Instructor

Dr. Robin Hopkins, PhD
Office location: Esslinger 255
Email: rhopkins@uoregon.edu

Course instructional support

Kimber Mattox, MSc
Office location: Esslinger 259
Email: kmattox@uoregon.edu

OSTE instructors

Amanda Morris
Email: amorris8@uoregon.edu

Michael McGeehan
Email: mmcgeeha@uoregon.edu

Required resources

1. The Language of Medicine, 10th ed. Davi-Ellen Chabner
2. i>clicker 2 – required every class starting October 7th, 2014

Time commitment

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

This course is designed to give students a solid framework for how to go about learning the terminology used across various health professions. Within the context of different anatomical regions students will learn the root words, prefixes, and suffixes that make up the language of clinical practice, and then apply their growing knowledge of terminology in reading, interpreting, and explaining clinical phrases and cases. Throughout the course students will also have an opportunity to engage with various health professionals in order to delve deeper into the learning and use of terminology in clinical practice, and to gain a better understand of what different health professions entail. Particular emphasis will be placed on feedback and peer assessment.

**Intended Learning Outcomes (ILO’s)**

*By the end of this course you should be able to ...*

1. Create study tools to help familiarize yourself with the meaning, pronunciation and context of terminology used by health professionals

2. Describe an approach for learning and analyzing terms used in the health professions

3. Use that approach to a) correctly pronounce and interpret terminology used in a clinical phrase or case, and b) describe the meaning of a phrase or case to both colleagues and patients

4. Explain a strategy for giving constructive feedback, and use that strategy to assess your own work as well as the work of your peers

5. Reflect on why self and peer assessment plays an important role in professional practice

6. Compare and contrast various health professions and reflect on why a specific field is a good fit for you
Grading

Word Dissectors (10%)

Objective Structure Terminology Exams (OSTE’s) (55%)
  • Weekly OSTE’s (6 total) (30%)
  • Midterm OSTE (10%)
  • Final OSTE (15%)

Written Exams (20%)
  • Midterm (10%)
  • Final (10%)

In class participation (15%)
  • In class responses and peer assessment activities (10%)
  • Partner of the week (POD) (5%)
  • i>clicker responses (grade rounded up/down)

Grades are NOT assigned on a curve, so you are not in competition with your classmates. Grades will be assigned according to the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>94-96%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or below</td>
<td>F</td>
</tr>
</tbody>
</table>
Word Dissector (WD) Assignments

Your “word dissector” (WD) is a learning and study tool that you will develop over the course. The purpose of your word dissector is to:

1. Prepare and equip you for participating in class activities, and
2. Provide you with a reference that can be used during open book portions of written exams

In general WD assignments will include specific readings to complete, questions to answer and word parts to define.

The details:

- Although you will be given specific readings and questions, how you organize that information is up to you
- You can discuss content with friends and peers but your WD must be your own original document
- All of the words in your WD should be generated (typed or hand-written) by you
  - Photocopies of text or copied text from the internet are NOT welcome including tables, labels surrounding images, or figure captions.
- Images
  - You may photocopy or download images, but in order for it to be included YOU must actively label, color or comment on the image in a way that is useful to you.
    - This means labels and/or figure captions on images you take from other sources must be removed (literally or electronically cut out) so that only the image itself is left. Then YOU can label the image, or provide your own caption.
  - You must indicate the source of the image (author/title of book or web address of website)
  - Check out the “SMART” (Science and Medicine ART) database for images that you can electronically label yourself
    - Click on “Databases A-Z” on the U of O Libraries homepage
    - Under “S” find the link to the “SMART imagebase”
  - The evaluation of your work will assume text and labels have been inappropriately copied UNLESS you include a note about how you created your electronic labels
- Citations
  - Any information taken verbatim from a textbook or web site must be in quotation marks
  - Citations should include the author, date, title and page number
  - No more than 30% of your document should be in quotation marks
  - If you are paraphrasing information, you can simply make a list of
resources at the end of that particular assignment (author/title or web address).

- There is **NO TOLERANCE for plagiarism** as defined below by the University of Oregon’s Policy on Academic Dishonesty:

> "Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes ... By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts ... Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226).

In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.”

([http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html](http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html))

If plagiarism is suspected, you will earn an F in the class, and the office of student conduct will be contacted

- **Use of WD during open book exams**
  - All materials in your WD during an exam must abide by the guidelines above.
  - Immediately prior or during an exam, if any materials in your WD are found to not follow the guidelines above you will forfeit the opportunity to use your WD during the examination, and will be charged with academic dishonesty

- **Submission**
  - **WD assignments are due 30 minutes prior to class on the due date**
  - WD’s will be uploaded to Blackboard (please scan hand written and/or original drawings)
  - Late submissions will not be accepted
  - One percentage point of your WD percentage will be deducted each time you fail to turn in an WD
Objective Structure Terminology Exams (OSTE’s)

OSTE’s are practical exams where you will have an opportunity to apply the terminology you have learned in the course. The acronym “OSTE” derives from the fact that these exams are:

**Objective** – Although different instructors will be facilitating the OSTE’s each week, 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 Exam** – In each OSTE your knowledge and understanding of terminology will be tested through your reading, pronunciation and interpretation of words and phrases

OSTE Structure
- Each OSTE is *closed book* and will be composed of the following three sections:

1. Sight reading
   - You will first be asked to read a sentence, phrase, or paragraph
   - You will be given a few seconds to look over the passage and then will be asked to read aloud
   - You will be evaluated on your pronunciation of terms

2. Written statement
   a. Explain to a colleague (lay terms → medical terminology)
      - You will be given a sentence, phrase, or paragraph as given by a patient in lay terms
      - You will then be asked how you would explain the patient’s case or scenario to another health professional (using medical terminology)
   b. Explain to a patient (medical terminology → lay terms)
      - You will be given a sentence, phrase, or paragraph in medical terminology
      - You will then be asked how you would explain the case or scenario to a patient (in lay terms)

3. Aural understanding
   - Same as written statement portion (2 above) including both a and b, although statements will be read by the assessor instead of given in a written statement
The details:

- Starting in week three you will meet once a week with one of the instructors for a 5 minute OSTE.
- At the beginning of the term you will sign up on Blackboard for a time slot that works best for you on a weekly basis.
  - You will keep the same 5 minute OSTE time slot for the entire of the term (with the exception of the midterm and final OSTE’s which will be longer in duration)
- Late policy
  - As OSTE’s are only 5 minutes long you will be considered absent after 30 seconds from the time the instructor calls you to enter
  - If you arrive 25 seconds after your scheduled time, you will be may begin the OSTE, but your time will still end as scheduled and you will be graded accordingly
  - If you show up at 35 seconds into your OSTE you will be considered absent
    - At your Instructor’s discretion they may allow you still enter and practice the content of the OSTE until the next scheduled appointment arrives. HOWEVER, your score will not be contributed to your grade
- Expected absence
  - If you know you may need to miss an appointment you may trade your OSTE time slot with someone else for that week
  - You may trade with any student regardless of instructor
    - Once you and another student have agreed to a swap, you must notify the instructor(s) of your agreement PRIOR to arriving for the OSTE
- The structure of the midterm and final OSTE’s will resemble that of the weekly OSTE but will be longer in duration (10 minutes)

Written Exams

The midterm and final exams will each follow the same format and will be composed of the following portions:

- CLOSED book portion
  - Multiple choice and short answer questions
- OPEN book portion
  - Application of knowledge to clinical cases/scenarios
  - Long answer written questions
  - *WD is permitted to be used*
Missed exams
• There will be **no make up exams**
• If you must miss an exam for an approved reason and have discussed the circumstance with the instructor your grade will be weighted according to the assessments you have completed
• **If an exam is missed without prior approval you will receive 0% for that exam**

Question: Is the content on the OSCE’s or written exams cumulative?
Answer: **YES**

In class participation

In class participation is highly encouraged in the course, and as such is worth 15% of your final grade. Participation will be broken down into the following components:

**In class written responses/peer assessment activities**

Each class you will have an opportunity to apply the terminology you have learned through answering short answer questions or working through clinical cases. These questions and cases will be in a similar format as those on written exams. During class you will also have an opportunity to administer and grade practice OSTE’s with your peers.

• Each class you will receive a handout with the following:
  o A space for your name and your partner’s name
  o A rubric for peer assessment
  o Blank space for writing responses to questions
• If you fail to turn in your handout or fail to complete the in class responses and/or the peer assessment activities you will lose 1 of the 10% allotted to “in class written responses/peer assessment activities”

**Partner of the week**

Nearly every class will involve working with a partner for both in class questions and peer assessment activities.

• At the beginning of term you will be assigned to a team of 10 students.
  o Together you will come up with a team name
• Each class you will sit with your team, and each day you will partner with a different person on your team for in class partner activities. We will track the names of the students you partner with throughout the term. If you fail to work with each member of your team, or you work with the same member of your team more than three times, you will lose the 5% allotted to “partner of the week”.
**i>clicker responses**

Clickers will be used to assess your knowledge of the material and terminology in the form of multiple choice questions

- You will need to register your clicker on Blackboard so that you will get credit for your responses in class (if you have already registered your clicker for another course this term you will not need to again).
- Each clicker question will be awarded a participation point (whether or not you get the question correct you will receive the point for responding)
  - At the end of the term if you have earned at least 80% of the possible points your final course grade will be rounded up to the nearest whole point.
  - If you have not earned at least 80% your final course grade will be rounded down to the nearest whole point
  - i.e. a final grade of 79.7% will either be rounded to an 80% [B-] or to 79% [C+]).

Participation marks are graded for completion only (i.e. if you show up and complete all the various activities with a different partner each class, you will receive the full 15% allotted for participation). In class participation marks are ONLY available in class, they may not be made up

**Email policy**

One of the highest priorities of the teaching team is that you feel comfortable contacting and communicating with us throughout the course. At the same time, this is a large class and in order to help us answers your questions and communicate well with you and your peers the following guidelines will be enforced:

- You will NOT receive a reply to your email if:
  - 1. There is no salutation (i.e. not addressed specifically to someone)
  - 2. The question can be answered in the syllabus or an assignment
- If you ask a good question, the instructor or peer tutor will likely ask you to post it on the “Discussion Board” on Blackboard so the whole class can benefit from discussing the answer
  - The instructors and peer tutors will ensure to check the Blackboard Discussion Board frequently and respond in a timely manner to questions and conversations you have posted
## Weekly Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>DATE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>WD’S</td>
</tr>
<tr>
<td>1</td>
<td>Intro/Admin Feedback/assessment</td>
<td>Sept. 30th</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 2nd</td>
<td>WD 1</td>
</tr>
<tr>
<td>2</td>
<td>Word foundations</td>
<td>Oct. 7th</td>
<td>WD 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 9th</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cavities, regions, and planes</td>
<td>Oct. 14th</td>
<td>WD 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 16th</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Digestive system</td>
<td>Oct. 21st</td>
<td>WD 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 23rd</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Urinary system</td>
<td>Oct. 28th</td>
<td>WD 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 30th</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cardiovascular system</td>
<td>Nov. 4th</td>
<td>WD 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov. 6th</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Respiratory system</td>
<td>Nov. 11th</td>
<td>WD 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov. 13th</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reproductive system</td>
<td>Nov. 18th</td>
<td>WD 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov. 20th</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Nervous system</td>
<td>Nov. 25th</td>
<td>WD 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov. 27th</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>10</td>
<td>Review</td>
<td>Dec. 2nd</td>
<td>FINAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec. 4th</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec. 9th</td>
<td></td>
</tr>
</tbody>
</table>
Office hours

Please note the following table to help you determine which instructor to contact for help or assistance.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office hours</th>
<th>Location</th>
<th>Contact with respect to ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course instructor</td>
<td>Dr. Hopkins</td>
<td>Thursdays 2:00-3:00 pm OR by appointment</td>
<td>Science library Room 15A</td>
<td>Any aspect of the course or to take the weekly practice OSTE</td>
</tr>
<tr>
<td>Course instructional support</td>
<td>Kimber Mattox</td>
<td>By appointment</td>
<td>Esslinger 259</td>
<td>Questions and concerns regarding Blackboard or course administration</td>
</tr>
<tr>
<td>OSCE instructors</td>
<td>Michael McGeehan</td>
<td>By appointment</td>
<td></td>
<td>Questions regarding general course content or OSTE’s</td>
</tr>
<tr>
<td></td>
<td>Amanda Morris</td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer tutors</td>
<td>Joshua Grassauer</td>
<td>Mondays 2:00-3:00 pm</td>
<td>Science library Room B70-B</td>
<td>Study sessions in Science Library or to take the weekly practice OSTE</td>
</tr>
<tr>
<td></td>
<td>Wendy Peters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sheshank Mageshwar</td>
<td>Tuesdays 2:00-3:00 pm</td>
<td>Science Library Room 15A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kara Creamer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 disabsrv@uoregon.edu.