

[Get Started](#)[Syllabus](#)

## Welcome to HIM 2360: Medical Terminology

### New to the course?

Be sure to familiarize yourself with the [Syllabus](#) and *review the information carefully*.

To succeed in this course, please fill out your [Course Pacing Guide](#) and take no more than **7 days** from when you enroll to submit it via Modules.

Click [Get Started \(https://canvas.txstate.edu/courses/1362238/modules/3731636\)](https://canvas.txstate.edu/courses/1362238/modules/3731636) to begin your course.

**Returning to the course?** Click **Modules** to the left and resume where you left off.

**Important reminders:**

- This is a **9-month, online, correspondence self-paced course**.
- **All submissions, including exams, must be completed by the course expiration date.** When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
- **You can submit no more than two lessons at a time.**
- The **midcourse exam** can be scheduled after the 5th quiz has been submitted and the **final exam** after all 10 quizzes have been submitted.

**At the end of the course, you will be asked  
to complete a brief course evaluation.  
Your input will help improve the course.**

# Contact Your Instructor/ODEL

## Instructor

Even though this is a correspondence course, you are encouraged to contact your instructor, Melissa Walston-Sanchez, at [mw20514@txstate.edu](mailto:mw20514@txstate.edu) if you have any concerns, questions, or problems.

Any email received between Monday morning and Friday at noon will receive a reply within 48 hours, except during holiday breaks or announced away times. Emails received between Friday at noon and Sunday night will receive a reply within 48 hours of the next business day.

***To ensure timely delivery of all e-mails related to this course, you must use your official Texas State Bobcat Mail email address.***

## Office of Distance and Extended Learning (ODEL)

Email: [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu)

<mailto:corrstudy@txstate.edu> When you are ready to take an exam, [submit a test request to ODEL](#).

# Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#) .

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## Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

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## Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

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Click Next to proceed to Technical Requirements and Support.

# Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

Learn about [skills and technology](#) you need to be successful in this course.

Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

Many users encounter fewer problems when they use [Chrome](#)  [to access Canvas courses](#).

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)

- [Tool-specific help](#) 

Click Help in the left navigation of any Canvas course

- 

**If you are new to Canvas**, click Student Guide in the left navigation of any course site to learn the basics.

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Click Next to proceed to Free Tutoring Resources.

# Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and  
Extended Learning

## FREE TUTORING



## University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Click Next to proceed to Academic Integrity.



# Academic Integrity

## Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

## Definitions

*As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).*

\*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

**Plagiarism** in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

**Collusion** in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

**Abuse of resource materials** in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of **standard bibliographical practice** as explained on the **Alkek Library site**.

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materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

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Click Next to proceed to Students Requiring Accommodation Through the Office of Disability Services.

# Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services \(http://www.ods.txstate.edu/\)](http://www.ods.txstate.edu/) , Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](mailto:corrstudy@txstate.edu) at [corrstudy@txstate.edu](mailto:corrstudy@txstate.edu) of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

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Click Next to proceed to Tips for Success.

# HIM 2360: Medical Terminology

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## Instructor Contact Information

- Melissa Walston-Sanchez, MHIM, RHIA
  - Office 310-B, Encino Hall
  - Phone: 512-245-8242
  - Email: [mw20514@txstate.edu](mailto:mw20514@txstate.edu) (<mailto:mw20514@txstate.edu>)
- 

## Meet Your Instructor

My name is Melissa Walston-Sanchez and I will be your instructor for this Medical Terminology course. This is my ninth year of teaching at Texas State. I'm a proud Bobcat with both of my degrees coming from Texas State University.

I have worked in Health Information Management as a department supervisor and coder, but my favorite job has been as an instructor. I love interacting with students and being a small part of educating the next generation of professionals.

Welcome to the course and the language of medicine. You will find that you already know some of the terms or parts of them, which is a big start. Best of luck in the course! As your instructor for this course, I am here to support and guide your learning of this material. Email me at [mw20514@txstate.edu](mailto:mw20514@txstate.edu) (<mailto:mw20514@txstate.edu>) if you have questions; however, it is up to you to learn the material and make the terms a part of your vocabulary. Over the years of teaching this course, I have observed that successful students find their own best way to learn the material and not all utilize the same means.

Remember work hard and practice your medical terminology in order to receive the grade you desire in the course.

Warm regards,

Melissa

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## Course Description and Objectives

Medical terminology is the language of medicine and healthcare. Mastering the medical terms is much like learning a foreign language. There are key items that will facilitate your learning this language which

includes acquiring a good command of the foundations covered in the first four chapters of the textbook. From that point on, it is important to learn the material in each chapter before moving on to the next chapter.

This course will teach you to recognize and understand the vocabulary of healthcare professions, with emphasis on medical prefixes, suffixes, and word roots as used in oral and written communications.

Your objectives for this course are to:

- Analyze the elements (prefixes, roots, and suffixes) of a medical term and determine the meaning of the term.
  - Construct and identify medical terms from prefix, root, and suffix elements.
  - Proficiently use text and other references to locate, define, and correctly pronounce the medical term.
  - Recognize and write standard abbreviations for common terms.
  - Name and describe various types of diseases and operations.
  - Formulate an individual system for retention and building of a medical vocabulary.
- 


## Required Materials

Your textbook for this course is:

*The Language of Medicine* by Davi-Ellen Chabner, 10th Edition, published by Saunders/Elsevier

This course is based on the 10th edition of Chabner's *The Language of Medicine*; however, if you have an older version of the text, you should be okay. The author updates this text fairly frequently, but the chapters and organization of the book should be the same.

This text is very comprehensive and includes much anatomy and physiology and abbreviations. This is a terminology course. Its focus is on the actual medical terms, with questions on quizzes and exams limited to medical terminology rather than covering anatomy/physiology and non-medical terminology information. This extra information can serve as a resource to put the terms in context for you and provide an understanding of how the terms are used. Abbreviations are used throughout the documentation of medical care, but for this class learning the actual medical terms is vital.

Be sure to take advantage of the many [resources available from the textbook publisher](#) . (If this link does not work, try searching online for the latest textbook resources using a search string such as "student resources The Language of Medicine").

The textbook has a wealth of exercises that are not required for submission but can be an important resource for gaining a command of this language. Some students make flashcards, some use the resources available from the textbook publisher and others find other resources that are helpful. An

indicator of satisfactory retention of the material is when the majority of the questions in the book can be answered without looking at the answers.

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## Lesson Quizzes

There are 10 lessons in Modules, each with a lesson quiz to be submitted for grading. You may submit no more than two lesson quizzes each week. In addition to the lesson quizzes, you will find numerous resources, including chapter review quizzes that you can submit in order to see feedback, to help you learn the material; however, only lesson quizzes and exams are graded.

The textbook chapters covered by each lesson are as follows:

<u>Lesson</u>	<u>Chapters</u>
1	1, 2
2	3, 4
3	5, 6
4	7, 8, 9
5	10, 11
6	12, 13, 14
7	15
8	16, 17
9	18, 19
10	20, 21, 22

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## Exams

The course has two exams, a midcourse and a comprehensive final:

- The midcourse exam, which covers the material in Lessons 1-5 (textbook chapters 1-11), can be taken after submitting the Lesson 5 Quiz.
- The final exam, which covers all of the lessons in the course (textbook chapters 1-22), can be taken following submission of Lesson 10 Quiz.

You will take both exams in Canvas in a proctored setting. You will not have access to either exams until a testing proctor enters a password. Go to [Correspondence Course Testing Policies](#)

page when you are ready to schedule an exam.

You must earn a score of 60% or above on the comprehensive final exam to pass the course. There will be no make-up or extra credit work. You will find suggestions for preparing for exams in Modules.

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## Grading

Your grade for this course will be determined as follows:

- Lesson quizzes (10) 25%
- Midcourse exam 25%
- Final exam 50%

Please note:

- You can submit the chapter review quizzes in order to see feedback, but the chapter quizzes do not have points associated with them, and they will not affect your grade.
- You must submit lesson quizzes in order to advance to the next lesson. Lesson quizzes have points associated with them, as noted above.
- You must earn a score of 60% or above on the comprehensive final exam to pass the course. There will be no make-up or extra credit work.

Your final course grade is based on the following scale:

- A = 90-100
  - B = 80-89
  - C = 70-79
  - D = 60-69
  - F = below 60
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## Best Practices for Learning Medical Terminology by Correspondence Study

These “best practices” are compiled from feedback and comments from former medical terminology and distance learning students and from my observations related to student success in this course.

Everything on the list is a suggestion, something for you to consider as you prepare to complete this course. These are traits exhibited by the most successful students in the course: they completed the course with the grade they desired (and worked for!), completed in a timely manner, and seemed to have a good command of medical terminology.



The most common habits of successful students include:

- Plan your schedule for taking quizzes and There are no set due dates nor reminders from the instructor to submit quizzes. Being able to complete the course on your schedule is one of the benefits of taking a course through correspondence study, but there is not an unlimited amount of time. From the time you register for the course you have 9 months to complete this course. Using these parameters – the date you sign up and the date you must complete the course – establish your own timeline for submitting each of the 10 quizzes and the two exams. The midcourse can be scheduled once you submit the Lesson 1 -5 quizzes and then the comprehensive final exam can be scheduled once the Lesson 6-10 quizzes have been submitted. Also if you must complete this course in less time than is allowed due to the course being a prerequisite to another, for entry into a degree program, or for graduation, use these dates as your end dates for the amount of time that you have to work with.
- Review the Canvas site to learn what has been provided and where to supplement the textbook for the course.
- Find your own best way to study. The same method does not work for everyone in a course such as medical terminology. Most find it helpful to do the exercises in the text, especially the ones where you are required to determine the meanings of words or to build words. Many of the exercises can be used as quick reviews of the new vocabulary, prefixes, combining forms, suffixes, and prefixes for each chapter. There are on-line resources available to students at the publisher's website. Refer to your textbook for access information.
- Some find it useful to make flashcards or to study with a partner quizzing each other on the terms.
- One very helpful practice has been to periodically go back to previous chapters to review. You continue to use some of the same word parts throughout all chapters.

Here are suggestions for learning the material in each chapter:

- Review the chapter to see what content is included. For chapters over the individual body systems, review the anatomy and physiology (A and P) briefly to become somewhat familiar with the parts and function of that part of the body. But remember that this is a terminology course, not an A and P course, so you are not responsible for all of the A and P information.
  - Review the PowerPoint presentation for each lesson in Notes view for objectives and key items.
  - Go back to the chapter in the textbook to review the vocabulary lists, labs, and procedures.
  - When you feel that you have a command of the material for the assigned chapters, complete the practice exercises provided for each chapter. While you do not need to submit these, see if you can complete the exercises without looking at the book or other resources. If you are unhappy with your results, return to the chapter for further review and study.
  - Once you have studied all of the chapters required for a lesson, take the lesson quiz.
  - Remember to periodically go back over previous chapters to review and maintain comprehension of material for the midcourse and final exams. The final exam is comprehensive over the entire book.
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# Academic Integrity

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If you are found guilty of academic dishonesty, which includes, but is not limited to, cheating on an examination or other academic work to be submitted, plagiarism, or collusion, you may be subject to disciplinary action.

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- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

[Plagiarism](#) in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

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Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to resubmit the work.

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## Students Requiring Accommodations

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## Free Tutoring Resources

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's [Free Tutoring](#) page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-

person tutoring from the [Student Learning Assistance Center \(SLAC\)](#) on the fourth floor of Alkek Library

# Submission 1: Course Pacing Guide

Start Assignment

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**Due** No Due Date    **Points** 0    **Submitting** a file upload

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Download and add target dates to this [Course Pacing Guide](#).

Then click Submit Assignment and attach and submit your completed document.

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After you upload your document, click Next to proceed with the course.

# Chapter 1 Goals

- 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 1 presents information on how medical terms are generally constructed. This is very important foundational information. By knowing this structure and the means of the word parts—the combining forms (roots), suffixes, and prefixes—one can determine the meaning of most words and can build new words using these parts. This means that one does not need to memorize every single medical term to be proficient in utilizing medical terminology. Instead, the meanings of the word parts are to be learned and then used in multiple combinations for different medical terms. On this chapter, time should be spent on developing a good command of the basic combining forms. The PowerPoint presentations in this course site are based on the suffixes and prefixes that are covered. These are basic word parts that will continue to be used as you progress through the book. This concept of word parts will be reviewed in further detail later.

As noted earlier, there is much anatomy and physiology material in this text. This is a medical terminology course, and you are not responsible for learning all the parts of the body and how they work. However, this material should provide context for the terms you will be learning. Many visual learners find this information quite helpful. Those who are pursuing a health professions major may already have had a human anatomy and physiology (A and P) course or will be taking one. No matter which course is taken first, A and P or medical terminology, either one will help with the other.

The goals of this chapter illustrate its importance as it relates to the entire course. For this reason, you should spend enough time on this chapter to get a good command of what is presented here.

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Click Next to proceed to Chapter 1 Discussion.

# Chapter 1 Discussion

Chapter 1, “Basic Word Structure,” provides a wonderful introduction and, along with the next few chapters, will provide the foundation on which you will build in all subsequent chapters. As you begin to study medical terminology, you should understand that it is much like learning a foreign language. Key to learning this language is to recognize that the terms can be broken down into parts, and the meanings of these component parts can then be determined and put together in a logical format to give the meaning of the term. You should not attempt to memorize all of the terms but rather develop a good command of the parts of the words. Subsequent chapters in the text continue to use and build on the information presented in the introductory chapters.

A second objective of learning medical terminology is to relate the terms to the structure and function of the human body. Using the terms in this context will make them easier to remember. This course is not intended to be an anatomy and physiology course, although much A and P is included in this course and the textbook. Having this information presented together with the associated medical words should facilitate the learning of the terms and enhance the retention of their meanings.

A final objective for the course will be to point out instances where there might be some confusion because of words being spelled differently but pronounced alike and other such peculiarities.

As presented in the first chapter of the textbook, you must learn to recognize elements of a medical term, which can be illustrated with the following example:

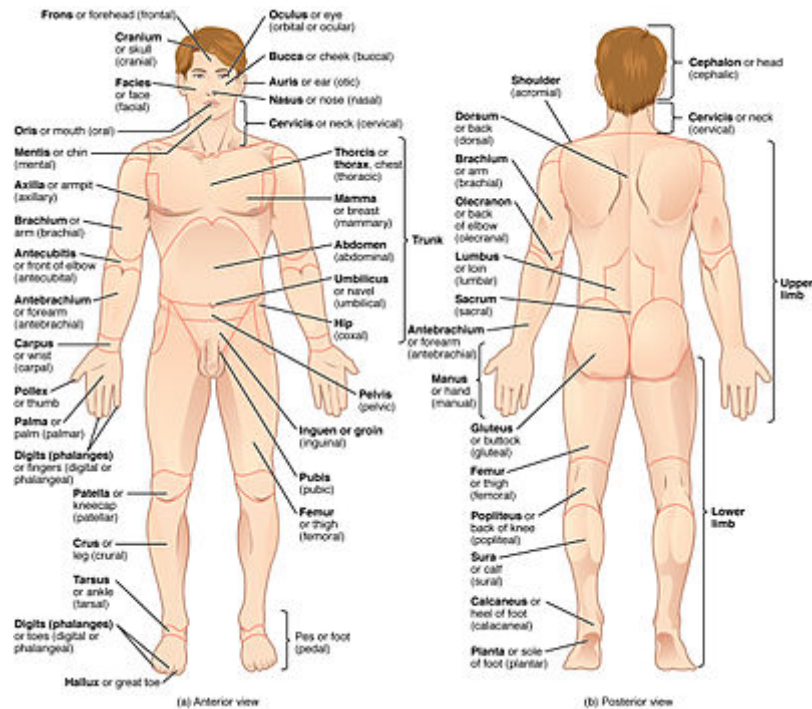



Chapter one introduces you to a number of the basic building block combining forms, suffixes, and prefixes that you will use throughout the course. Use the exercises in the textbook and online to begin to learn the meanings of these building blocks. Try to keep your definitions as simple as possible, as they will be much easier to remember this way. After you have worked through some of the exercises, try to make additional words on your own by using the “parts” of words.

One reason this textbook was selected was because of its workbook format, which allows you to practice and use what you are learning. Take advantage of the exercises provided both in the textbook and online. Write the terms and definitions. Try to use the words in context. Remember, you are learning a language—a means of communicating—so it will take practice.

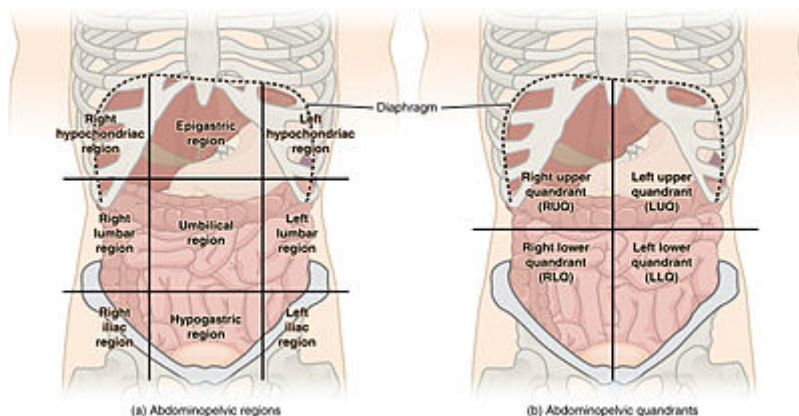
As mentioned earlier, relating medical terms to the structure and function of the body enhances understanding and makes the information seem more “real.” Chapter 2 of the first reading assignment contains terms that relate to the body as a whole. Read all of the material but pay particular attention to the names of the body systems and the organs contained in the systems. The

majority of the material for this course is presented in a body system format and you will be introduced to the associated terms for the respective system as each is covered. Understanding the regions and quadrants of the body is important for a comprehensive understanding of the terms as are the positional and directional terms, all of which are presented in chapter 2. These terms will often be used to modify or make other medical terms more specific.




**The human body is shown in anatomical position in an anterior view and a posterior view. The regions of the body are labeled in boldface.**  [http://en.wikipedia.org/wiki/Anatomical\\_terminology](http://en.wikipedia.org/wiki/Anatomical_terminology)

The combining forms, prefixes, and suffixes exercises, where you are asked to write the meanings of the terms are the most helpful in providing you with the foundation you will need. Notice how some of the combining forms come from words presented earlier in the chapter. For example, the cervical division refers to the neck region. In the exercises, you are shown that the combining form is cervic/o, which means neck. This combining form can now be used in terms pertaining to either the neck of the body, (cervicodynia=pain in the neck), or the neck of the uterus, (transcervical=performed through the cervical, neck, or the opening of the uterus), but in either case, it refers to a neck region.





**Abdominal regions are used for example to localize pain.** 

**([http://en.wikipedia.org/wiki/Anatomical\\_terminology](http://en.wikipedia.org/wiki/Anatomical_terminology))**

A number of different kinds of exercises are presented in each of the textbook chapters. You should determine your own best way for using these exercises to make the words and word forms part of your vocabulary. To assess your comprehension of the material, you should study the words and try to complete the review sheets in the textbook without referring to the answers.

Other means of studying that some students find helpful include making flash cards, writing the words and definitions several times, and/or studying with a partner to ask each other questions. You should have a fairly good command of the words presented in the lesson before you complete the written assignment for a grade.

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Click Next to proceed to Word Structure Review

# Chapter 1 Review Quiz

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**Due** No due date

**Points** 30

**Questions** 30

**Time Limit** None

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[Take the Quiz](#)

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