

PUB 258: Medical Terminology and Communication for Health Professionals

West Virginia University School of Public Health

Maymester

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a diverse and inclusive culture, including and especially a positive learning and working environment based on open communication, mutual respect, and inclusion and by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. We value all people. The School of Public Health will not tolerate harassment, discrimination, prejudice or mistreatment of any student, faculty, or staff during class sessions, school-wide events. We have zero tolerance for conduct inside or outside of the classroom that does not align with this disciplines' social justice framework and the professional standards for WVU students.

If you or someone in your immediate family has an issue related to COVID-19 during the semester, please let us know at sph-oss@hsc.wvu.edu.

Course Information

Credit Hours: 3

Type of Instruction: Online Asynchronous

Pre-Requisites: None

Course Description

This course reviews essential skills needed for communicating with a variety of health-related professionals and lay persons and applies these skills in professional, clinical, and administrative settings. In addition to health-related communication skills, the student become familiar with the basics of medical terminology, the fundamentals of pronunciation of medical terms, and the structure of medical language and medical terms.

Learning Objectives

By the end of this course, students will be able to:

- 1) Describe elements of and obstacles to effective communication with clinicians and patients.
- 2) Apply methods of accurate interpretation of patient nonverbal behavior.
- 3) Compare and contrast the healthcare professional-centered interview with the patient-centered interview
- 4) Define, pronounce, and spell medical terms that relate to structures, systems and regions of the body.
- 5) Identify and define medical terms and their word components for the major scientific health disciplines in medicine.

Required Text(s)

This semester, we will be using the text:

Essentials of Medical Language 4th Edition by David Allan and Rachel Basco

ISBN10: 1259900061

ISBN13: 9781259900068

Copyright: 2021

Important note: An ebook version of the textbook is included in the purchase of McGraw Hill Connect, so I would not recommend purchasing the ebook version from the bookstore unless you intend to use it beyond the semester. If you prefer to use a physical copy of the text, a loose leaf copy may be purchased directly from Connect for an additional \$25 fee. Bound copies are available from the bookstore.

Optional Text(s)

While this text is informational and provides the basis for much of our class content, I would only recommend purchasing it if you have a particular interest in this topic and plan to use the text in the future. There will be no homework assignments associated with this text.

Communication Skills for the Healthcare Professional 2nd Edition by Laurie Kelly McCorry and Jeff Mason

ISBN-10: 1496394909

ISBN-13: 978-1496394903

Copyright: 2019

Online Resource(s)

This course utilizes eCampus to provide electronic documents, including the following: weekly lectures, required supplemental readings, and other supplemental learning resources. Students must also use eCampus to submit assignments for grading and evaluation.

Course Requirements and Grading Criteria

Class Attendance (25 points per week X 3 weeks):	75points
Introductory Post:	25 points
Weekly Homework:	400 points
Final Medical Translation Project	100 points
TOTAL	600 points

Assignments

- a) **Discussion Board:** There will be one Discussion Prompt posted on eCampus per week, in addition to the introductory post.
- Issues and questions will be posted on the discussion board and students will be required to respond with logically documented responses. Your responses will be evaluated on both quantity and quality. This requires you to: 1) submit an initial post of your opinion (4 points); 2) read other students' responses; and 3) respond to at least two other students' comments (3 points each).
 - In order to receive full credit for these posts, you must fulfill some basic requirements: - Posts should be a minimum of 150 words - Posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion - Posts should use correct grammar, punctuation and vocabulary appropriate for a university level course. Misuse of the discussion boards will not be tolerated.
 - Individual student responses to discussion questions must be posted no later than Thursday midnight of the assigned week. Student responses posted after that time will receive a grade of 0 (zero) for the week. Student responses to other student postings must be posted by Sunday midnight to be considered in the Discussion grade for that week.

Introductory Post: In the eCampus discussion board, please submit a post that includes the following information: a recognizable picture of you, your preferred name, pronouns, hometown, year at the university (freshman, sophomore, junior, senior), college major, career goals, and an additional fact (movie/TV show/book that you've recently enjoyed, skill or talent that you are proud of, the last thing that made you smile, etc.). This helps me to get to know you a little bit better, rather than having you be another name on a roster.

- b) **Weekly assignments via McGraw Hill Connect:** One of the goals of this course is to become familiar with medical terminology and medical language. To achieve this goal, we will be using the McGraw Hill Connect assignments. Each week, you will read the assigned chapter and answer 25 questions about the content. Questions include correctly identifying what part of the body is being referenced using medical language, identifying what procedures are being done on the patient based on the medical terminology, etc. Each of these questions is worth 1 point. **You may use your book to complete these assignments, and you have three attempts for each assignment (i.e., if you don't like your score the first time, you can do it again).**

*Important Note: One of the core purposes of academia is to prepare you to be a well-rounded, thoughtful, and self-aware member of society. Part of this self-awareness includes identifying when you need to take a period of rest to avoid burnout, which can lead to adverse mental and physical health outcomes. To this end, you are eligible for one "free pass" on any weekly assignment, but please remember you can only skip one assignment per semester. You will get full credit for this free pass if you send me an email with the name of the chapter you are skipping and the words "FREE PASS". This email must be submitted *prior* to the assignment deadline to get credit.

- c) **Medical Translation Project:** Communication efforts must be carefully tailored for your audience so that they can understand the messages that you are trying to convey. For your final project, you will choose one medical topic that is of interest to you (subject to approval), then share information on that topic so that your message can be appropriate for the following parties: 1) a healthcare provider or scientist (i.e., someone with high levels of literacy in this area) and 2) a patient/family or general public (i.e., those who may not have a high level of literacy in this area). You may choose any media you like to share this information, including a flyer, infographic, song, music video, poster, etc. Provide a video of yourself with your media. Any song, music videos, etc. must be 2-3 minutes in length for each audience, and the informational flyers must be one page per audience. Your topic and media type must be approved prior to the project.

Grading Scale

For the purposes of calculation of a student's GPA, WVU recognizes the following grading scale:

A+	96-100%	4.0
A	93-95.9%	4.0
A-	90-92.9%	3.7
B+	86-89.9%	3.3
B	83-85.9%	3.0
B-	80-82.9%	2.7
C+	76-79.9%	2.3
C	73-75.9%	2.0
C-	70-72.9%	1.7
D+	66-69.9%	1.3
D	63-65.9%	1.0
D-	60-62.9%	1.0
F	<60%	0.0

Late Assignments

Please submit assignments on or before the due date. Work submitted late will not be accepted unless I have agreed to accept it in writing prior to the due date (an email is sufficient). If you have a problem with a due date or assignment, please talk with me about it as soon as possible – in non-emergency situations, please try to communicate concerns about completing an assignment on-time a minimum of one week prior to the due date.

Extra Credit, Grading Curves, and Other Adjustments

Extra credit opportunities may be provided at my discretion. These extra credit opportunities are not guaranteed. If you have any concerns about your grades, please feel free to contact me. Please note that this needs to be done as soon as possible, as this gives us as much time and opportunity as possible to work together toward improving your course grade or correcting grading mistakes.

Grading Concerns

Any concerns with grades should be addressed directly with your instructor, who reserves the right to make (or not) reasonable and consistent accommodations and/or modifications based on the information available.

Schedule of Topics and Readings

Readings/Assignments/Coursework Due

Day 1:

Topic: Introduction to Course/Communication and Quality of Care; 1 The Basics of Medical Terminology **Reading(s) and**

Content: Chapter 1 of Allan & Bosco: The Anatomy of Medical Terms is available for reference but there is no medical terminology assignment associated with Chapter 1

Assignment(s): Introduction Post on SOLE

Assignment(s) Due Date:

Day 2:

Topic: Chapter 2: The Body as a Whole, Cells, and Genes; Therapeutic Communication **Reading(s) and**

Content: Chapter 2 of Allan & Bosco: The Body as a Whole, Cells and Genes **Assignment(s):** Chapter 2 of Allan & Bosco on McGraw Hill Connect

Assignment(s) Due Date:

Day 3:

Topic: Chapter 3 of Allan & Bosco: The Integumentary System: Patient Nonverbal Communication

Reading(s) and Content: Chapter 3 of Allan & Bosco: The Integumentary System

Assignment(s): Chapter 3 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 4:

Topic: Chapter 4 of Allan & Bosco: The Skeletal System: Verbal Communication

Reading(s): Chapter 4 of Allan & Bosco: The Skeletal System

Assignment(s): Chapter 4 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date

Day 5:

Topic: Chapter 5 of Allan & Bosco: Muscles and Tendons: Professional Communication and Behavior

Reading(s) and Content: Chapter 5 of Allan & Bosco: Muscles and Tendons

Assignment(s): Chapter 5 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 6:

Topic: Chapter 6 of Allan & Bosco: The Cardiovascular and Circulatory Systems: Patient-Centered Communication

Reading(s) and Content: Chapter 6 of Allan & Bosco: The Cardiovascular and Circulatory Systems

Assignment(s): Chapter 6 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 7:

Topic: Chapter 7 of Allan & Bosco: The Blood, Lymph, and Immune Systems: Adapting Communication to a Patient's Ability to Understand

Reading(s) and Content: Chapter 7 of Allan & Bosco: The Blood, Lymph, and Immune Systems

Assignment(s): Chapter 7 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 8:

Topic: Chapter 8 of Allan & Bosco: The Respiratory System: Diversity and Cultural Sensitivity

Reading(s) and Content: Chapter 8 of Allan & Bosco: The Respiratory System

Assignment(s): Chapter 8 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 9:

Topic: Chapter 9 of Allan & Bosco: The Digestive System: Patient Interviewing Techniques

Reading(s): Chapter 9 of Allan & Bosco: The Digestive System

Assignment(s): Chapter 9 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date

Day 10:

Topic: Chapter 10 of Allan & Bosco: The Nervous System and Mental Health: Patient Education

Reading(s): Chapter 10 of Allan & Bosco: The Nervous System and Mental Health

Assignment(s): Chapter 10 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 11:

Topic: Chapter 11 of Allan & Bosco: Special Senses of the Eye and Ear: Plain Language Translation

Reading(s): Chapter 11 of Allan & Bosco: Special Senses of the Eye and Ear

Assignment(s): Chapter 11 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 12:

Topic: Chapter 12 of Allan & Bosco: The Endocrine System: Electronic Communication

Reading(s): Chapter 12 of Allan & Bosco: The Endocrine System

Assignment(s): Chapter 12 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 13:

Topic: Chapter 13 of Allan & Bosco: The Urinary System: Social Media

Reading(s): Chapter 13 of Allan & Bosco: The Urinary System

Assignment(s): Chapter 13 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 14:

Topic: Chapter 14 of Allan & Bosco: The Male Reproductive System; Public Health Communication

Reading(s): Chapter 14 of Allan & Bosco: The Male Reproductive System

Assignment(s): Chapter 14 of Allan & Bosco on McGraw Hill Connect

Assignment(s) due date:

Day 15:

Topic: Chapter 15 of Allan & Bosco: The Female Reproductive System: Getting Your First Job

Reading(s): Chapter 15 of Allan & Bosco: The Female Reproductive System

Assignment(s): Chapter 15 of Allan & Bosco on McGraw Hill Connect

Assignment(s): Medical Translation Project due at 11:55pm

Assignment(s) due date:

Note: The schedule and readings are tentative and are subject to change.

CEPH Domains and Competencies

The Council on Education in Public Health (CEPH) requires accredited degree programs in public health to address certain knowledge domains and competencies.

Undergraduate: <http://catalog.wvu.edu/undergraduate/schoolofpublichealth/>

Graduate: <http://catalog.wvu.edu/graduate/publichealth/>

Upon completion of this course, students will have attained the following public health foundation knowledge domains and/or competencies:

- CEPH competency: Information Literacy
 - Students are expected to locate, use, evaluate and synthesize public health information in their assignments, homework, and class discussion.
 - Student's information literacy is assessed through their homework responses and final medical translation project.

- CEPH competency: Public Health Communication
 - Throughout the course students are expected to communicate public health information in both oral and written forms while communicating with their peers, organizations, stakeholders, and community members.
 - Student's public health communication is assessed through the final medical translation project
- Various CEPH domains are covered based on individual student assignments and projects, including but not limited to: health promotion, population health concepts, behavioral factor impacts, environmental factor impacts, professional writing, use of mass media, and use of technology

IMPORTANT POLICIES

Academic policies presented here are those that are at the institutional level and exist in the WVU Catalog. Syllabus statements are Faculty Senate approved and provide guidance to students in negotiating other aspects of course experience. Students are responsible for reviewing and understanding these policies

1. [Academic Integrity Statement](#)
2. [Academic Standards Policy, including Academic Dishonesty](#)
3. [Accessibility Statement \(see Inclusivity Statement\)](#)
4. [Adverse Weather Statement](#)
5. [Appropriate Use of Technology Statement](#)
6. [Attendance Policy](#)
7. [Campus Safety Statement](#)
8. [Class Recording Policy](#)
9. [Inclusivity Statement](#)
10. [Incomplete Policy](#)
11. [Mental Health Statement - Main Campus](#)
12. [Mental Health Statement - HSC Campus](#)
13. [Sale of Course Material Statement](#)
14. [Sexual Misconduct Statement](#)
15. [Student Evaluation of Instruction Statement](#)