

Syllabus Spring 2025

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: AH 2001 Medical Terminology

Credits: 2

Format: online

Course Prerequisites: None

Professor: Gabrielle Giersch, PhD

Email: gabrielle.giersch@uconn.edu (preferred method of contact)

Appointments: can be scheduled at https://nexus.uconn.edu/secure_per/schedule1.php?stser=4159 or through email

Office Hours/Availability: By appt only – all meetings will be held via Webex <https://uconn-cmr.webex.com/meet/geg16103>

Course Description

Introduction and mastery of medical terminology through presentation of word roots, prefixes, and suffixes. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems.

Course Materials

Required course materials should be obtained before the first day of class.

Two ways to purchase (only purchase once!):

1) Required access code is available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). *This will be mailed to you- please allow transit time and order early!*

2) Directly through Jones and Bartlett in HuskyCT link:

- Log into AH 2001 HuskyCT
- Click on “Weekly Content” on left side menu
- Click on Week 1
- Click on “Jones and Bartlett Junction Online”
- This will bring you to Jones and Bartlett Learning and credit card payment can be entered. The access code will be emailed.

Required Materials:

Medical Terminology, An Online Course: Online Access by Cohen, 9th edition. Jones and Bartlett Publishing.

Includes an electronic book and access code to AH 2001 Online Junction course.

ISBN: 9781284227079

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- Respondus Lockdown Browser with Monitor which requires a camera.
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

Check your browser compatibility here:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

This course uses Respondus LockDown Browser and Monitor for assessments and exams. LockDown Browser is a special browser application (like Chrome or Firefox) that you will need to download from the Student Help area in HuskyCT. LockDown Browser prevents you from doing anything on your computer other than take a quiz/exam in HuskyCT.

You **MUST** download and install LockDown Browser on your device in order to take quizzes/exams in this course, and that **MUST** be done from the [Student Help](#) area.

Monitor is an additional feature of LockDown Browser that will turn on your webcam and make a recording of you taking your exam outside of the classroom. The recording will stop and your webcam will be turned off once you finish your exam and close LockDown Browser.

To put LockDown on your computer, you will need to be able to download and install software onto your own machine. If you are not able to do this for some reason, you will need to make other arrangements. The library does have some laptops with LockDown installed available for short-term loan. LockDown will work with PC and Mac machines, iPads, and Chromebooks.

Make sure your computer is fully charged before using it for any LockDown quiz/exam, or that you are able to plug it in.

Please make sure to install LockDown Browser well ahead of the first assessment you will be required to take with it. There is a syllabus quiz on the HuskyCT site to help you make sure everything is working. If you have trouble with installing LockDown, you should contact the Help Desk/Husky Tech by visiting them in the library, emailing techsupport@uconn.edu, or calling 860-486-HELP (4357).

Respondus Lockdown Browser with Monitor must be used correctly or academic penalty may be imposed. This includes not covering the camera or taking pictures of the screen. Email the instructor for if any unusual instances occur while using the Lockdown Browser.

NOTE: This course has NOT been designed for use with mobile devices.

Course Objectives

By the end of the semester, students should be able to:

1. Use word analysis skills to define unfamiliar medical terms by breaking down terms into their combining forms, prefixes and suffixes
2. Explain the meanings of medical terms in the context of the structure and function of the human body in health and disease
3. Describe the organs of the various body systems and their locations and functions
4. Evaluate clinical procedures, laboratory tests, and abbreviations related to each body system or medical specialty
5. Describe disease processes, symptoms, diagnoses, and treatments that affect the various body systems
6. Transfer the specialized medical vocabulary and abbreviations needed (written and aural) to clinical scenario

Course Outline (Refer to AH 2001 sec.001 Calendar for details)

Weeks
Week 1: Ch. 1 Concepts, Suffixes, and Prefixes of Medical Terminology
Week 2: Ch. 2 Body Structure
Week 3: Ch. 3 Disease and Treatment
Week 4: Ch. 4 Integumentary System & Ch. 5 Skeletal System
Week 5: Ch. 6 Muscular System
Week 6: Ch. 7 Nervous System and Mental Health
Week 7: Ch. 8 Special Senses: Ear and Eye
Week 8: Ch. 9 Endocrine System
Week 9: Ch. 10 Cardiovascular and Lymphatic Systems
Week 10: Ch. 11 Blood and Immunity & Ch. 12 Respiratory System
Week 11: Ch. 13 Digestive System
Week 12: Ch. 14 Urinary System
Week 13: Ch. 15 Male Reproductive System
Week 14: Ch. 16 Female Reproductive System; Pregnancy and Birth

Course Requirements and Grading

Summary of Course Grading:

Course Components	Percentage
Topic Practice Center (unlimited attempts) Chapter Case Studies (unlimited attempts)	25%
Chapter Assessments (1 attempt)	45%
Midterm and Final	30%
Total	100%

Weekly content to complete (refer to AH 2001 sec.001 Calendar for details):

- **Introduction-** a selection of videos to introduce you to the material in this chapter. These videos will highlight the main concepts and terms you will see in this chapter. These videos are a complement to the remaining material in the lesson and are not a substitute for text readings and practice activities.
- **Case Study Intro-** The case study presents a real-world application of the concepts you'll be learning in this lesson.
- **Topic**
-Read Chapter- Please read through the chapter (electronic version)

- Key Terms in Chapter- the key terms are listed for the chapter. Please review these terms and listen to the pronunciation of each.
- Exercises (practice only- not graded)- various number of exercises to learn material
- Lecture slides- powerpoint slides for each chapter

- **Topic Practice Center- graded with unlimited attempts**
Practice activities include pronounce and spell, matching, concepts, and labeling.
- **Case Study Revisited- graded with unlimited attempts**
Questions about the case study introduced earlier in this chapter.
- **Lesson Assessment- graded, 1 attempt**
Lesson assessment for each chapter. Each assessment will consist of 30 multiple choice and matching questions. The graded assessment questions will be selected randomly, so no student will have the same assessment. You will have 20 minutes to complete this. One piece of blank scrap paper may be used during the assessment. **NOTE: The 2 lowest quiz grades will be dropped. This is for unanticipated life events like illness, computer issues, or forgetting to complete the quiz.**
- **Study Center-** all items that require more work will appear in your study center. This adaptive learning technology will allow you to focus on what you haven't mastered yet.

Exams:

Midterm and Final Exam

The Midterm will cover Chapters 1-8 and the Final Exam will cover Chapters 9-16. The questions are based off the chapter assessments. There are 100 questions on each exam which must be completed within 75 minutes.

The window of availability and deadline for completing the Mid-Term and Final Exam is listed in the HuskyCT *Calendar* and *Assessments* tools.

Grading Scale:

Grade	Letter Grade	GPA
92.6-100	A	4.0
89.6-92.5	A-	3.7
86.6-89.5	B+	3.3
82.6-86.5	B	3.0
79.6-82.5	B-	2.7
76.6-79.5	C+	2.3
72.6-76.5	C	2.0
69.6-72.5	C-	1.7
66.6-69.5	D+	1.3
62.6-66.5	D	1.0
60.1-62.5	D-	0.7
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the Course Calendar. Deadlines are based on Eastern Time as

posted in HuskyCT; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Topic Practice center activities and case study will have a 10% point deduction for each late school day for a maximum of 50%.

Make up for chapter assessments will only be given for emergencies on a case by case basis. The 2 lowest assessment grades will be dropped. This is for unanticipated life events like illness, computer issues, or forgetting to complete the quiz, etc.

Students must take the final exam during finals week (specific dates are posted in AH 2001 Calendar). Make up exams will only be given for *unusual circumstances* on a case-by-case basis. Make-up of the final exam must be pre-approved by the Dean of Students Office. (<http://dos.uconn.edu/>). They can assist with rescheduling the exam.

Feedback and Grades

I will make every effort to provide feedback and grades within 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.
2. Students are required to complete Lessons Assessments and Exams using the Respondus Lockdown Browser with Monitor. Prior to starting the assessment/exam, the browser will require a student to show identification (student ID, license) and perform an environment check. Students will be guided through this process within the browser.
3. Students will be recorded through their webcam while taking the assessment/exam. The recording will end when the quiz/exam is submitted. The recordings are for instructor use only.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor**, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information..

Evaluation of Course Experience

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.

Allied Health Sciences: *Student Learning Objectives*

The University of Connecticut's Department of Allied Health Science's mission is to provide outstanding education, scholarship, and service dedicated to improving the health of the people of the state, the nation, and the world. Through the completion of this degree with a standard plan of study or with a concentration in Health Sciences, Health Administration, Public Health and Health Promotion, or Occupational and Environmental Health and Safety, graduates will be prepared to join the allied health

workforce or seek admission to a graduate program in allied health or a related discipline relevant to their selected plan or concentration.

To achieve this mission, the **AHS major** has **five learning objectives** that students should meet upon successful completion of their major coursework. Each course will contribute to one or more of the following learning objectives:

1. **Describe common health states and their causes and contributing factors.**
2. **Explain health promotion assessment, planning, implementation, and evaluation.**
3. **Identify and describe contributing factors and potential solutions to health disparities and inequities.**
4. **Apply scientific method to address health issues.**
5. **Demonstrate health career readiness competences including critical thinking, teamwork, professionalism, communication, leadership, professional development, and cultural humility.**

The table below identifies the AHS learning objective(s) that the student learning objective(s) of this course align to, and how it will be assessed.

AHS Objective(s)	Course Objective(s)	Course Assignment(s)
<p>Describe common health states and their causes and contributing factors.</p>	<p>1. Use word analysis skills to define unfamiliar medical terms by breaking down terms into their combining forms, prefixes and suffixes 2. Explain the meanings of medical terms in the context of the structure and function of the human body in health and disease</p>	<p>➤ <u>Topic Practice Center-graded with unlimited attempts</u> Practice activities include pronounce and spell, matching, concepts, and labeling.</p> <p>➤ <u>Case Study Revisited-graded with unlimited attempts</u> Questions about the case study introduced earlier in this chapter.</p>
<p>Explain health promotion assessment, planning, implementation, and evaluation.</p>	<p>3. Describe the organs of the various body systems and their locations and functions 4. Evaluate clinical procedures, laboratory tests, and abbreviations related to each body system or medical specialty 5. Describe disease processes, symptoms, diagnoses, and treatments that affect the various body systems 6. Transfer the specialized medical vocabulary and abbreviations needed (written and aural) to clinical scenario</p>	<p>➤ <u>Lesson Assessment-graded, 1 attempt</u> Lesson assessment for each chapter. Each assessment will consist of 30 multiple choice and matching questions. The graded assessment questions will be selected randomly, so no student will have the same assessment. You will have 20 minutes to complete this. One piece of <u>blank scrap paper</u> may be used during the assessment. NOTE: The 2 lowest quiz grades will be dropped. This is for unanticipated life events like illness, computer issues, or forgetting to complete the quiz.</p>
<p>Demonstrate health career readiness competences including</p>	<p>5. Describe disease processes, symptoms, diagnoses, and</p>	<p><u>Midterm and Final Exam</u></p>

<p>critical thinking, teamwork, professionalism, communication, leadership, professional development, and cultural humility.</p>	<p>treatments that affect the various body systems 6. Transfer the specialized medical vocabulary and abbreviations needed (written and aural) to clinical scenario</p>	<p>The Midterm will cover Chapters 1-8 and the Final Exam will cover Chapters 9-16. The questions are based off the chapter assessments. There are 100 questions on each exam which must be completed within 75 minutes. The window of availability and deadline for completing the Mid-Term and Final Exam is listed in the HuskyCT <i>Calendar</i> and <i>Assessments</i> tools.</p>
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