SANTA BARBARA CITY COLLEGE
HEALTH INFORMATION TECHNOLOGIES
SPRING 2012 SYLLABUS
HIT 135 – Basic Medical Terminology

Instructor: Denise Harrison, BS, CTR

Contact: IMAIL Block in Moodle (This forwards to my SBCC email.)
If you are unable to log into Moodle and need to reach me urgently, you may use dcharrison1@sbcc.edu. E-mails to this address must include the following information in the subject line: HIT 135 – CRN 54761.

Office hours: Held through E-mail communication or by appointment
HIT Web site: http://www.sbcc.edu/hit/
Online support: ONLINE SUPPORT FORM (fastest way); 805-965-0581 x 2949; or 877-232-3919 (Toll-free)

COURSE DESCRIPTION
HIT 135 is an introduction to medical terminology related body structure, body systems, and diagnostic and therapeutic procedures. The course covers the spelling, definition and pronunciation of medical terms.

PREREQUISITE(S)/SKILLS ADVISORIES:
Prerequisites: None
Corequisite: None
Skills Advisories: Eligibility for ENG 110 or ENG 110H or ENG 110GB

COURSE OBJECTIVES
Upon completion of this course, students should be able to demonstrate competencies in the following areas at the appropriate skill and knowledge level:

1. Analyze, define and pronounce medical words taken from Greek and Latin parts.
2. Construct medical words using Greek and Latin prefixes, suffixes, word roots and combined word forms.
3. Spell medical terms correctly.
4. Develop proficiency in the use of a medical dictionary.
5. Develop a working vocabulary in medical terminology.
6. Translate medical abbreviations and symbols.
7. Read health record reports with an understanding of medical terminology used.
8. Identify the need for the technical language of medicine.

STUDENT LEARNING OUTCOMES (SLOs)
1. Analyze and construct medical terms by examining the parts of the word.
2. Define medical terms and relate them to the appropriate body system.
3. Understand and articulate diagnostic and procedural terminology of each body system.
4. Identify and interpret diagnoses, procedures, abbreviations and symbols used in a medical record.
INSTRUCTIONAL METHODOLOGY

1. Moodle lectures and assignments
2. Textbook reading assignments and exercises, Medical reports
3. Assessments (Quizzes; Exams)
4. Discussion Forums; Internal Course Email

REQUIRED TEXTS/MATERIALS


Strongly recommended: Medical dictionary (e.g. Taber’s Cyclopedic Medical Dictionary, Stedman’s Concise Medical Dictionary for the Health Professions or Dorland’s Medical Dictionary, most recent edition)

ONLINE RESOURCES

http://www.medterms.com
http://medical-dictionary.com

METHODS OF EVALUATION

Quizzes: 14 @ 20 points each = 280 points
Midterm Exam: 50 points
Final Exam: 75 points
Total Points possible = 405

CALCULATION OF GRADES

Grades will be calculated by placing the total points earned over the total points available. After conversion to a percentage, a letter grade will be assigned based on the grading scale. Grades may be accessed through the Grades link in the Administration block depicted below.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>363-405</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>323-364</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>282-322</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>242-281</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 241</td>
</tr>
</tbody>
</table>

The minimum grade acceptable for this course is a C.

COURSE POLICIES

Attendance

Although highly unlikely in this course, the course content, including the Course Calendar, as displayed on the HIT 135 Moodle Homepage within the Course Documents section, are subject to change. It is the student’s responsibility to log into the course AT LEAST ONCE A WEEK*. There are no required meetings where attendance is taken.

*Since this course offers the flexibility for students to move through the course activities at an accelerated rate, students are not required to log into the course once all course requirements are completed.
HIT/CIM ATTENDANCE POLICY: Click on the link to read the HIT/CIM Departmental attendance policy.

Assignments:

Textbook exercises should be completed prior to taking the weekly online quizzes. The textbook exercises are for student learning and are not submitted to the instructor for grading. Therefore, you will not need to access the assignments link for this course.

The pronunciation of medical terms is to be accomplished by listening to the textbook’s CD and repeating the terms for each chapter. Additional exercises are available on the CD-ROM accompanying the text.

Quizzes and Exams

Quizzes and exams may be accessed through the Quizzes link in the Activities block, or through the link provided in the weekly lesson. An example of a typical weekly lesson (Lesson 1) is depicted to the right.

Notes and other resources may not be used during quizzes or exams. To reiterate, these assessments are closed book/closed notes/closed resource, timed assessments. All quizzes and exams are available on the first day of class, but close on the due date as specified in the Course Calendar. Students must take each quiz and exam on or before the due date specified in the Course Calendar unless prior arrangements are approved by the course instructor. Students are expected to take their own quizzes and exams, and adhere to the Academic Integrity Policy at all times.

A practice quiz is provided with each lesson. These practice quizzes are not graded, and do not contribute to your final grade in this course. The practice quizzes are intended to help you assess your understanding of the lesson material, and improve your test-taking skills. You may take the practice quizzes as many times as you like.

Late Policy

It is the student’s responsibility to complete the quizzes and exams by the due dates posted in the Course Calendar. All students are responsible for monitoring and adhering to the Course Calendar as posted unless prior arrangements have been made with the instructor. There will be no credit for late submissions.

Computer problems do occur, so if it is your habit to work up until a quiz or exam deadline, do so at your own risk. All students should have a “back-up” computer plan in the event of hardware, software or technical difficulties unrelated to the SBCC system that can be invoked in a timely manner. The “back up” computer may be through another reliable source (e.g. workplace, public library, friends, etc.).

Lesson Feedback

Each lesson module has a five-question lesson feedback, accessible through the Feedback link (which is located in both the Activities block and within each lesson (see example depicted above). Students are requested to provide the instructor with constructive feedback as to their success and/or difficulties with the lesson. These Lesson Feedback activities are not required course activities.
LINKS TO SBCC POLICIES AND RESOURCES

- Academic Integrity Policy
- Distance Education Student Support
- Dropping Classes
- FERPA - Student Privacy
- How to Order Textbooks
- Link to test Javascript
- Netiquette (Online Etiquette)
- Online College Concerns
- Plagiarism
- SBCC's Online College Orientation
- Hardware and Software Requirements
- Standards of Student Conduct
- Students with Disabilities

ABOUT YOUR INSTRUCTOR

Denise Harrison earned her bachelor’s degree in biology from the University of West Florida in Pensacola, and did post-graduate studies in microbiology and immunology at Texas A & M University in Kingsville, Texas. She had a teaching fellowship at Texas A & M, then taught various biology courses at Midland College (Midland, Texas) and Western Wyoming Community College (Rock Springs, Wyoming). In addition to teaching, she directed a federal grant aimed at training economically disadvantaged women for careers in non-traditional fields (Rock Springs, Wyoming), and also worked as the technical supervisor for the breath-alcohol testing program in Ector County, Texas.

She has been a CTR since 2005, and has worked as a cancer registry coordinator for Commission on Cancer Approved hospital-based programs in the Houston Medical Center. She serves on the Alternative Methods committee of the NCRA, has been writing the CE quizzes for the Journal of Registry Management for several years now and is a trainer for Collaborative Stage Version 2 (CSv2).