



## TEACHING TEAM

### Instructor

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### OSTE instructors

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## REQUIRED RESOURCES

1. Medical Terminology Express (2<sup>nd</sup> edition), Gyls & Masters (2015)
2. Access to Medical Language Lab (free with **new copy** of the text listed above)
3. i>clicker 2 (available at the Duck Store)

**\*\*If you buy a used version of the textbook you will also have to purchase access to Medical language lab for an additional \$24.95**

## TIME COMMITMENT

Class meets **Tuesday and Thursdays in Willamette 100 from 8:30-9:50am**

**University policy:** 3 credit class = **9 hours per week** (approximately 3 in class/6 at home)

## COURSE DESCRIPTION

This course is designed to give you a framework for how to go about learning the terminology used across various health professions. Within the context of different anatomical regions, you will learn the word roots, combining forms, prefixes, and suffixes that make up the language of clinical practice, and then apply your knowledge of terminology in reading, interpreting, and explaining clinical phrases and cases. We will discuss common medical procedures and diseases. Throughout the course you will also explore various health professions in order to gain a better understanding of what each field entails, and reflect on which might be a suitable fit for you.

*The University of Oregon is working to create inclusive learning environments. Please notify me if aspects of the instruction or course design result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).*

## INTENDED LEARNING OUTCOMES (ILO's)

By the end of this course you will be able to ...

1. Describe an approach for analyzing terminology used in the health professions.
2. Use that approach to:
  - a. Correctly pronounce and interpret the meaning of terminology used in a clinical phrase or case, and
  - b. Describe the meaning of a phrase or case to a patient
3. Read scenarios of patients dealing with certain pathologies, and convert medical terms to lay terms or lay terms to medical terms.
4. Label and describe the major anatomical structures of each body region and system.
5. Compare and contrast various health professions, and reflect on why a specific field may be a good fit for you.

Intended learning outcomes are clearly communicated to students in the syllabus and throughout the course to remind students what my goals for them are and to make sure they understand what expectations are in the course.

## ASSESSMENT OVERVIEW

### Assignments

- Pre Class Assignments* (10%)
- Medical Language Lab (MLL)* (10%)
- Health professions assignment* (10%)

Grades will be assigned according to the following table:

### Exams

- Objective Structured Terminology Exams (OSTE's)* (25%)
  - 7 total (drop lowest score)
- Written Exams* (35%)
  - Midterm (15%)
  - Final (20%)

<u>Percentage</u>	<u>Grade</u>
97-100%	A+
94-96%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
60-69%	D
59% or below	F

### Participation (10%)

- In class participation* – based on iClicker attendance
- Participation tasks*
  - You earn 1% of your grade for completing the
  - Introduction Survey
  - Syllabus quiz
  - Statement of student conduct quiz

Assignment weighting is designed to reflect which assignments I value in the course (See “Your grade book is your value system” in my teaching philosophy). For example, participation in class is important to me because of the skills we practice during class time and the in-class activities we do are my best opportunity to give targeted feedback to students as a group and in one-on-one conversations.

## ASSIGNMENTS

### Pre Class Assignments

Pre class assignments are designed to familiarize yourself with basic anatomy and the common word roots, prefixes, and suffixes that are used when describing anatomical regions. They must be completed and uploaded before the beginning of class. Pre class assignments are graded for completion and effort.

This medical terminology class was designed for 2<sup>nd</sup> year Human Physiology Majors who haven't taken an anatomy course yet. To be able to discuss medical terms and diseases, I introduced basic anatomy in pre-class assignments. Pre-class assignments also were a resource for students to study word parts that we could build upon in-class so that we could spend more class time practicing questions that were similar to exam-type questions from oral and written exams. This gives students chances for low-stakes, formative, self-assessments and ensures that they are practicing problems that are equivalent to exam questions (see "**practice like you play**" from my teaching philosophy)

### Medical language lab (MLL)

Medical language lab is an online medical terminology study resource. After each class, you will have a corresponding MLL lesson. **Please see the course calendar on canvas for the specific due dates for each MLL lesson.** Generally, each MLL lesson is due at the end of the week in which it was introduced. Each lesson is comprised of multiple exercises including critical listening, response, word building, labeling, identifying pictures, and flash cards. Details for how to access MLL and complete the required exercises can be found in the "MLL Student Handbook" on Canvas.

### Health professions assignment

The purpose of the health professions assignment is to encourage you to start exploring different health professions, and to consider which fields may or may not be a good fit for you. The assignment is comprised of two parts worth 5% each.

#### **Part I – Due week 6 (May 8<sup>th</sup>)**

You may choose **either** of the following options for part I

- Health professions comparison chart, OR
- Appointment with a Health Professions Advisor in the Teaching and Learning Center (<http://healthprofessions.uoregon.edu/advising/>)

#### **Part II – Due week 10 (June 5<sup>th</sup>)**

##### Written reflection

Given what you learned from part one of the assignment you will compare and contrast at least two different health professions, and reflect on why one may be a better fit for you. Details for the written reflection can be found on Canvas

From department questionnaires it is clear that the vast majority of human physiology majors intend to pursue a career in a health-related position. My own introductory survey in this class (see "know your students" from my teaching philosophy) showed that >95% of students wanted to pursue a health-related career. This assignment is an opportunity to investigate potential career options and how students can best prepare themselves to be successful applicants to their program of choice. Students either compared different professions they were interested in or they had an appointment in the health professions advising office to make sure they would be

## EXAMS

### Objective Structure Terminology Exams (OSTE's)

OSTE's are practical exams where you will apply the terminology you are learning in the course. The acronym "OSTE" derives from the fact that these exams are:

Objective – All students are assessed using similar prompts and are marked with the exact same rubric

Structured – Each OSTE will follow a similar structure of tasks (described below)

Terminology – Your knowledge and understanding of terminology will be tested through your reading, pronunciation and interpretation of words and phrases

Exam – You should think of your weekly OSTE as a short oral exam. It is the best opportunity to assess your ability to communicate and use medical terms.

### **OSTE structure**

- Each OSTE is *closed book* and will be composed of the following three sections:
  1. Read and pronounce
  2. Read and interpret
    - a. *Lay terms* → *medical terminology*
    - b. *Medical terminology* → *lay terms*
  3. Listen and interpret

The details:

- At the beginning of the term you will sign up on Canvas for a 5-minute time slot that works best for you on a weekly basis. You will keep the same 5 minute OSTE time slot for the entire term
- Late policy

If you are late for your OSTE, it is at the discretion of the OSTE instructor as to whether you may still enter and complete your OSTE. Since the instructors are on a schedule of 5-minute appointments, your appointment will still end as scheduled, to respect the next student's start time.
- Expected absence

If you know you will miss an OSTE, you may communicate with your classmates to trade your OSTE time slot with someone else for that week. You may trade with any student regardless of who their OSTE instructor is. Once you and another student have agreed to trade time slots, you must notify the instructor(s) of your agreement PRIOR to arriving for the OSTE.
- There are 7 OSTE's over the entire term. **Your lowest grade will be dropped.**

Oral exams were implemented to make sure that students would fulfill the courses second intended learning outcome (correctly pronounce and interpret medical terms and phrases). Between myself and my graduate teaching fellows working in the course, we administered oral exams each week to all 150 students in the course and gave them feedback and brief instruction to improve their strategies for learning and

## Written Exams

Details regarding the specific format of the midterm and final exams will be given in the week prior to each test.

### Missed exams

- Alternative grading paradigms or alternate writing circumstances may be considered for the midterm exam due to an excused absence **discussed before the test date**.
- The cumulative final exam must be completed in order to pass the course and receive a letter grade:
  - The final exam must be taken during the scheduled final exam period.
  - University rules prohibit the early administration of final exams.

## PARTICIPATION

### In class participation

In class participation is highly encouraged in the course. Be prepared to engage with your peers during partner and group work. Each class, you will have an opportunity to apply the terminology and anatomy you have learned through answering short-answer questions, working through clinical chart notes, and discussing patient scenarios.

Your participation grade will be assessed through your iClicker attendance. **For full attendance points you must attend at least 80% of classes.**

### i>clicker responses

You will need to register your iclicker on Canvas so that you will receive your attendance points.

i>clickers were used in class for multiple choice questions and so that students can get more individualized self-assessment in a large class setting. Clicker questions typically were based on examples created from real medical scenarios that was related to the week's content and built on previous knowledge. Students were typically asked to answer the question independently, then discuss with a neighbor and re-submit and answer, and then the class would discuss potential misconceptions of common mistakes.

### Participation tasks

One percent of your grade will be earned through completion of the following tasks, which will be available in the week 1 module in Canvas.

#### *Syllabus quiz*

The syllabus quiz is a multiple-choice quiz on Canvas pertaining to the information in the syllabus. You will have multiple attempts and must attain 100%.

#### *Statement of student conduct quiz*

Similar to the syllabus quiz, the statement of student conduct quiz is a multiple-choice quiz on Canvas pertaining to the information in the statement of student conduct. You will have multiple attempts and must attain 100%.

### COURSE CALENDAR/DUE DATES

Dates in this calendar are tentative. See the course webpage on Canvas for more specific information.

Week	Date	Day	Content Area	Chapter	MLL	OSTE
<b>Week 1</b>	31-Mar	Tues	NO CLASS			
	2-Apr	Thurs	Terminology Skills	1		
<b>Week 2</b>	7-Apr	Tues	Body Structure	2	1	
	9-Apr	Thurs	Integumentary	3		
<b>Week 3</b>	14-Apr	Tues	Respiratory	4	2, 3	1
	16-Apr	Thurs	Cardiovascular	5		
<b>Week 4</b>	21-Apr	Tues	Cardiovascular	5	4, 5	2
	23-Apr	Thurs	Blood/Lymph	6		
<b>Week 5</b>	28-Apr	Tues	Immune System	6	6	3
	30-Apr	Thurs	Digestive	7		
<b>Week 6</b>	5-May	Tues	<b>MIDTERM</b>		7	
	7-May	Thurs	Urinary	8		
<b>Week 7</b>	12-May	Tues	Reproductive	9	8	4
	14-May	Thurs	Endocrine	10		
<b>Week 8</b>	19-May	Tues	Endocrine	10	9, 10	5
	21-May	Thurs	Nervous	11		
<b>Week 9</b>	26-May	Tues	Nerve/Muscle	11/12	11	6
	28-May	Thurs	Musculoskeletal	12		
<b>Week 10</b>	2-Jun	Tues	Special Senses	13	12	7
	4-Jun	Thurs	Special Senses/Review	13		
<b>Week 11</b>	9-Jun	Tues	<b>FINAL</b>		13	