

UNM Valencia Campus

HCHS 111 Syllabus

Course information: Health Career Health Science 111 Lecture Course

Semester: SPRING

Year: 2018

Course #: HCHS 111

Title: Medical Terminology

CRN #: 37952, Section 502

Credits: 3 credits

Instructor: Irene Roselli

Due to the online nature of this course I do not have office hours per se. However, feel free to contact me via Blackboard email anytime. You can also chat with me via Blackboard Collaborate when I'm online.

Contact information: All course communication will occur through Blackboard.

Course description: An introduction to terminology used in health careers. It will provide a basic knowledge of prefixes, suffixes, and root words used in describing anatomical parts of the human body as well as general terms relating to disease processes.

Textbook/Course Supplies: Medical Terminology: A Living Language, 6th edition with MyLab Medical Terminology access code (Pearson ISBN 9780134073521), index cards, and a digital camera/recording device

Student learning objectives:

1. Students will define medical terminology symbols, abbreviations, prefixes, suffixes, and word roots.
2. Students will summarize confidentiality, HIPAA, medical record components, and the different types of health care settings.
3. Students will explain the function and anatomy of the integumentary, musculoskeletal, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, reproductive, endocrine, and nervous systems.
4. Students will identify and describe the organization, common pathologies, diagnostic procedures, and therapeutic procedures associated with each body system.
5. Students will outline pharmacology, mental health, diagnostic imaging, rehabilitation services, surgery, and oncology.

Requisites for the course: None

Considerations: This course is taught online. It is the students' responsibility to access course materials either using the college computer facilities or other resources. The online material and activities are critical components of the course. The student is responsible for the material and should ask the instructor via online communication if they need further clarification. Online learning is more student directed, and the role of the instructor is not to impart knowledge, per se, but rather to facilitate learning and effective student interaction. You may have chosen to take an online course because you enjoy the liberty that it

provides to explore concepts independently and thoroughly. Or perhaps you like the flexibility in scheduling. Whatever your reasons for choosing to take this course in an online format, it will soon be obvious that it is structured quite differently than traditional face-to-face courses. You must manage your time effectively and meet deadlines in the course modules.

Online does not mean self-paced. There is a schedule and it must be followed – you must complete work throughout the week. Keep in mind that you should be spending approximately 9-12 hours a week on this course. All communication in this class is done via reading and writing.

Through prior or concurrent undergraduate courses, students are expected to be familiar with the composition of basic oral and written communications. Successful students will produce clear, fluent writing demonstrating proper language usage, spelling, sentence structure, punctuation, and the like. In addition, students are expected to have access to and working knowledge of Adobe Acrobat Reader, Microsoft Word, Excel, and PowerPoint, and the ability to create and save files in Microsoft Office file format. All documents must be submitted in .docx or .rft formats only. Any other formats will not be accepted and a zero will be awarded for that submission.

Although many smartphones allow internet access, many tools that are incorporated into this course are not functional on the smartphone. To better serve you, it is not recommended that this online course be accessed through the smartphone.

Requirements: Each student is expected to read the weekly chapter in a timely manner. All assigned activities are based on a combination of three things: the companion website, the textbook, and the lecture outlines. A firm understanding of the material is highly suggested before attempting to complete any assigned activity.

In this online course, regular participation in the discussion board is necessary. It allows your instructor and classmates to get to know you. Your contributions must be original and thought provoking. This exercise is designed to give students the opportunity to use medical terms in the correct fashion, thus conveying important medical information to those involved in the situation. It is also designed to help further your understanding of the different areas you could potentially work in once you have completed your program.

There will be bi-weekly discussions (each worth 30 points), chapter homework assignments (each worth 20 points), terminology flashcard drills (each worth 40 points), lecture exams (each worth 100 points), and a cumulative final (worth 200 points).

Course grading policy: Lecture grades will be based on the percentage of points earned (100 or higher = A+, 99-91% = A, 90% = A-, 89% = B+, 88-81% = B, 80% = B-, 79% = C+, 78-71% = C, 70% = C-, 69-60% = D, below 60% = F). Extra credit is not given at the individual level – it is only given at the class level. If, at some point during the semester, I decide to offer an extra credit opportunity I will post an announcement discussing the opportunity with the entire class. Please do not ask for an individual extra credit opportunity, as it will not be granted.

- 20 points – Course introduction (all activities must be completed to open upcoming weeks)
- 180 points – Bi-weekly discussion boards (6 discussion boards @ 30 points each)
- 260 points – Chapter homework assignments (13 homework assignments @ 20 points each)

120 points – Terminology flashcard drills (3 drills @ 40 points each)
100 points – Exam 1 (Intro, Organization, Integumentary and Musculoskeletal Systems)
100 points – Exam 2 (Cardiovascular, Blood/Lymphatic, Respiratory, and Digestive Systems)
100 points – Exam 3 (Urinary, Reproductive, Endocrine, and Nervous Systems)
200 points – Cumulative Final Exam

1070 points – TOTAL

Assessments: There will be a total of three lecture exams (100 points each) and a cumulative final (200 points) in this class. Assessments may contain multiple choice, true/false, matching, labeling, and short answer questions regarding information discussed in the textbook and lecture outlines. All assessments will be taken online through Blackboard. You will have one opportunity to complete each lecture exam within the week they are assigned. Every student must take the cumulative final during its scheduled time – no exceptions.

Make sure you understand the concept of availability and duration (discussed on the Start Here page). Assessments will be available for one full week (Tuesday 12:00am to 11:59pm on Monday MT). The computer will not allow you to submit your answers if you go beyond the allotted amount of time. And you cannot stop an assessment once you have started it, so please make sure you are ready before you start.

Homework: There will be a total of thirteen chapter homework assignments (20 points each) in this class. Homework assignments may contain interactive activities, reading questions, and coaching activities regarding information discussed in the textbook and lecture notes. Most homework assignments will be completed online through the companion website (MyLab Medical Terminology).

If you miss a homework assignment deadline for some unforeseen reason, you will be allowed to submit late work up to 48 hours after the deadline. That means the homework assignment will be available until 11:59pm on Wednesday. You will be allowed to submit two late chapter homework assignments all semester, so it's important that you do your best to stay on track. A 15% penalty will be applied to all late work. The submission of late work does not apply to flashcard drills, lecture exams, or cumulative final. If you miss a flashcard drill, lecture exam, or the cumulative final you will receive a score of zero.

Flashcard drills: There will be a total of three terminology flashcard drills (40 points each) in this class. Each flashcard drill will use the flashcards you make during the Chapter 1 homework assignments. For each flashcard drill, you will create a short video (around 10 minutes) demonstrating your knowledge of the prefixes, combining forms, suffixes, and medical terms we learned during that period. You will need to purchase several packages of index cards for this aspect of the course. You must use a different colored index card for each category (i.e., prefixes, combining forms, suffixes, and medical terms). The combining forms is the largest category, so that will be the color you need the most index cards for. You will find a detailed description of the activity in the weekly folders.

Late submission of flashcard drills will not be accepted. If you miss the due date of a flashcard drill, you will receive a score of zero. It is your responsibility to ensure you give yourself enough time to complete and submit this assignment by the due date. If you use a mobile device to record your flashcard drill, you must have a way to transfer the video to your computer. You cannot use a mobile device to upload your video into the submission box – Blackboard will not accept this type of submission. All video submissions must be

made on a computer, with a strong reliable internet connection. Depending on the size of your video, computer, and internet connection it could take between a couple of minutes to several hours to upload your video. Please keep this in mind. If you wait until the last minute to uploading your video and you miss the deadline, an extension will not be given. Web cameras are the best option for this assignment – they allow you to record your video directly to the computer, making the submission process easier.

Discussion board: The discussion board is the only platform we have to interact and have a ‘conversation’ about the topics we are covering. Every other week we will have a discussion and you will create a patient-based medical story. Discussion participation will be assessed based on the rubric located below. It is imperative that you familiarize yourself with the rubric so that you understand the criteria and can participate in the discussions in a manner that meets the criteria.

The goal is to engage in ongoing and meaningful discussion based on the medical stories developed. Your initial patient-based story post should be relevant and make a meaningful connection with the medical terms we are currently learning. It is important to read each story carefully and post a thoughtful and substantive response that allows the story to be continued by other students throughout the week. Because these are academic reflections, it is also important to integrate your own experiences as you develop all your stories.

Initial patient-based stories are due on Thursdays before midnight and ongoing story-telling should occur between Friday – Monday midnight. To receive full points for interaction, your posts should span the above timeframe and at minimum occur on at least three different days during that timeframe. Please do your best to not begin posting your story additions prior to Friday. If you do this, you run the risk of missing out on the stories posted Thursday evening. Your story additions cannot be made on the same day you post your initial patient-based story. For example, if you post your initial patient-based story on Thursday you cannot begin posting your story additions until Friday and then your four story additions must be made on Friday and one other day.

Do not wait until the last day to engage in the discussion. At that point, it is too late to engage in meaningful dialogue, as we will be transitioning into the next week’s activities. Any student who posts all their story additions on the same day or the last day of the discussion board will not receive credit for any aspect of the story additions. Logging in once each day and spending about 10-15 minutes reviewing and responding to posts should meet the requirement for ongoing discussion, if your responses are substantive, thoughtful and you provide storylines that illicit further discussion.

Recommended Discussion Board Participation Schedule

Day	Activity
Tuesday	Review both assigned textbook chapters, especially the “Terminology” section of each chapter.
Wednesday	Write and post your initial story (by midnight).
Thursday	Log in to the discussion board to view your classmates’ stories and reply to those that spark your interest, curiosity or thinking. You do not need to respond to all of your classmates’ stories, but you should read them all to get a sense of how the medical terms we’re learning can be used to convey medical information about a patient. You should respond to as many of your classmates as possible – the more you engage in dialogue, the more you will learn.

Friday – Monday	Log in to the discussion board and read any unread posts. Continue to engage in ongoing dialogue with your classmates.
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In the online environment, a culture of collaboration and meaningful interaction are especially important. Your presence and your engagement are essential. For example, in discussions, you play a critical role in not only sharing your own thoughts, ideas and learning, but also in contributing to the learning of your peers in this class through questioning in ways that illicit further discussion and stimulate critical thinking and reflection. A critical aspect of the learning process is identifying our assumptions and misconceptions about the content and understanding how to apply this knowledge to our everyday lives. If your thinking is not challenged, you are not fully learning.

Discussion Board Rubric

Content	3 points each (6 points total)	1.5 points each (3 points total)	0 point
Initial Story	Initial story fully addresses the assignment clearly, concisely and with adequate detail. Initial story contains the patient’s backstory and allows for continued storytelling by other students.	Initial story partially addresses the assignment somewhat clearly and concisely. More detail is needed to fully address the assignment. A large portion of the initial story contains basic signs and symptoms information about the patient.	Initial story does not address the assignment. Post lacks detail and/or may be too wordy and/or lack focus. Initial story lacks the backstory and does not allow for continued storytelling by other students.
Story Add-ons	Story add-ons fully address the storylines given in the initial stories of other students clearly, concisely and with adequate detail. Story add-ons lead to ongoing and meaningful storytelling.	Story add-ons partially address the storylines given in the initial stories of other students somewhat clearly and concisely. More detail is needed to fully address the other students. Only a portion of the story add-ons lead to ongoing and meaningful storytelling.	Story add-ons do not address the storylines given in the initial stories of other students. Story add-ons lack detail and/or may be too wordy and/or lack focus. None of the story add-ons led to ongoing and meaningful storytelling.
Quality	3 points each (6 points total)	1.5 points each (3 points total)	0 point
Initial Story	Initial story is thoughtful (shows serious contemplation of the text and any required readings and resources). Makes clear and substantive connections to required readings. Initial story demonstrates understanding of all assigned medical terms and how to use them in the proper context.	Initial story makes general references to required readings and resources, but does not demonstrate a clear understanding of all assigned medical terms or how to use them in the proper context.	Connections with the required readings and resources are not evident in initial story. All medical terms are used incorrectly.

Story Add-ons	Story add-ons are substantive and thoughtful (shows serious contemplation of the storylines posed by other students). Makes clear and substantive connections to other students. Story add-ons encourage others to think critically and have varying points of view. All medical terms are understood and used in the correct context.	Story add-ons are not substantive and/or merely summarize and agree with what the other students have already stated without much thought or critique. Story add-ons do not encourage others to think critically or have varying points of view. Some of the medical terms are misunderstood and used incorrectly.	Story add-ons lack thought and do not add substance to the discussion or initiate further storytelling. All medical terms are used incorrectly.
Reflection	3 points each (6 points total)	1.5 points each (3 points total)	0 point
Initial Story	Initial story is personalized (makes clear connections with own experiences) and reflective (shows original thought that goes beyond the obvious and beyond merely discussing the basic signs and symptoms of the patient).	Initial story demonstrates some reflection (makes general connections with own experiences). Initial story does not go beyond merely discussing the basic signs and symptoms of the patient.	Initial story lacks reflection and personalization.
Story Add-ons	Story add-ons are personalized (makes clear connections with own experiences) and reflective (shows original thought that goes beyond the obvious and beyond merely discussing the basic signs and symptoms of the patient).	Story add-ons demonstrate some reflection (makes general connections with own experiences). Story add-ons do not go beyond merely discussing the basic signs and symptoms of the patient.	Story add-ons lack reflection and personalization.
Interaction	6 points	3 points	0 point
	Demonstrates a high level of inquiry, engagement and interaction by: engaging in ongoing storytelling in a timely and consistent manner; responding to classmates' stories in a substantive, thoughtful and reflective manner; initiating ongoing storytelling by posting thoughtful story add-ons; inviting contributions of others; and engaging in dialogue in a respectful and professional manner. Four (or more) story add-ons posted on at least two days that span the timeframe for discussion. No more than two story add-ons posted on one day.	Engages in dialogue in a respectful and professional manner. Three (or less) substantive and thoughtful story add-ons posted. Story add-ons do not span the timeframe for discussion or demonstrate engagement in ongoing storytelling. At least two story add-ons posted on the same day.	Did not interact or minimally interacted in discussion (less than two story add-ons or story add-ons are not substantive). Story add-ons all posted on the same day or the last day.

Format and Mechanics	3 points each (6 points total)	1.5 point each (3 points total)	0 point
<i>Initial Story</i>	Thread is titled according to instructions. Initial story is organized and coherent; contains 10 (or more) complete sentences and contains 6 assigned medical terms from the appropriate chapters; all medical terms are used correctly; lacks errors in grammar, punctuation, spelling, and sentence/paragraph structure; medical terms are in bold and capital letters.	Initial story is somewhat organized and coherent; contains less than 10 complete sentences and less than 6 assigned medical terms from the appropriate chapters; at least one medical term is used incorrectly; has minimal errors in grammar, punctuation, spelling and sentence/paragraph structure; medical terms are capitalized, but not bold.	Initial story lacks organization, coherency, and is composed of a single sentence with a single medical term; most medical terms are used incorrectly; has significant errors in grammar, punctuation, spelling and sentences/paragraph structure; medical terms are not in bold and capital letters.
<i>Story Add-ons</i>	Each story add-on is organized and coherent; contains 4 (or more) complete sentences and 2 assigned medical terms from the appropriate chapters; all medical terms are used correctly; lacks errors in grammar, punctuation, spelling, and sentence/paragraph structure; medical terms are in bold and capital letters.	Each story add-on is somewhat organized and coherent; contains less than 4 complete sentences and less than 2 assigned medical terms from the appropriate chapters; at least one medical term is used incorrectly; has minimal errors in grammar, punctuation, spelling and sentence/paragraph structure; medical terms are capitalized, but not bold.	Each story add-on lacks organization, coherency, and is composed of a single sentence with a single medical term; most medical terms are used incorrectly; has significant errors in grammar, punctuation, spelling and sentences/paragraph structure; medical terms are not in bold and capital letters.

When you are ready to post your initial patient-based story, you will create a thread. When you have found a student you wish to respond to (i.e., further their story), you must reply to their posting. Your story contributions should enhance and further the discussion.

Discussion boards will be active for one full week (Tuesday 12:00am to 11:59pm on Monday MT). After that, the discussion board will be locked and points assessed. I will read all initial patient-based stories and story additions. Each week I will participate in the discussion board as a “regular student”. All students will receive specific feedback from me regarding their weekly discussion board participation via the gradebook.

Medical terms: Each patient-based story and story addition will contain several medical terms from each chapter we’re covering in that period. The medical terms used will be assigned to each student on a random basis. During Week 2, I will assign each student a set of random terms for each chapter. This assignment will be based on the order in which introductions are posted. For example, if you are the fifth student to post an introduction you will be given the random set of terms for Student 5. These random set of terms will be posted in the “Medical Terminology Selection (Terms Assigned)” discussion board during Week 2. A thread will be created for each student in the class – to see what terms you were assigned, simply read your thread.

You should be working on your stories the week before they are due to ensure you post quality stories that will allow you to receive full credit. If you are unsure of how to properly use a medical term or if your story meets the criteria, I encourage you to reach out to me. I do not recommend waiting until the last minute to write your story or ask for help.

Tentative course outline:

Course Week	Lecture	Learning Objectives
Week 1 (01/16/18 – 01/22/18)	Course Introduction Lecture Scavenger Hunt (due 01/18) MyLab Medical Terminology homework (due 01/18) <u>Chapter 1</u> – Intro to Medical Terminology Chapter 1 homework	1, 2
Week 2 (01/23/18 – 01/29/18)	<u>Chapter 2</u> – Body Organization Chapter 2 homework	1
Week 3 (01/30/18 – 02/05/18)	<u>Chapter 3</u> – Integumentary System Chapter 3 homework	1, 3, 4
Week 4 (02/06/18 – 02/12/18)	<u>Chapter 4</u> – Musculoskeletal System Chapter 4 homework Ch.3/4 Discussion Board Flashcard Drill #1 (Ch.1, 2, 3, 4)	1, 3, 4
Week 5 (02/13/18 – 02/19/18)	Lecture Exam 1 (Ch.1, 2, 3, 4) <u>Chapter 5</u> – Cardiovascular System Chapter 5 homework	1, 2, 3, 4
Week 6 (02/20/18 – 02/26/18)	<u>Chapter 6</u> – Blood, Lymphatic, and Immune Systems Chapter 6 homework Ch.5/6 Discussion Board	1, 3, 4
Week 7 (02/27/18 – 03/05/18)	<u>Chapter 7</u> – Respiratory System Chapter 7 homework	1, 3, 4
Week 8 (03/06/18 – 03/12/18)	<u>Chapter 8</u> – Digestive System Chapter 8 homework Ch.7/8 Discussion Board Flashcard Drill #2 (Ch.5, 6, 7, 8)	1, 3, 4
Week 9 (03/20/18 – 03/26/18)	Lecture Exam 2 (Ch.5, 6, 7, 8)	1, 3, 4

Week 10 (03/27/18 – 04/02/18)	<u>Chapter 9</u> – Urinary System Chapter 9 homework	1, 3, 4
Week 11 (04/03/18 – 04/09/18)	<u>Chapter 10</u> – Reproductive System Chapter 10 homework Ch.9/10 Discussion Board	1, 3, 4
Week 12 (04/10/18 – 04/16/18)	<u>Chapter 11</u> – Endocrine System Chapter 11 homework	1, 3, 4
Week 13 (04/17/18 – 04/23/18)	<u>Chapter 12</u> – Nervous System Chapter 12 homework Ch.11/12 Discussion Board Flashcard Drill #3 (Ch.9, 10, 11, 12)	1, 3, 4
Week 14 (04/24/18 – 04/30/18)	Lecture Exam 3 (Ch.9, 10, 11, 12)	1, 3, 4
Week 15 (05/01/18 – 05/07/18)	<u>Chapter 14</u> – Special Topics Chapter 14 homework Ch.14 Discussion Board	1, 5
Week 16 (05/08/18 – 05/11/18)	Cumulative Final (due 05/11/18 by 11:59pm)	1, 2, 3, 4, 5

Attendance: Attendance in an online course should be approached the same as you would a face-to-face course. If this course was offered face-to-face it would meet (at a minimum) twice a week, thus you should log into Blackboard at a minimum of two times per week. Keep in mind that course work is done outside of lecture times, so you need to log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication.

Attendance and participation are required to successfully complete this course. It is not the instructor's responsibility to withdraw students. A "W" will not be given as a final grade. It is the student's responsibility to follow [UNM Valencia's policy for dropping or withdrawing](#) from a course and to be aware that financial consequences may occur from these actions. Please note, student who miss two discussion boards and/or assignments/assessments will be dropped from the course. And any student registered for the course when the semester begins who fails to submit all the Course Introduction and Week 1 activities by the end of the first week will be dropped from the course.

Course Behavior: As this is an online class, all classroom communication will be through the written word. Please make sure you remain respectful and tolerant of others' opinions. Tone cannot be deciphered from writing. All opinions are valid in this classroom. Diversity and open-mindedness are valued and expected. Any behavior, action, or event that interferes with learning, either in an online or face-to-face environment, will not be tolerated. Disruptive behavior in an online class includes, but is not limited to verbal abuse, cyberstalking, or posting inappropriate material. The instructor is the sole judge of what is appropriate in

his/her class. Individuals adversely affecting the learning or teaching process may be removed from the class, and if the infraction is severe, from the University.

You may become discouraged with taking an online course, especially if this is your first one. I truly hope this does not happen! However, if it does please talk to me immediately.

Response Time: I will do my best to answer emails within 24 hours of receiving them. Once you send me an email regarding an issue and/or question, please give me the allotted 24 hours to respond before you send the same email for a second or third time. My response time slows dramatically when I must read through multiple emails regarding the same issue and/or question. I will not be available to students on the weekends (after 4:00pm on Friday through Sunday).

After an assignment or assessment deadline has passed, I will begin grading. You can expect to have your graded assignments and assessments returned by the following week. Please give me the full week to complete grading before you inquire about your grade. If more than a week has passed, feel free to start asking questions about your grade.

FERPA: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can read [UNM's Privacy Rights](#) to learn more about student rights to privacy.

In this course, we may be working with third party applications online (i.e., wikis, blogs, and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at UNM does not apply to these sites. It will be your responsibility to read the privacy documentation for each site.

I cannot (by law) discuss any information about a student, their situation, or their progress with anyone except the student themselves. If you are taking this course with a spouse, sibling, or relative I cannot discuss anything with them except issues that pertain to them personally. Please do not ask someone else to contact me regarding a situation you are experiencing. You must discuss your issues or personal situation with me yourself.

Course Exceptions: Exceptions in this course will only be made in emergency situations. Hopefully no one will experience an emergency this semester. However, sometimes it is out of your control. If you experience an emergency (i.e., a death in the immediate family or a hospitalization) you must inform me of the situation within 48 hours. You must provide written documentation (including dates and times) before arrangements will be made to complete any work missed during the emergency. Once the situation has been taken care of, you will have one week to complete and/or submit any missing assignments or assessments. If you fail to inform me of your situation, you will lose your opportunity to make up those lost points.

Student Code of Conduct: All students will abide by the academic integrity standards described in The Pathfinder, UNM's official student policies manual. Please do your own work. Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated. If you are caught cheating or plagiarizing, you will

be given at least an 'F' for that assignment (and it may, depending on the severity of the case, lead to an 'F' for the entire course) and may be subject to appropriate disciplinary action.

For the complete Academic Integrity policy please refer to the [UNM Student Catalog](#).

Instructors at UNM Valencia will not tolerate poor student behavior including plagiarism. Plagiarism is:

- Offering the work of another as one's own
- Offering the work of another without acknowledgment
- Failing to give credit for quotations or essentially identical expressions of material taken from books, encyclopedias, magazines, other reference works, term papers, reports or sources of any other individual

Punishment is at the discretion of the instructor and may range from a written warning to expulsion from the university.

Equal Access: If you have, or believe you have a disability, you may contact the [Equal Access Services Office](#) at 505-925-8560 at the beginning of the semester to coordinate reasonable classroom accommodations, access to technology, or other academic assistance. Students must demonstrate that their need for academic adjustments are based on their permanent disability by providing Equal Access Services documentation from a bonafide medical or mental health professional or diagnostician. The documentation must be timely and on professional letterhead stationary, and must include specific diagnosis which describes the nature of the permanent disability, its functional limitations in an academic environment as well as other university settings, and specific recommendations for academic adjustments or accommodations. The document must be signed by the medical or mental health professional or diagnostician. Once documentation is presented to the Equal Access Services personnel, they will begin the process that leads to the timely provision of accommodations or academic adjustments for the student. All efforts will be made to accommodate these needs or to provide equipment necessary to accomplish the requirements for this course. The letter of Accommodation should be presented to the instructor within the first two weeks of the semester. Discussions and documentation will be kept confidential.

Accessibility statements are available for [Blackboard](#) and [MyLab Medical Terminology](#).

Course Completion: Textbooks, supplies and/or equipment in good working order may be required to assist in successfully completing this course. Successful completion means that the final grade will satisfy the course requirements on the UNM Degree Plan. Grades of "F", "I", "U", and "W" are not considered successful completion.

Copyright: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are either linked to or are being used regarding the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Non-Confidentiality: The UNM network and computer systems are the property of University of New Mexico and may be accessed only by authorized users. Unauthorized use of the network or computer systems is strictly prohibited and may be subject to criminal prosecution. The University may monitor any

activity or communication on the system and retrieve any information stored within the system. By accessing and using the network and University owned computer systems, you are consenting to such monitoring and information retrieval for law enforcement and other purposes. Users should have no expectation of privacy as to any communication on the network or any information stored within the systems, including information stored locally on the hard drive or other media (e.g., floppy disks, PDAs and other hand-held peripherals, CD-ROMs, etc.). Use of the UNM network or computer systems by any user, authorized or unauthorized, constitutes consent to this monitoring, interception, recording, reading, copying, or capturing and disclosure.

Title IX: UNM is committed to fostering a safe, productive learning environment and we comply with all aspects related to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX prohibits sex discrimination to include sexual misconduct defined as harassment, domestic and dating violence, sexual assault, and stalking. Incidents of harassment or assault must be reported to the Office of Equal Opportunity and the Title IX Coordinator at 505-925-8560. For more information, please review [UNM's Campus Policy](#) regarding sexual misconduct.

Confidentiality and Mandatory Reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on UNM's campus with the Title IX Coordinator and/or the UNM Police. Students may speak to someone confidentially by contacting UNM-Valencia Campus Police Department at 505-925-8570.

*** The instructor reserves the right to make additions, deletions, corrections, or other modifications to the lecture syllabus and schedule as deemed necessary. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes the course announcement and/or course mail. ***