

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	<input checked="" type="checkbox"/>	Business	<input type="checkbox"/>	Education	<input type="checkbox"/>
Proposal Submitted By:	Richard Finkelstein & Pam McCullough		Date Prepared:	10/31/2016		
Course Title:	Medical Terminology for Health Professionals					
Department/discipline and course number*:	HSCI 120					
Prerequisites:	Permission of Instructor					

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Will this be a <i>new, repeatable</i> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>

Date of first offering of this <i>new</i> course:	FALL SEMESTER, year	Fall 2017
Proposed frequency of offering of the course:	Each fall	
List the faculty who will likely teach the course:	Nursing adjunct Faculty	
Are ANY new resources required?	NO	<input checked="" type="checkbox"/> YES <i>Document in attached impact statement</i>

This new course will be (check all that apply):			
Required in the major (pre-nursing)	<input checked="" type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>
		General Elective	<input type="checkbox"/>
		General Education**	<input type="checkbox"/>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (suggested length – less than 50 words):			
This course introduces the student to the language of medicine, used by all health professionals, throughout all healthcare settings.			
COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	<input type="checkbox"/>
		NO	<input checked="" type="checkbox"/>
Course Number and Title of Previous Course	Semester Offered	Enrollment	
CHECK HERE if the proposed course is to be <i>equated</i> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).			
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.			

REQUIRED ATTACHMENTS:

- Rationale Statement** – Why is this course needed? What purposes will it serve?
- Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
- Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. *Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.*
- Sample Syllabus**

Department Chair Approval: Dr. Pamela McCullough, CPNP Date: 11/28/2016

CCC Chair Approval: [Signature] Date: 01/05/2017

UCC Chair Approval: _____ Date: _____

Rationale

The Institute of Medicine (IOM) report of 2001, *Crossing the Quality Chasm*, recommended interdisciplinary reform of health professions education in order to enhance quality and patient safety. The IOM report of 2002, *Health Professions Education: A Bridge to Quality*, presented a set of core competencies to be incorporated into the education of all health professions. The report recommended all health professionals be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.

In 2008, the Robert Wood Johnson Foundation (RWJF) and the Institute of Medicine (IOM) began a two-year initiative to assess and transform the nursing profession. The 2010 IOM Report, *The Future of Nursing: Leading Change, Advancing Health*, included the recommendation that nurses achieve higher levels of education through seamless academic progression. In response to this recommendation, in March 2014, the State Council of Higher Education for Virginia (SCHEV) granted approval to the University of Mary Washington (UMW) to initiate the Bachelor of Science in Nursing (BSN) degree program. The purpose of this degree program was to take registered nurses who are skilled in administering nursing care, and transform them into clinical decision makers.

The University of Mary Washington (UMW) and Germanna Community College (GCC), recognizing the need for registered nurses (RNs) to achieve baccalaureate degrees in nursing through an improved education system that promotes seamless academic progression, adopted a Bachelor of Science in Nursing (BSN) Academic Partnership Plan (BSN-APP), commonly referred to as the 1 + 2 + 1 BSN Plan. This agreement is designed for UMW students who are interested in earning a pre-licensure Associate of Applied Science (A.A.S.) degree in nursing from GCC and a post-licensure BSN from UMW.

Students enrolled in the 1 + 2 + 1 BSN Plan receive the majority of their education at the community college, and earn their final 30 credits at UMW. Specific courses designed to strengthen the link between two degrees in nursing, and also focus on the core competencies of health professionals, have not been available at GCC or UMW. By offering new courses at UMW, the BSN Completion program is able to oversee the overall quality of nursing prerequisite and elective courses related to healthcare, taken by students on the 1 + 2 + 1 BSN Plan. UMW 1+2+1 pre-nursing students will be required to take these courses.

The new courses have the Health Science (HSCI) prefix. UMW offers a post-licensure BSN degree, and NURS courses are restricted to students who hold RN licenses. To encourage interdisciplinary education of health professionals, the HSCI courses are open to pre-nursing students, and other students interested in preparing for a healthcare profession.

At the present time, tuition revenue is being diverted to GCC for nursing prerequisite courses, and elective credits related to healthcare. By offering these courses, UMW will be able to increase their total tuition revenue. These courses have been designed to be offered online, to remove scheduling conflicts with other required course work.

This course has been created at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the 1 + 2 + 1 BSN Plan. This course is **#1 of 4** new courses. This course counts towards the 120 total credits of the BSN degree. Students will no longer take this course at GCC and transfer to UMW.

The HSCI courses were developed to meet the requirements of the:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), (American Association of Colleges of Nursing (AACN));
- *Crossing the Quality Chasm: New Health System for the 21st Century* (2001), (Institute of Medicine);
- *Health Professions Education: A Bridge to Quality* (2002), (Institute of Medicine);
- *The Future of Nursing, Leading Change, Advancing Health* (2010), (Institute of Medicine).

Credit Hour Justification

This course will be offered during the **FALL** semester and has a minimum of 42 contact hours of online activity. The weekly modules are designed to deliver course content over 14 weeks at 150 minutes per week. Students are expected to have a minimum of two hours of outside of class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

Impact Statement

The proposed HSCI courses will be administered by the BSN Completion Program, and will be taught by a nurse with a graduate or terminal degree in nursing. Pre-nursing students are required to take this course. The course is open to other students interested in the health professions. This course will generate additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. Additional space is not needed for this online course. Additional library resources beyond what is already available for BSN Completion students, are not needed.

Sample Syllabus (See Attached)

Sem/Yr/Initials



HSCI 120
MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONALS
COURSE SYLLABUS

Course Number: HSCI 120

Course Title: Medical Terminology for Health Professionals

Dates: XX

Semester: Fall 2017

Format: Online

Number of Credits: 3

Prerequisite: Permission of Instructor

Instructor: TBA

Preferred communication: TBA

Virtual Office Hours: TBA

SYLLABUS TABLE OF CONTENTS

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Course Description

Course Description:

This course introduces the student to the language of medicine, used by all health professionals, throughout all healthcare settings.

Course Objectives:

1. Exploration of origin of medial language framework used by healthcare professionals.
2. Identification, integration and formulation of basic term components: prefix, root, combining forms, suffix.
3. Identify different types of documenting health records used in the healthcare industry.
4. Identify and develop common terms and abbreviations used in documenting medical records related to the major systems of the body.
5. Development of interpersonal relationships and peer support.

ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of the quality liberal arts curriculum. These values are *community, interactivity, active learning, reflection, and self-directed learning*.

Value 1: Community

Within a liberal arts institution, we believe that learning needs to occur as a social activity and that students should develop a strong sense of belonging to a networked learning community. Learning communities serve many important purposes: They support and sustain the work of individual learners; they help to frame the work of individuals within larger intellectual conversations; and they offer the possibility of building something greater through collaboration.

Value 2: Interactivity

One of the signal characteristics of the quality learning experience is small class size and what it enables: a high degree of interaction between student and instructor, as well as between the student and other students. Sometimes characterized as “high-touch,” this interaction leads to highly personalized instruction, where students are treated as individuals rather than part of a collective who sink or swim largely on their own efforts.

Value 3: Active Learning

Another characteristic of quality education is an emphasis on active, rather than passive learning, including intensive use of writing and speech, as both tools of analysis and also communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is activities that engender genuine inquiry by students into real issues/problems, problems that matter to people outside the classroom, as well as exploring and being challenged by diverse perspectives.

Value 4: Reflection

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Part of the justification for the study of humanities in liberal education is that such study addresses the human yearning for meaning. Such reflection is not limited, though, to the humanities. The question, “What does it mean?” is an important means of transforming learning from passive to active, from memorization to a deeper understanding.

Value 5: Self-Directed Learning

The successful learner is expected to take ownership for her learning experiences. While faculty play a critical role in framing, guiding, and, sometimes, directing the path of these experiences, ultimately the learner must be able to rely on herself to make intellectual choices. These skills lay the foundation for life-long, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility, and self-discipline.

Methods & Library Usage

Method of Instruction

Recognizing the diverse learning styles present in any group of students, a variety of instructional techniques will be used to encourage learning. Examples include the following teaching-learning strategies:

Online group discussions
Online activities and assignments
Required assigned readings
Required online video lectures
Required readings
Independent research
Student presentations

UMW Libraries

UMW Libraries have both a physical and online presence. The physical locations are: the Stafford Campus Library on UMW’s Stafford campus and the Simpson Library on the Fredericksburg campus. Both libraries are open to UMW students, and librarians are available to assist you with your research via phone, email, chat message, or face-to-face.

UMW Libraries offer online databases, research guides, and e-books that are accessible off-campus by using your network ID and password. An online interlibrary loan service is also available so that students can request articles and books not available in the collections of UMW Libraries.

- Website: <http://libraries.umw.edu/>
- Research Guides: <http://libguides.umw.edu/>
- Stafford Campus Library: 540-286-8025, stafflib@umw.edu
- Simpson Library: 540-654-1148, refdesk@umw.edu
- Hours: <http://libraries.umw.edu/hours-and-directions/>

Writing Centers

Students are encouraged to use the Writing Center at HCC located on the Fredericksburg campus. Operating within the Honor Code, the Writing Centers offer free tutorial assistance to students, regardless of major or concentration, both for course assignments and for personal writing needs.

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The Writing Centers work with student writers at every skill level to improve their writing performance. Staffed by faculty directors, assistants, and well-trained student tutors, the Center provide advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, learning writing styles such as APA, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. They also provide access to various writing guides.

Speaking Center

The Speaking Center, located on the Fredericksburg campus, supports the Speaking Intensive Program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, and equipment) that address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback.

The Center adheres strictly to the Honor Code: consultants will not compose any portion of a presentation for a student, nor will they do research for a student's presentations. Consultants also are prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates, or interviews.

Computer Specifications

All incoming students should visit the UMW Student Computing website www.umw.edu/technology/studentcomputing . The following hardware and software specifications are recommended for online courses:

Computer (Desktop, Laptop, Notebook):

	PC	Macintosh
Processor:	1.2 GHz or greater	1.2 GHz or greater
RAM:	250 MB or greater (512 MB suggested)	250 MB or greater (512 MB suggested)
Display:	Color video display card	Color video display card
	Color Monitor	Color Monitor
	1280x1024 best resolution	1280x1024 best resolution
Operating System:	Windows 98, ME, 2000, XP, Vista	Mac OS 9.2 or higher
Sound Card		

Online classes also require:

- speakers and microphone, or a headset
- Broadband Internet Connection for online access. (Check with your Service Provider for what speeds are available in your area. Examples of Broadband include but are not limited to: Cable, DSL, Fiber Optic, Satellite...) Internet Explorer 6.0 or greater (Later versions of Netscape work as well) or Firefox.
- Software Requirements: MS Office or Open Office; Adobe Acrobat Reader; Windows® Media Player

Online Etiquette

The following statement related to Online Etiquette, is taken from Kent State University, retrieved from <http://www.kent.edu/dl/technology/etiquette.cfm>

“Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of non-verbal’s in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.
3. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. Review, review, and then send. There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors are important as ever.
6. The language of the Internet. Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :- (), but avoid overusing them.
7. Consider the privacy of others. Ask permission prior to giving out a classmate's email address or other information.
8. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
9. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.”

Online Student Support

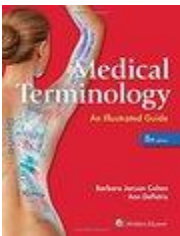
IT Support Services. In addition to online documentation available at its website (www.umw.edu/technology/), the Division of Information Technologies offers help to its users through the IT Help Desk, which is the campus clearinghouse for all technology-related questions. In helping diagnose and solve problems, the Help Desk staff may "walk" users through some steps on the phone

(654-2255), or point them toward online resources that can help. The specialists staffing the Help Desk may also be contacted via email (helpdesk@umw.edu).

Textbooks & Resources

Required text:

Medical Terminology: An Illustrated Guide Eighth Edition
by Barbara J. Cohen BA MEd (Author), Ann DePetris RN BSN MSA (Author)
ISBN-13: 978-1496318886
ISBN-10: 1496318889

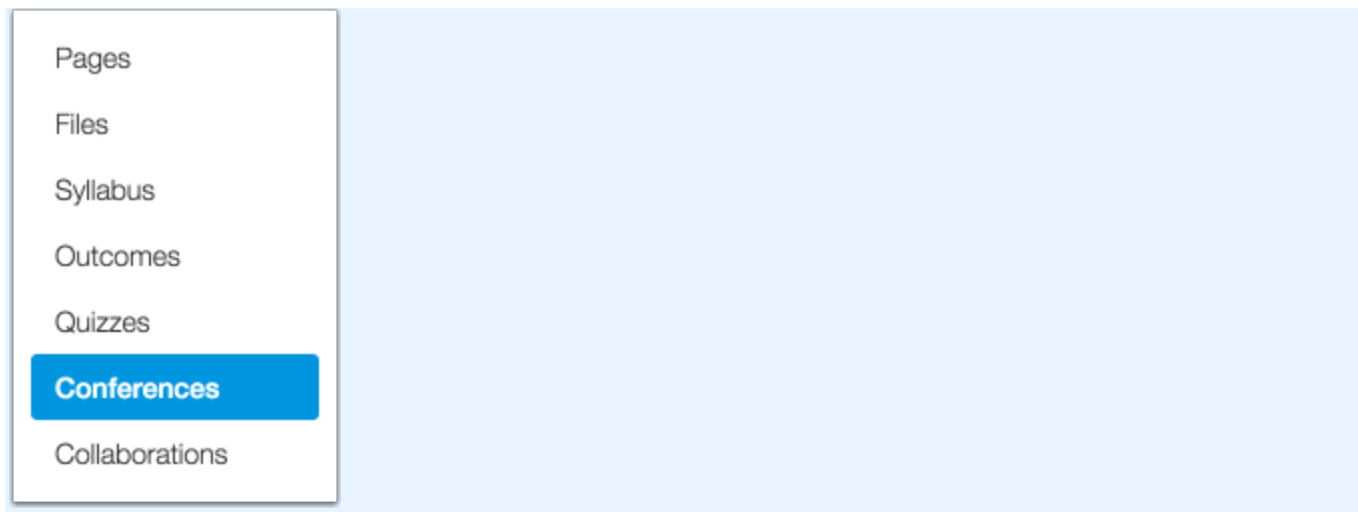


Using the BIG BLUE BUTTON FOR Conferencing in an ONLINE Course

What are Conferences on CANVAS?

Conferences are primarily used for virtual lectures, virtual office hours, and student groups. They can also be used to demonstrate technologies or troubleshoot technology issues online. Conferences can accommodate up to 50 people.

View Conferences



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Conferences makes it easy to conduct synchronous (real-time) lectures for all of the students in the course. Conferences allows the instructor to broadcast real-time audio, video, demo applications on their desktop, share presentation slides, or demo any online resources. Currently, Canvas integrates with **Big Blue Button**.

Note: Big Blue Button can accommodate up to 50 users in a conference at one time. A conference will remain active on **Big Blue Button** as long as one person is part of the conference room. When the last person leaves, the conference will conclude and all files and chats will be removed.

When would I use Conferences?

The screenshot displays the Canvas Conferences interface. It is divided into two main sections: 'New Conferences' and 'Concluded Conferences'.

New Conferences:

- Quick Meeting:** Description: "I'll show you some exa...". Status: "In Progress" (green button). Actions: "End", "Join" (blue button), and a settings gear icon.
- Group Project Discussion:** Description: "This is an open discussion f...". Action: "Start" button and a settings gear icon.
- Course Conference:** Description: "We will be discussing all m...". Action: "Start" button and a settings gear icon.

Concluded Conferences:

- Weekly Question:** Description: "Come ask any questions that co...". Date: "01/15/2016". Action: A settings gear icon.

Use Conferences to:

- Connect with course students for online office hours, live presentations, or special study sessions.
- Practice presenting online. Students can set up practice presentations in their student Groups.
- Broadcast a live event or lecture to the students that can't be onsite.
- Record the conferences so students can view them at a later date. **Note:** Recordings are automatically deleted 14 days after the conference ends.

How do I use the Conference Index Page?

The screenshot shows a user interface for managing conferences. It is divided into two main sections: 'New Conferences' and 'Concluded Conferences'.
 - The 'New Conferences' section (callout 1) contains three items: 'Quick Meeting' (status: In Progress, buttons: End, Join, settings), 'Group Project Discussion' (button: Start, settings), and 'Course Conference' (button: Start, settings).
 - The 'Concluded Conferences' section (callout 2) contains one item: 'Weekly Question' (callout 3) with a description 'Come ask any questions that co...' and a date '01/15/2016' (callout 4), and a settings button.

Conferences are grouped in two parts: New Conferences [1] and Concluded Conferences [2]. Both always display the name [3] and the description [4] of the conference.

Note: Students can only view conferences to which they have been invited.

New Conferences

This close-up screenshot focuses on the 'New Conferences' section. It shows the same three conference items as the previous image. Callout 1 points to the 'Start' button for the 'Group Project Discussion' conference, and callout 2 points to the 'Join' button for the 'Quick Meeting' conference.

New Conferences are either ready to start [1], or in progress [2] where invited participants can join.

Note: Students cannot join a conference until the instructor has started it.

Concluded Conferences

Concluded Conferences			
▶ Group Project Discussion	Let's discuss a few ideas ...	01/15/2016	1 Recording
↗			0:10
Quick Meeting	I'll show you some examples for the assi...	01/15/2016	View ↗
Weekly Question	Come ask any questions that come up fr...	01/15/2016	

Once a conference has ended, it will be displayed in Concluded conferences. Concluded conferences show the date of the conference [1].

For recorded conferences, Canvas displays the length of the conference [2]. The length of the conference is indicated in hours: minutes (e.g. 0:10 is 10 minutes).

When the conference is rendered for playback, the conference displays the **View** button [3]. Depending on the length of your conference, this process may take several hours.

Note: Recordings are automatically deleted 14 days after the conference ends.

Welcome to the Health Sciences Courses

The IOM Report of 2003 calls for all health professionals to be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.¹ This course, HSCI 120 *Medical Terminology, Introduction to Success in the Study of Healthcare Professions* is the first in a series of courses designed to ensure students studying to become health professionals, become skilled in a set of simple, core competencies that all health clinicians should possess, regardless of their discipline, to meet the needs of the 21st-century health care system. HSCI courses are offered online, and are complimentary courses to the student's declared major.

Institute of Medicine Core Competencies

Provide patient-centered care

Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

Work in interdisciplinary teams

Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

Employ evidence-based practice

Integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.

Apply quality improvement

Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.

Utilize informatics

Communicate, manage knowledge, mitigate error, and support decision making using information technology.

--From *Health Professions Education: A Bridge to Quality*. Institute of Medicine, 2003.

¹Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. *Health Professions Education: A Bridge to Quality*. Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies Needed for Health Care Professionals. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK221519/>

All HSCI core competencies courses are managed through the Learning Management System (LMS) used by the University of Mary Washington (UMW) "Canvas." All course content is available on the course page. It is recommended to login to the course page every 1-3 days to ensure prompt communication with your educator and peers. **The week starts Monday at 12:01am and ends Sunday at 11:55pm.**

All assignments, homework, readings and activities will be posted on the course page. It is important students use the course page to upload all graded assignments (deliverables) to ensure correct grading because grading is done through the LMS.

Rubrics are often for grading. ALWAYS follow the grading rubric. It is recommended to perform a “self-grading” exercise using the grading rubric prior to the actual submission of a deliverable (handed in assignment) to the instructor.

Evaluation/Grading

Students must participate in all of the Assignment Areas in order to pass the course.

- I. Online activities and Assignments
- II. Discussions
- III. Quizzes, Midterm, Final & Course Evaluation

Weekly Module Quizzes (1-12; 4 points each)	48
Discussion Thread Topics (3 threads graded; 5 points each)	15
Midterm Exam	15
Final Exam	22
	100 %

COURSE OUTLINE

Week	Topics	Readings/lectures/Articles (posted on canvas)	Quizzes: Due Sunday at 11:55pm
1	Ch. 1&2: Basic work structure & Terms Pertaining to the Body as a Whole	*Module 1: Into to Course, Online Learning, Introduce self in Discussion Board #1	Module Quiz 1
2	Ch. 3.Suffixes Ch. 4 Prefixes	*Module 2: Online activities: readings, lectures, learning activities	Module Quiz 2
3	Ch. 9 & 10 Circulation, Blood, Immunity	*Module 3: Online activities: readings, lectures, learning activities	Module Quiz 3:
4	Ch. 11 Respiratory	*Module 4: Online activities: readings, lectures, learning activity Discussion Board #2 Due on Thurs. 11:55 pm	Module Quiz 4:
5	Ch.12 Digestion	*Module 5: Online activities: readings, lectures, learning activities Responds to DB #2 by Thurs. 11:55pm	Module Quiz 5:
6	Ch. 13 Urinary	*Module 6: Online activities: readings, lectures, learning activities	Module Quiz 6:
7	MIDTERM EXAM		
8	Ch. 14 & 15 Male and Female Reproduction	*Module 7: Online activities: readings, lectures, learning activities Discussion Board #3 Due on Thurs. 11:55 pm	Module Quiz 7

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9	Ch. 16 : Endocrine	*Module 8: Online activities: readings, lectures, learning activities Responds to DB #3 by Thurs. 11:55pm	Module Quiz 8
10	Ch. 17: Nervous and Behavioral Disorders	*Module 9: Online activities: readings, lectures, learning activities	Module Quiz 9
11	Ch. 18 Sensory	*Module 10: Online activities: readings, lectures, learning activities DB #4 by Thurs. 11:55pm	Module Quiz 10
12	Ch. 19 & 20 Skeletal and Muscular	*Module 11: Online activities: readings, lectures, learning activities Responds to DB #4 by Thurs. 11:55pm	Module Quiz 11
13	Ch. 21 Integumentary	*Module 12: Online activities: readings, lectures, learning activities	Module Quiz 12
14	FINAL EXAM		

Below are broadly recommended and expected guidelines for studying:

1. Read your textbook and utilize chapter exercises and other learning tools provided with text.
2. Use study aids that are available in your textbook CD and the associated online internet site.
3. Study the syllabus and dates so you are prepared for the course content.
4. Develop a habit to study and time for reflection on concepts being discussed.
5. **Ask questions** - We cannot help you if we do not know you are having problems.

***Online Weekly Modules**

- Each module contains objectives, reading assignments, a lecture/ PowerPoint presentation and a quiz.
- The module also may contain optional activities such as an open book quiz, flash cards, or cross-word puzzle for student review of content. These are not submitted to faculty for grading.

Online Weekly Quizzes

1. There are 12 quizzes to be taken on Canvas.
2. All of the quizzes consist of 20 questions. You have a maximum of 30 minutes to complete each quiz. When you are ready to take a quiz, you will need to find a quiet place where you will not be interrupted. Use the university's online access to Canvas. You are to take the quiz alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so be sure that you are academically prepared when you take each quiz. Only one question will appear at a time and once submitted you will not be able to retake the quiz.
3. The online quiz will close after 30 minutes.
4. You are encouraged to avoid waiting until the last minute to take the quiz as inevitability this is when problems occur and will only serve to increase your stress level.
5. The faculty member will be notified via email if access to canvas is restricted using the university's access.

6. Do not rely on other internet access modes during quiz and exam time.

ONLINE: Midterm and Final Exam

1. The Midterm Exam will cover weeks one through six and the Final Exam will be cover weeks 7 through 13 (however it may have content from the first half of the semester.) Each exam will consist of 100 questions in varying formats (Multiple choice, matching and true false.) You will have two hours in which to complete each exam. Just as with the quizzes when you are ready to take the exam, you will need to find a quiet place where you will not be interrupted. Use the universities access to Canvas. You are to take the exam alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so be sure that you are academically prepared when you take each exam. Only one question will appear at a time and once submitted you will not be able to retake the exam.

Online: Discussion Board Forums

1. The purpose of the discussions is to demonstrate your ability to synthesize, critically analyze and apply key concepts from the readings and lecture material.
2. Instructions on how to post a response (called a thread) to the discussion is posted in Week 1 Module.
3. You are expected to monitor the discussions during the selected weeks. The faculty grading will be based upon quality of discussion, substance, relevance, logic and support of argument. You need to **show evidence of synthesis** of assigned readings, and classroom lectures/discussion.
4. You are expected to post your thread by Thurs. 1155pm the week of the assigned discussion.
You are expected to respond to two of your peers during the following week. See Grading Criteria for details.
5. Students are reminded that professionalism is reflected in the quality of their writing so be cognizant of your grammar and spelling.
6. You are expected to use correct APA formatting for citations and references. An example of a Discussion Board posting is found under the Discussion Board tab. Be sure to review before posting your first graded posting.
7. Students are expected to submit their own work. Postings that are copied and pasted from internet sites and other sources do not reflect **synthesis** of information will receive a score of "0". Copying and pasting is plagiarism and is an Honor Code violation.
8. There are Four (4) **Discussion Board Questions**
 - a. **Topic #1** Introduce yourself to your classmate
 - This is not graded
 - An example are presented under the Discussion Board
 - b. **Topic #2**
 - This is graded
 - The topic will be a disease process from any of the previous chapters.
 - Instructions are found under the Discussion Board tab, to include how to incorporate the IOM Core Competencies
 - c. **DBQ #3**

- This is graded
- The topic will be a disease process from any of the previous chapters
- Instructions are found under the Discussion Board tab, to include how to incorporate the IOM Core Competencies

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d. DBQ #4

- This is graded
- The topic will be a disease process from any of the previous chapters
- Instructions are found under the Discussion Board tab, to include how to incorporate the IOM Core Competencies

8. **Grading Criteria Rubric:** Please review the grading rubric for the discussion boards that provided on the next page. This is how each of your discussion boards will be graded.

- The week starts Monday at 12:01am and ends Sunday at 11:55pm.
- Five points will be deducted for each day late. The student has one week to “make-up” a late assignment. The grade will be “0” after being 7 days late and no submissions will be accepted after that time.
- **Discussion Board Forums:** For each required Discussion Board Forum, the student will submit an initial thread by THURSDAY 11:55 pm
 - The student must support his/her thread and each reply with at least 1 citation from the assigned readings, PowerPoint presentations, or video lectures. Other literature can be added. Citation must be in APA format.
 - **Discussion messages for a topic that are posted after the specified due date will not be graded.**

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Grading Rubrics

Discussion Board Rubric and Grading

Your work on the Discussion Board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by Thursday, 11:55pm. You will respond to two of your peers, by Sunday, 11:59pm. You will be graded on this initial posting with the following rubric:

Discussions Health Sciences: Ideas, Organization, Critical Thinking & Integration	
* Proficient – INITIAL POST: well-developed (about 2 fully developed paragraphs); answers the questions asked; introduces new ideas; incorporates readings. Responses to colleagues are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking.	5
* Basic – INITIAL POST: primary ideas are posted; organization of ideas is weak. Responses to colleagues as required, but support is weak, vague, or largely conjecture	4
* Minimal/Below average – INITIAL POST: Poorly developed: does not add to the discussion; misses the questions; <u>late work</u> . Responses to colleagues, but support is lacking and response is based on conjecture with no reference made to readings or coursework	3
* Unacceptable	1
Failure to submit	0
TOTAL: 5	

Health Sciences Grading Policy

Students must participate in all of the four Assignment Areas in order to pass the course.

- I. Discussion Topics
- II. Quizzes
- III. Midterm, Final & Course Evaluation participation

The following grading scale is used to determine a letter grade for the course associated with a point value.

Score Range	Grade	Quality Points	Description
93.0 – 100	A	4.00	Excellent
90.0 – 92.9	A-	3.67	
87.0 – 89.9	B+	3.33	
83.0 – 86.9	B	3.00	Good
80.0 – 82.9	B-	2.67	
77.0 – 79.9	C+	2.33	
73.0 – 76.9	C	2.00	Average
70.0 – 72.9	C-	1.67	
67.0 – 69.9	D+	1.33	Poor
60.0 – 66.9	D	1.00	Very Poor
Below 60.0	F	0.00	Fail
Incomplete	I	0.00	Incomplete
Withdrawal	W	0.00	Withdrawal

Course Expectations

Attendance and Make-up Policy

Students are expected to participate in all assignments in the course during the designated timeframe. Should absences be necessary, students are responsible for the material covered during the absences. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though, the absences were unavoidable.

It is important the students remain up-to-date in turning-in assignments. In the event that a student is unable to complete an assignment by the due date, the student must contact the instructor **prior to the assignment due date**. The faculty member and the student will determine the details of completing the assignment.

University Notices

University Closures

If the University Mary Washington is closed on a regularly scheduled day, HSCI core courses continue as scheduled online.

Disability Directive

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. Any information you share will be held in the strictest confidence unless given permission to do otherwise.

If you have not contacted the Office of Disability Services and need accommodations, such as note taking assistance, extended time for tests, and so on, a referral can be made. The office will require appropriate documentation of disability. Again, their phone number is 540-654-1266.

To protect student privacy and confidentiality students should not have to inform their professor directly of the nature of their disability. Once the student has been approved for accommodations they will receive a letter detailing what these accommodations. Copies of this letter will be given by the student to each professor. The professor is not informed of the nature of the disability, just the classroom accommodation.

Sexual Assault Prevention Specialist

Sexual harassment in education includes any unwanted and unwelcome sexual behavior that significantly interferes with an individual's access to educational opportunities. The University of Mary Washington is committed to preventing and addressing harassment, regardless of whether the harassment is perpetrated by peers, teachers, or other school officials. Confidential support services provided by:

Avina Ross, Sexual Assault Prevention Specialist AROSS@UMW.edu 540-654-1166

INSERT ACADEMIC CALENDAR FOR THE TERM HERE

STUDENT HONOR CODE

I, as a student of the University of Mary Washington, do hereby accept the Honor System. I have read and understand the Honor Constitution and agree to abide by its provisions. Accordingly, I resolve to refrain from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others, and from deliberately falsifying facts. I acknowledge that in support of the Honor System, it is my responsibility to report any violation of the Honor Code of which I am aware. I realize that in the event of a violation of the Honor Code, a plea of ignorance will not be acceptable and that such a violation could result in my permanent dismissal from the University of Mary Washington. I further pledge that I shall endeavor at all times to create a spirit of honor, both by upholding the Honor System myself and helping others to do so.

Student's Name _____

Student's Signature: _____

Date: _____

Sem/Yr/Initials