

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING**

**NURS 3302
MEDICAL TERMINOLOGY
Syllabus**

Spring 2016

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Timeframe for Responding to Students: 24 Hours

Web based offering

The content of this syllabus is subject to change at the discretion of the faculty
according to current learning needs

[University Policies referenced in Syllabus can be found at:
<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>]

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Spring 2016 MASTER COURSE SCHEDULE for NURS 3302

All weeks start on **MONDAY at 0800 AM** and end on the following **Sunday at 11:59 pm**

Weekly Modules	Topics/Weekly Readings	Assignment/Due Dates	Quizzes/Due Dates
Week 1 1/19/16	Chapter 1&2: Basic Word Structures Terms Pertaining to the Body as a Whole	Become Familiar with Blackboard Review the Syllabus & Course Schedule 1. Assignment (DB) #1 due 8/31 @ 11:59p.m. Post to your group only: a. Your introduction b. One thing you learned about the course by reviewing the syllabus & schedule. 2. Submit Affirmation Forms to BBd	Quiz 1* Covers Chapters 1 &2 Quiz opens Tuesday 1/19 @ 8a. Quiz closes on Sunday 1/24 @ 11:59p.
Week 2 1/25/16	Chapters 3 & 4: Suffixes and Prefixes		Quiz 2* Covers Chapters 3 &4 Quiz opens on Monday 1/25 @8a Quiz closes on Sunday 1/31 @ 11:59p
Week 3 2/1/16	Chapter 14: Lymphatic and Immune Systems	Feb.1 Census date	Quiz 3* Cover chapter 14 Quiz opens Monday 2/1 @ 8a Quiz closes Sunday 2/7 @ 11:59p.
Week 4 2/8/16	Chapters 13 & 19: Blood System & Cancer Medicine		Quiz 4* Covers Chapter 13 & 19 Quiz opens Monday 2/8 @ 8a Quiz closes Sunday 2/14 @ 11:59p @11:59p
Week 5 2/15/16	Chapters 7: Urinary Systems	Choose a topic for Assignment DB #2 Enter your choice to the group DB# 2 (Ex. Hi folks I'm doing xxx) Begin to work on you topic this week. Review the written materials in Course Documents folder & the Tegrity for DB assignments.	Quiz 5* Covers Chapter 7 Quiz opens Monday 2/15 @ 8a Quiz closes Sunday 2/21 @ 11:59p.
Week 6 2/22/16	Chapters 11: Cardiovascular System	Assignment DB # 2 due Sunday 2/28/16/15 @ 11:59 pm	Quiz 6* Covers Chapter 11 Opens Monday 2/22 @8a Quiz closes Sunday 2/28 @ 11:59p
Week 7 2/29/16	Chapters 8 & 9: Female and Male Reproductive Systems	MIDTERM WEEK Covers material from Week 1-Week 7 Assignment DB # 2 Responses due Sunday 3/6 @ 11:59 pm	MIDTERM WEEK* Exam opens Monday 2/29 @ 8a Exam closes Sunday 3/6 @ 11:59p.

		SPRING BREAK	
Week 8 3/14/16	Chapters 16 & 17: Skin & Sense Organs: The Eye and the Ear		Quiz 7* Covers Chapter 16 & 17 Quiz opens Monday 3/14 @ 8a. Quiz closes Sunday 3/20 @ 11:59p.
Week 9 3/21/16	Chapter 10 & 22: Nervous System, Psychiatry		Quiz #8 Quiz opens Monday 3/21 @ 8a Quiz closes Sunday 3/27 @ 11:59p.
Week 10 3/28/16	Chapter 12: Respiratory System	Choose a topic for Assignment DB #3 Enter your choice to the group DB# 3 (Ex. Hi folks I'm doing xxx) Begin to work on you topic this week. Review the written materials In Course Documents Folder & the Tegrity for DB assignments.	Quiz 9* Covers Chapter 12 Quiz opens 3/28 @8a Quiz closes Sunday 4/3 @ 11:59p.
Week 11 4/4/16	Chapter 15: Musculoskeletal System	Assignment DB #3 Due 4/10/16 @ 11:59 p.m.	Quiz 10* Covers Chapter 15 Quiz opens Monday 4/4 @ 8a. Quiz closes Sunday 4/10 @ 11:59p.
Week 12 4/11/16	Chapter 18 Endocrine System	Assignment DB # 3 Responses due Sunday 4/17/16 @ 11:59p.	Quiz 11* Covers Chapter 18 Quiz opens Monday 4/11 @ 8a Quiz closes Sunday 4/17 @ 11:59p.
Week 13 4/18/16	Chapters 5 & 6: Digestive System & Additional Suffixes and Digestive System Terminology		Quiz 12* Covers Chapter 5 & 6 Quiz opens Monday 4/18 @ 8a Quiz closes Sunday 4/24 @ 11:59p.

Week 14 4/25/16	Chapter 20 & 21 Radiology, Nuclear Medicine & Pharmacology	<u>Final Exam*</u> <u>Weeks 8 THRU Week 14</u>	Final Exam opens Monday 4/25 @ 8a Final Exam closes Sunday 5/1 @ 11:59p.
Week 15 5/2-5/6/16	Course Wrap-Up Make sure all assignments are complete	Make sure you have completed Faculty & Course Evaluations	

I. **TITLE**
NURS 3302: Medical Terminology

SEMESTER CREDIT HOURS

Three (3) hours didactic

PREREQUISITE: None.

1.1 COURSE DESCRIPTION:

This on-line course will introduce the student to the medical terms used throughout all healthcare settings. The course is designed to prepare the student to use the terms in the correct context, and to interpret their use in the healthcare arena. In addition, the course content will introduce the student to core disease processes and medical procedures.

1.2 COURSE OBJECTIVES:

1. Explore the origin of medical language used in the healthcare industry.
2. Identify, integrate and formulate basic medical terms using basic term components: prefix, root, combining forms, and suffix.
3. Identify, demonstrate and understand common terms and abbreviations related to the major systems of the body.
4. Development of interpersonal relationships and peer support through Discussion Board assignments.

1.3 REQUIRED TEXTS & Access Code Information:

Chabner, D.E. (2014). *The language of medicine* (10th ed.). St. Louis, MO: Saunders Elsevier.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN: 1-4338-0561-8)

***During the FIRST week of class every student should go to the Evolve website, create a student account, and redeem the access code for the STUDENT RESOURCES available at the Evolve website called SELF STUDY/INDEPENDENT STUDY.

Evolve Website is located in the front cover of the text as is the access code for purchased text.

***If a student has an earlier edition of the text, chances are the access code will not be valid. In this case please contact Evolve customer service & purchase an access code STUDENT RESOURCES available at the Evolve website called SELF STUDY/INDEPENDENT STUDY.

***If a student opted to not purchase a text, please contact Evolve customer service and purchase an access code for STUDENT RESOURCES available at the Evolve website called SELF STUDY/INDEPENDENT STUDY.

1.4 COURSE GRADING POLICY

Completion of NURS 3302 is based on the satisfactory attainment of all course criteria.

1. **Students must have a grade average of 75 or higher in order to pass the course. An average of 74.5 to 74.9 will not be rounded to a 75.**
2. Paper/Assignment Re-grading Policy: Student assignments will not be re-graded. Students are encouraged to get an early start with any writing assignments to avoid the last minute rush. The Writing Center is a useful resource for having your work reviewed before it is submitted. Additionally, classmates can be very helpful to review assignments before submission. You might consider being a peer reviewer and/or asking a peer to review your work.

3. Assignments	<u>Percent of Grade</u>
Quizzes: 12 Quizzes	55%
Midterm Exam	10%
Final Exam	10%
Discussion Board Assignments	<u>25%</u>
DB #1 5%, DB #2 & #3 (10% ea.)	100%

4. Letter grades will be assigned according to the following scale:

A	90 -100
B	80 - 89
C	75 - 79
D	60 - 74
F	Below 60

1.5 ACADEMIC INTEGRITY Found @ www.utt Tyler.edu/mainsite/conduct.html

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UTT students in the Student Guide. These policies are fully endorsed and enforced by the entire faculty in the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly.
4. The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules.

1.6 Course Information

1.61 Course Guidelines

1. All submitted written materials are the property of the College of Nursing. They are maintained in an archived file at the College of Nursing until graduation.
2. Access to Blackboard is required. For students who do not have Internet access at home, access is available at The University of Texas at Tyler School of Nursing Computer Lab, the University Center in Longview and on the Palestine campus. There are also computers available in other lab sites on the main campus.
3. Students are expected to review the content modules each week and complete the course assignments including quizzes and discussion board assignments as outlined in the Course Schedule in the syllabus. **Students will not be allowed to make up quizzes except for extenuating circumstances at the discretion of faculty. Five points will be deducted from discussion board assignments for each day the assignment is late.**
4. Students are responsible for all announcements made on the Blackboard site. Since this is an online course much of the communication from faculty will be through Blackboard and email.
5. **Students are expected to check their university email at least every 2- 3 days.**
6. Students who require Blackboard assistance should contact the Blackboard Administrator at (903) 566-7357 or E-mail address: itsupport@patriots.uttyler.edu or at the Office in BUS 101 on the Tyler campus at The University of Texas at Tyler.
7. The School of Nursing: Guide for Baccalaureate Students is available on the SON website at <http://www.uttyler.edu/nursing/college/documents/GUIDE-FOR-BACCALAUREATE-STUDENTS-FA-11-SP-12.pdf>
8. Students are required to use their student Patriot email accounts for all correspondence.
9. Students are to put the course number **N3302** in the subject line when sending emails to course faculty.
10. Course faculty will respond to email correspondence within 24 hours., unless a student has an emergency. If a course faculty member has not responded within 24 hours to email and/or voice mail, students are encouraged to contact the faculty member again.
Faculty work hours are Monday-Friday 9-5.
Emails received after 5p on Friday will be answered on the following Monday.
11. Course faculty will make a diligent effort to have written assignments including discussion board assignments graded within *two weeks* of student submission.

Late Work: All course work is due according to the dates/time on the Course Schedule unless other arrangements have been made & approved in advance.

Coursework submitted late is subject to a 5 point penalty for each day the assignment is late. Assignments will not be accepted one (1) week past the due date unless approved in advance.

In the event of technical problems, students should contact the instructor immediately and provide an explanation of the problem encountered. Faculty reserve the right to allow students to retake a quiz or exam only if technical problems occur and faculty are notified in a timely manner.

Successful Study Tips:

Below are broadly recommended and expected guidelines for studying for university science courses.

1. Read the textbook and utilize the exercises and other learning tools available for each

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chapter and subject posted under the module corresponding to the weekly content (see Master Schedule).

2. Take advantage of the EVOLVE online resources, weekly content, and practice quizzes located online in the course unit modules Study the syllabus and dates in order to meet course deadlines.
3. Develop a habit to study and reflect on the concepts being discussed.
4. **Ask questions** – faculty cannot help you if they do not know you are having problems.
5. Do not wait until the last hour to take quizzes or exams to avoid technical difficulties.
6. Do not attempt to take quizzes or exams using a tablet.

1.6.2 Course Content Weekly Learning Modules

- 1 The materials are presented in weekly modules. The activities for each week are in Blackboard (tap Modules) then tap the module for that week. All corresponding interactive activities can be located at the EVOLVE Website for this course www.evolve.com Go to the Evolve Website located in the front cover of your text. Create a Student Account. Then redeem the access code you have in the front cover of your text. If you opted to not purchase a text, you'll need to contact Evolve customer service to purchase an access code for the online materials.
- 2 Students need access to this material and should do this in the first week of class. Students are expected to read the chapters in the textbook and the online materials.
- 3 Module activities are all online in EVOLVE. These are very interactive, engaging and very helpful to use to learn about medical terminology.

1.6.3 Weekly Quizzes

1. There will be a quiz for each learning module. The quizzes are taken in Blackboard. Be academically prepared prior to opening the quiz. Students are encouraged to review the content for the week before taking the quiz.
2. There are 12 graded quizzes accounting for 55% of the grade. Each quiz is worth 4.6% of the total grade. The quizzes open and close according to the dates/times listed on the Course Schedule. Quizzes can be taken any time while the quiz is available at the students' convenience.
3. All of the quizzes consist of approximately 20 questions in varying formats (multiple choice, matching, true/false etc.). Students have 45 minutes to complete each quiz. When you are ready to take a quiz, it is strongly suggested that students find a quiet place with reliable internet access with minimal interruptions. The quiz should be taken alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so students should be academically prepared before taking each quiz.
4. IT recommends taking blackboard quizzes on a PC, not a tablet. Wireless connections may not be reliable therefore, Broadband or Cable connections are recommended. Contact itsupport@patriots.uttler.edu for technical assistance.
5. If for some reason you experience a connectivity problem while you are testing, please contact the instructor promptly.
6. Questions appear one per screen, no backtracking is permitted. Tap submit when done.
7. Upon completion, students will be able to see the questions missed, the answer given, the correct response, and the rationale.
8. Students are encouraged to avoid waiting until the last minute to take on-line quizzes or exams as inevitability this is when problems occur and will only serve to increase student stress levels.

9. It is the students' responsibility to contact the course instructor immediately should any problem occur during testing.
10. If a student has a legitimate reason for missing a quiz/exam or experiences technological difficulties while taking the quiz/exam, it is the student's responsibility to contact the instructor immediately via e-mail.

If a student is locked out while the quiz is open, please notify faculty immediately so the exam can be unlocked. Faculty will be checking the quizzes for this problem as well. Should you have to contact the course faculty because of any of these issues, you are expected to monitor your email for a response. Students will only be given a day in which to complete the quiz/exam, if it is beyond the deadline day.

1.6.4 DIDACTIC COMPONENT: MIDTERM & FINAL EXAM

1. The Midterm Exam will cover weeks 1 through 7
2. The Final Exam will be cover weeks 8 through 15. There is not separate quiz for Week 15, however those questions are included on the Final Exam. Thus students are responsible for the content of Week 15/Chapters 20 & 21.
3. The Midterm and Final Exams of 100 questions in varying formats (Multiple choice, matching, fill in the blank, and true false.) Only one question will appear at a time and once submitted you will not be able to retake the exam. Students will have two hours in which to complete each exam.
4. Just as with the quizzes, students should find a quiet place with reliable internet access before attempting to take the exam. Students should take the exam alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so be sure that you are academically prepared when you take each exam.

1.6.5 DISCUSSION BOARD ASSIGNMENT (DB)

1. The purpose of the DB assignment is to demonstrate your ability to synthesize, critically analyze, and apply key concepts from the readings and lecture material.
2. Students will be assigned to a group by the faculty for the purpose of this assignment. The discussion post and your response will be viewed by students in your group. Students are expected to monitor the discussions during the scheduled week.
3. Grading will be based upon the quality of your discussion, substance, relevance, logic and support of argument using the grading criteria. Students should synthesize materials from the assigned readings, and Web based content. Students are encouraged to use the Grading Criteria (pg.12) as an outline for the assignment.
4. The Discussion Board Assignments will be consider to be either on-time or late. Please refer to the due dates on the Course Schedule& the Course Syllabus (pg. 8) for information about Late Work. If there are extenuating circumstances preventing any student from submitting the assignment on time, it is the student's responsibility to inform the instructor and negotiate and alternative date for submission.
5. Students are reminded that professionalism is reflected in the quality of their writing so be cognizant of your grammar and spelling.
6. You are expected to use correct APA formatting for in text citations and references. An example of a DB posting, Scholarly Discussion Guidelines, and the grading criteria are found under the Course Document tab in the DB folder. Be sure to review before posting your first graded posting.

7. Students are expected to submit their own work. Postings that are copied and pasted from internet sites and other sources will be considered as Marginal work. Plagiarism is unsatisfactory in any submission.
8. There are Three (3) Discussion Board Assignments.
 - a. **DB#1** Introduce yourself to your group and post one thing you learned about the course after reviewing the syllabus and schedule.
 - This assignment is worth 5% of the total grade.
 - b. **DB #2**
 - This assignment is worth 10% of the grade and is evaluated on a 1-100 scale/rubric.
 - Choose a disease topic from one of the following chapters 7, 11, 13, 14 or 19.
 - Instructions for posting are found under the Course Documents Tab.
 - Tap the Group Discussion tab on the course home page
 - Find your group & Tap the link for the DB #2. The link will open.
 - Tap Create a Thread & post the assignment
 - Tap Submit when finished.
 - c. **DB #3**
 - This assignment is worth 10% of the grade and is evaluated on a 1-100 scale/rubric.
 - The topic will be a disease process from chapters 8,9,16 or 17 of your choice
 - Instructions for posting are found under the Group Discussion tab.
 - Tap the Group Discussion tab on the course home page.
 - Find your group & Tap the link for the DB #2. The link will open.
 - Tap Create a Thread & post the assignment
 - Tap Submit when finished.
9. Discussion board assignments will be graded using the Grading Criteria Rubric after responses to peers are complete. Please allow up to *two (2) weeks* for grading.
10. Every student will be provided with constructive feedback about their work so that improvements can be made on future assignments.

UNIVERSITY OF TEXAS AT TYLER WRITING CENTER (*information from the UTT Writing Center*)

Call 903-565-5995 for an appointment.

- You will be asked for your name and a brief description of your assignment.
- This information will allow our staff to prepare for your visit.
- If all of our tutors are busy with students or you call after-hours, please leave us a concise message with your name and, if possible, a local phone number which we can use to reach you.
- Plan ahead. Because all tutoring is provided on an appointment basis, and business really picks up around midterms and finals, we advise you to contact us for an appointment as soon as you receive a paper assignment.
- Finally, tutoring is not a "once-and-done" arrangement. Although not required, we'd like to see you at least twice as you work on a paper: once, to troubleshoot and plan your draft, and a second time to follow up.
- All appointments are for individuals; we cannot do group.

Grading Rubric for Discussion Board Assignments

Dimension	Quality			
	5- Outstanding	4- Satisfactory	2-Marginal	0-Unsatisfactory
Quality of Discussion (10 points) **See note below 10 X __ =	Every element of the assignment is included in the post. Very organized ideas progress logically Clear details are provided with examples. Focus on the topic is relevant, with evidence of synthesis of course materials. Example: the instructor is reading a post that is fully complete, with citations & references for sources, well organized with a logical flow of ideas that have been synthesized from course materials.	One element of the assignment is omitted in the post. Lack of organized & logically thought out ideas. Lack of clarity for details related to the topic. Lack of evidence of synthesis of course materials. Example: the instructor is having to read into what the student posted because the work is disorganized, not written clearly, and does not pull material together from text & outside reading.	2-3 of the elements of the assignment are omitted from the post. Ideas are presented in a loosely related manner. No flow. Lack evidence from text or outside readings. Supports statements with personal experiences and/or personal opinions. Example: the instructor is reading a post that has been copied directly from the text and other sources. The post is supported with personal experiences & opinions.	Fails to post assignment at all. The post consists of a social discussion of very poorly organized ideas related to the topic.
Quality of responses to peers (5 points) 5 X __ =	Responded to 2 questions posted by 1 peer. <u>The response is:</u> Organized with logical progression of ideas. Direct response to specific information about the topic. All sources used for response are cited & referenced. Response is professional.	Responded to 2 questions posted by 1 peer. <u>The response is:</u> Not well organized and jumps for point to point. Indirect response to specific information about the topic. 1-3 sources are not cited. Response is professional.	Respond to 1 question posted by 1 peer. <u>The response is:</u> Very poorly organized Lack flow of ideas. Not directly related to specific information about the topic. No sources are referenced or cited. Gives opinions & personal experiences. Response is unprofessional.	<u>No responses to any peer posts.</u> <u>Did not do this part of the assignment.</u>
Spelling/grammar (3 points) 3 X __ =	Zero errors in spelling and/or grammar.	1-3 Errors in spelling and/or grammar.	4-7 Errors in spelling and/or grammar.	8 or more spelling and/or /grammar errors.
APA Format Reference list APA In-text Citation (2 points) 2 X __ =	APA references correct. All sources are listed in the reference list. APA In-text citations are correct & each source has a citation. No errors reference list or in-text citations.	APA references incorrect with 1-3 errors in the reference list. APA In-text citations are incorrect with 1-3 errors citing sources.	APA references are incorrect with 4-7 errors in the reference list. APA in-text citations are incorrect with 4-7 errors citing sources.	APA references are incorrect with 8 or more errors. APA in-text citations are incorrect with 8 or more errors citing sources

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II. Module Objectives

Module 1

Chapter 1 Basic Word Structure

Identify basic objectives to guide your study of the medical language.

Divide medical words into their component parts.

Learn the meanings of basic combining forms, prefixes, and suffixes of the medical language.

Use these combining forms, prefixes, and suffixes to build medical words.

Chapter 2 Terms Pertaining to the Body as a Whole

Define terms that apply to the structural organization of the body.

Identify the body cavities and recognize the organs contained within those cavities.

Locate and identify the anatomical and clinical divisions of the abdomen.

Positions, Directions, Planes, and Terminology

Locate and name the anatomical divisions of the back

Become acquainted with terms that describe positions, directions, and planes of the body.

Identify the meaning for new word elements and use them to understand medical terms.

Module 2

Chapter 3 Suffixes

Define new suffixes and review those presented in previous chapters.

Gain practice in word analysis by using these suffixes with combining forms to build and understand terms.

Name and know the functions of the different types of blood cells in the body.

Chapter 4 Prefixes

Define basic prefixes used in the medical language.

Analyze medical terms that combine prefixes and other word elements.

Module 3

**Chapter 14 Lymphatic and Immune Systems
Anatomy, Physiology, and Terminology**

Identify the structures and analyze terms related to the lymphatic system.

Learn terms to describe basic elements of the immune system.

Pathology, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Recognize terms that describe various pathological conditions affecting the lymphatic and immune systems.

Identify laboratory tests, clinical procedures, and abbreviations that are pertinent to the lymphatic and immune systems.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Module 4

**Chapter 13 Blood System
Anatomy, Physiology, and Terminology**

Identify terms relating to the composition, formation, and function of blood.

Differentiate among the different types of blood groups.

Identify terms related to blood clotting.

Build words and recognize combining forms used in blood system terminology.

Pathology

Identify various pathologic conditions affecting blood.

Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Describe various laboratory tests and clinical procedures used with hematologic disorders, and recognize relevant abbreviations.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Chapter 19 Cancer Medicine (Oncology)

Characteristics, Carcinogenesis, and Classifications

Review how tumors are classified and described by pathologists.

Pathology, Grading and Staging

Identify medical terms that describe the growth and spread of tumors.

Cancer Treatment and Radiation

Recognize terms related to the causes, diagnosis, and treatment of cancer.

Terminology, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Describe x-ray studies, laboratory tests, and other procedures used by physicians for determining the presence and extent of spread (staging) of tumors.

Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.

Module 5

Chapter 7 Urinary System

Anatomy, Physiology, Terminology, and Urinalysis

Name essential organs of the urinary system and describe their locations and functions.

Define urinary system–related combining forms, prefixes, and suffixes.

Recognize how urinalysis is used and interpreted as a diagnostic test.

Pathology, Clinical Procedures, Laboratory Tests, Abbreviations, and Practical Applications

Identify common pathologic conditions affecting the urinary system.

List and explain clinical procedures, laboratory tests, and abbreviations that pertain to the urinary system.

Understand medical terms in their proper contexts, such as medical reports and records.

Module 6

Chapter 11 Cardiovascular System

Anatomy, Physiology, and Terminology

Name the parts of the heart and associated blood vessels and their functions in the circulation of blood.

Trace the pathway of blood through the heart.

Define combining forms that relate to the cardiovascular system.

Pathology

Identify and describe major pathologic conditions affecting the heart and blood vessels.

Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Describe important laboratory tests and clinical procedures pertaining to the cardiovascular system, and recognize relevant abbreviations.

Apply your new knowledge to understand medical terms in their proper context, such as in medical reports and records.

Module 7

Chapter 8 Female Reproductive System Anatomy, Physiology, and Terminology

Name and locate female reproductive organs and learn their combining forms.

Explain how these organs and their hormones function in the processes of menstruation and pregnancy.

Pathology of the Female Reproductive System

Identify abnormal conditions of the female reproductive system

Pathology, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Identify abnormal conditions of the female reproductive system and of the newborn child.

Describe important laboratory tests, clinical procedures used in gynecology and obstetrics, and recognize related abbreviations.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports or records.

Chapter 9 Male Reproductive System Anatomy, Physiology, and Terminology

Name, locate, and describe the functions of the organs of the male reproductive system.

Define combining forms used to describe the structures of this system.

Pathology, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Define abnormal conditions and infectious diseases that affect the male reproductive system.

Differentiate among several types of sexually transmitted infections.

Describe various laboratory tests and clinical procedures pertinent to disorders of the male reproductive system, and recognize related abbreviations.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Module 8

Chapter 16 The Skin

Anatomy, Physiology, and Terminology

Name the layers of the skin and the accessory structures associated with the skin.

Build medical words using the combining forms that are related to the specialty of dermatology.

Pathology

Identify lesions, symptoms, and pathological conditions that relate to the skin.

Pathology, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Identify lesions, symptoms, and pathological conditions that relate to the skin.

Describe laboratory tests, clinical procedures that pertain to the skin, and recognize relevant abbreviations.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Chapter 17 The Sense Organs: The Eye & the Ear

Eye Anatomy, Physiology, Terminology, and Pathology

Identify locations and functions of the major parts of the eye.

Name the combining forms, prefixes, and suffixes most commonly used to describe these organs and their parts.

Describe the abnormal conditions that may affect the eye.

Eye Clinical Procedures and Abbreviations

Identify clinical procedures that pertain to ophthalmology and otology.

Ear Anatomy, Physiology, Terminology, Pathology, Clinical Procedures, Abbreviations, and Eye and Ear Practical Applications

Identify locations and functions of the major parts of the ear.

Name the combining forms, prefixes, and suffixes most commonly used to describe these organs and their parts.

Describe the abnormal conditions that may affect the ear.

Identify clinical procedures that pertain to ophthalmology and otology.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Module 9

Chapter 10 The Nervous system

Anatomy and Physiology

Name, locate, and describe the major organs of the nervous system and their functions.

Anatomy, Physiology, and Terminology

Name, locate, and describe the major organs of the nervous system and their functions.

Learn nervous system combining forms and use them with suffixes and prefixes.

Pathology, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

Define several pathological conditions affecting the nervous system.

Describe nervous system–related laboratory tests, clinical procedures, and abbreviations.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Chapter 22 Psychiatry

Mental Health Specialists, Tests, Clinical Symptoms, and Disorders

Differentiate between a psychiatrist, a psychologist, and other mental health specialists.

Describe tests used by clinical psychologists to evaluate a patient's mental health and intelligence.

Identify terms that describe psychiatric symptoms and major psychiatric disorders.

Psychiatric Disorders

Define terms that describe major psychiatric disorders.

Therapy, Drugs, Terminology, and Practical Applications

Compare different types of therapy for psychiatric disorders.

Identify the categories of psychiatric drugs, and name commonly used drugs in each category.

Define combining forms, suffixes, prefixes, and abbreviations related to psychiatry.

Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records.

Module 10

Chapter 15 Musculoskeletal System

Bones

- Define terms relating to the structure and function of bones, joints, and muscles.
- Describe the process of bone formation and growth.
- Locate and name the major bones of the body.
- Analyze the combining forms, prefixes, and suffixes used to describe bones, joints, and muscles.
- Explain various musculoskeletal disease conditions and terms related to bone fractures.

Joints

- Define terms relating to the structure and function of bones, joints, and muscles.
- Analyze the combining forms, prefixes, and suffixes used to describe bones, joints, and muscles.
- Explain various musculoskeletal disease conditions and terms related to joints.

Muscles, Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

- Define terms relating to the structure and function of bones, joints, and muscles.
- Analyze the combining forms, prefixes, and suffixes used to describe bones, joints, and muscles.
- Explain various musculoskeletal disease conditions and terms related to muscle.
- Describe important laboratory tests and clinical procedures relating to the musculoskeletal system, and recognize relevant abbreviations.
- Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.

Module 11

Chapter 12 Respiratory System

Anatomy, Physiology, and Terminology

- Name the organs of the respiratory system and describe their location and function.
- Recognize medical terms that pertain to respiration.

Pathology

- Identify various pathological conditions that affect the system.

Clinical Procedures, Abbreviations, and Practical Applications

- Identify clinical procedures and abbreviations related to the system.
- Apply your new knowledge to understanding medical terms in their proper contexts, such as medical reports and records, and review.

Module 12

Chapter 18 Endocrine System

Anatomy and Physiology

- Identify the endocrine glands and their hormones and functions.

Anatomy, Physiology, and Terminology

- Gain an understanding of the functions of these hormones in the body.
- Analyze medical terms related to the endocrine glands and their hormones.

Pathology

- Identify the abnormal conditions resulting from excessive and deficient secretions of the endocrine glands.

Laboratory Tests, Clinical Procedures, Abbreviations, and Practical Applications

- Describe laboratory tests, clinical procedures, and abbreviations related to endocrinology.
- Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.

Module 13

Chapter 5 Digestive System Anatomy, Physiology, and Terminology

Name the organs of the digestive system and describe their locations and functions.
Define combining forms for organs and the meaning of related terminology using these word parts.

Pathology and Pronunciation of Terms

Describe disease processes and symptoms that affect these organs.

Chapter 6 Additional Suffixes & Digestive System Terminology Suffixes, Laboratory Tests, Clinical Procedures, and Practical Applications

Define new suffixes and use them with digestive system combining forms.
List and explain laboratory tests, clinical procedures, and abbreviations common to the digestive system.
Apply your new knowledge to understanding medical terms in their proper context, such as in medical reports and records.

Module 14

Chapter 20 Radiology Nuclear Medicine X-rays, Diagnostic Techniques, and Positioning

List the physical properties of x-rays.
Identify diagnostic techniques used by radiologists and nuclear physicians.
Name the x-ray views and patient positions used in x-ray examinations.

Nuclear Medicine, Terminology, and Practical Applications

Describe the role of radioactivity in the diagnosis of disease.
Recognize medical terms used in the specialties of radiology and nuclear medicine.
Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.

Chapter 21 Pharmacology Drug Subspecialties and Administration

Describe the various subspecialty areas of pharmacology.
Identify the various routes of drug administration, drug actions, and side effects.

Classes of Drugs, Terminology, and Practical Applications

Differentiate among the various classes of drugs.
Define medical terms using combining forms, prefixes, and suffixes that relate to pharmacology.
Apply your new knowledge to understanding medical terms in their proper contexts, such as in medical reports and records.

III. UNIVERSITY POLICIES

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness Policy

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

Census Date Policy

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA)

Ms. Strout MSN, RN, CNE

and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

IV. Required Forms

**Student Affirmation Form
NON-CLINICAL COURSE**

I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average must be 75 or higher in order to attain a passing grade for the course.

I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

I will not recreate any items or portions of any exam for my own use or for use by others during my enrollment in the College of Nursing

I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

I will not allow any other student access to any of my paperwork for the purpose of copying.

Type your signature and date in the space below. Then post the signed and dated document to the BBd link for Student Affirmation Form

Student
Signature: _____ Date: _____

Date

Course NURS 3302

APPROVED:

Social Networking Policy

Online social networking mediums, such as Facebook® and Myspace®, etc. may be effective modalities for students to connect in positive ways. However, students must be aware of, and, sensitive to, the information and pictures they post (of themselves and others).

The **purpose** of this policy is to outline the privacy and confidentiality issues related to students' postings to ensure safeguarding of The University of Texas at Tyler (U.T. Tyler), College of Nursing's identity, integrity and overall reputation, in an effort to prevent violations of confidentiality and privacy.

Social Networking (definition) – Any activity that involves interaction with other individuals/users in an online environment, *i.e.*, Facebook®, Twitter®, Myspace®, Flickr®, Friendstar®, Classmates.com®, LinkedIn®, Xanga®, Bebo®, etc. (http://en.wikipedia.org/wiki/List_of_social_networking_websites). In addition, the use of other electronic devices to record pictures, images, and other information or data that may be stored, reviewed, or shared with others either immediately or at a future date are considered social networking.

For purposes of this policy, this interaction includes, but is not limited to, browsing other users' profiles/personalized web pages, browsing other users' photos, reading messages sent through social networking forums, and engaging in online messaging services, such as instant messaging or email that is in any way related to U.T. Tyler or the College of Nursing or activities conducted while in attendance at the University. The following provides guidance as to what type of behavior is inappropriate relative to online social networking. These guidelines are not all inclusive; rather, they are intended to be used as a foundation for sound decision making.

Students are encouraged to refer to the following which was prepared by the National Council of State Boards of Nursing (NCSBN): *Professional Boundaries: A Nurse's Guide to the Importance of Professional Boundaries*, located at:

https://www.ncsbn.org/Professional_Boundaries_2007_Web.pdf

Confidentiality and Privacy

Violations of confidentiality include but are not limited to:

1. Photocopying patient documents, removing patient documents from the clinical site, and postings of patient information on Internet social networking sites (Facebook®, MySpace®, Twitter®, YouTube®, etc.) as well as online blogs and journals.
2. Contacting patients/patients' family members through a social networking system.
3. Photographing in any clinical setting. Taking and/or posting any picture taken within a clinical facility without written permission of the facility or patient (even if the patient's identity is not disclosed) is a breach of the Health Insurance Portability and Accountability Act (HIPPA).
4. Discussing/posting any patient information related to the clinical facility one is assigned on Internet social networking sites or in a public place.
5. Social networking, texting, email, and other recreational computer use is prohibited during class or clinical time.
6. Using U.T. Tyler, College of Nursing's name, logo, or other information in one's personal social networking profile. Pictures of oneself should not be posted wearing U.T. Tyler nursing attire. Social networking mediums, blogs, Twitter® and Internet/electronic mail, all are considered public domain.

Failure to comply with the above guidelines will result in disciplinary action which can include dismissal from the program. Any student found in violation of the above mentioned policies and/or any policies related to conduct unbecoming a University of Texas at Tyler student, is subject to procedural disciplinary action as outlined in the U.T. Tyler Manual of Policies and Procedures for Student Affairs: Specifically Sec 8-801 and 8-804: <http://www2.uttyler.edu/mopp/documents/MOPPChapter8StudentConductandDiscipline-updated011411.pdf>

Type your signature and date in the space below. Then post the signed and dated document to the BBd link for Confidentiality and Privacy Form

Student Signature

Date

Student Printed Name

NURS 3302
Course Number

Approved: UG Studies: 5/11