ material.

3. Keep up with the reading material – Lectures will not always cover all the material, so your text is an important resource. Focus on the summary charts, bold or highlighted items, and end of chapter reviews. Supplement your lecture notes with points from your readings. The text provides a wealth of visual illustrations and additional web-based resources. Utilize all these resources to help you learn. There is sometimes a tendency to go into a studying slump after mid-semester.

Just like in a race, do not let up until the finish line!

4. Form study groups – Study groups can help you learn while making new friends. Often students can learn as much from their peers as from the professor. When you can explain a concept to someone else then you know that you really know it.

5. Ask for help – Students ARE NOT an interruption from my work, but the reason for it! Visit me during office hours, send an email or make an appointment. Sometimes that extra bit of explanation makes all the difference.

## Ambrose University Important Information:

### Ambrose University Important Policies & Procedures:

#### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

#### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

#### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

#### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

#### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

#### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

#### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

#### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets

to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.