

# Health & Medical Terminology

**HSC3537 | Class # 26964 | 3 Credits | Spring 2026**

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## COURSE INFORMATION

### INSTRUCTOR

**Ashlee Ossiboff, MA, MS, PhD, MCHES, NBHWC**

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Office Phone: 352.294.1023

Email: [Ahoffmanossiboff@ufl.edu](mailto:Ahoffmanossiboff@ufl.edu)

Preferred Method of Contact: Canvas Inbox

### OFFICE HOURS

Tuesday, 1:45 – 2:45pm, Thursday 8:30-9:30am or by appt.

### MEETING

Tuesday, 11:45 – 1:40pm, Thursday 12:50-1:40pm

### TIME/LOCATION

FLG 285

### COURSE DESCRIPTION

Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in healthcare occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes, and suffixes.

### PREREQUISITE KNOWLEDGE & SKILLS

No prerequisites for this course

### REQUIRED MATERIALS

- *Fremgen, B. F., & Frucht, S. S. (2025). Medical terminology. A living language (8<sup>th</sup> ed.). Pearson.*
- ISBN-13: 978-0-13-803001-8
- *Text is available through UFallAccess. UF All Access is the University of Florida's digital course materials program. Selected courses are available through UF All Access to provide students with the lowest prices on their eBooks. Students can choose to opt into these materials and be provided instant access to their access codes for their homework systems and/or access to a digital version of their books. The charges will be billed to their student accounts automatically and if they have Financial Aid available, it will automatically pay for these charges.*
  - Click here to access course codes: <https://www.bsd.ufl.edu/AllAccess/OptIn>
  - Click here for All Access support: <https://www.bsd.ufl.edu/AllAccess/Home/Support>
  - If you cannot find the answer, please email: [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

### COURSE FORMAT

This course is structured in a 'flipped' format, where students are expected to read assigned materials, utilize various learning resources, and view module lectures independently. The face-to-face class sessions are then dedicated to applying the information learned through interactive activities, discussions, and practical exercises. This approach encourages active participation, critical thinking, and hands-on application of health and wellness coaching concepts.

## **COURSE LEARNING OBJECTIVES:**

1. List suffixes, prefixes, and word roots common to medical terminology
2. Define suffixes, prefixes, and word roots common to medical terminology
3. Construct medical terms correctly using the appropriate suffixes, prefixes, and word roots
4. List suffixes, prefixes, and word roots common to specific organ systems of the human body
5. Construct system specific medical terms using the correct suffixes, prefixes, and word roots

## **COURSE & UNIVERSITY POLICIES**

### **ATTENDANCE POLICY**

100% attendance rate is expected for this course. Attendance will be monitored and assessed through variable, in-class participation assignments. A detailed participation rubric can be found in Appendix A for reference. Students are required to actively engage in all class activities to ensure full participation and successful completion of the course requirements. University policies regarding attendance can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **PERSONAL CONDUCT POLICY**

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. Outline for them exactly what that means in the context of your course. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

### **EXAM MAKE-UP POLICY**

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. In the event of a documented emergency, you must contact instructor immediately to schedule a comprehensive, essay format exam, which is the same level of difficulty, presented in an alternate format.. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **ACCOMMODATING STUDENTS WITH DISABILITIES**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## GETTING HELP

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

### ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, 1317 Turlington Hall, (352) 392-2010. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## GRADING

### GRADED ASSIGNMENTS

Assignment	Amount	Points Each	Point Total	Overall %
Quizzes (2 dropped)	14	20	240	37
Class Engagement	10	5	50	8
Worksheets	12	5	60	9
Flashcards	12	5	60	9
Midterm Exam	1	100	100	15
Final Exam	1	150	140	22
Overall Total			650 points	100%

### DESCRIPTION OF GRADED WORK

My aim as an educator is to facilitate an educational environment conducive to learning and personal growth while providing an atmosphere that engages students and provokes further interest in the designated subject area. I would like to strengthen students' confidence and belief in their ability and future. Further, I strive to increase students' capacity of lifelong learning by exposing them to various methods of learning, understanding, and participation in a diverse and captivating setting.

Individuals learn in unique ways; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged.

This class is divided into 12 modules. Each module is interactive and includes the following components:

Chapter Reading – Students will first read associated textbook chapter(s) to establish foundation of knowledge, strengthen comprehension and interaction of course information, and have a foundation of lecture information.

Lectures & Additional Engagement – After reading, students will learn more about module topics by viewing module lectures, additional readings, and other activities associated with the module.

Quiz – After learning module information, students are tested on knowledge gained by taking a 20-item quiz, designed to assess medical terminology comprehension. Includes fill-in-the-blank, multiple choice, true/false, and matching formatted questions.

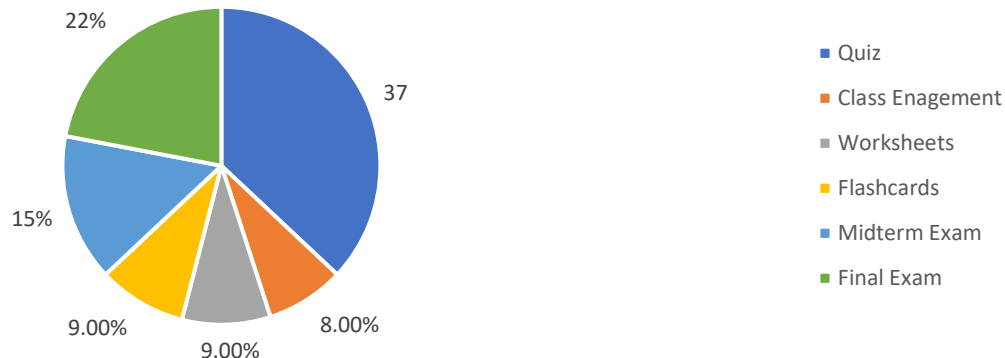
Flashcards – Flashcards of the key medical terminology (prefixes, suffixes, root terms, etc.) to help you learn. corresponding module.

Worksheets – Worksheet to practice building medical terminology.

Mid-term examination (modules 1-6) Offered through Canvas. Proctored through Honorlock. Includes fill-in-the-blank, multiple choice, true/false, and matching formatted questions.

Final examination (modules 1-12) – Offered through Canvas. Proctored through Honorlock. Includes fill-in-the-blank, multiple choice, true/false, and matching formatted questions.

Grade Breakdown



## GRADING

All assignments are graded according to associated rubrics. Specific feedback on assignments provided through document feedback, submission comments, and described directly on rubric. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made. **Questions related to assignment grades should be asked through the Canvas Inbox within 7 days of when the grade is posted.** For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Points	Letter Grade	Percentage	GPA Point Value
605 and above	A	93 and above	4.0
585 – 604	A-	90 – 92.9 %	3.67
566 – 584	B+	87 – 89.9%	3.33
540 – 565	B	83 – 86.9%	3.0
520 – 502	B-	80 – 82.9 %	2.67
501 – 519	C+	77 – 79.9%	2.33
475 – 500	C	73 – 76.9%	2.0
455 – 574	C-	70 – 72.9 %	1.67
436 – 554	D+	67 – 69.9%	1.33
410 – 435	D	63 – 66.9%	1.0
390 – 409	D-	60 – 62.9 %	.67
389 and below	E	Below 60 %	0

## WEEKLY COURSE SCHEDULE

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 19: Martin Luther King Jr. Day (Monday)
- March 14-21: Spring Break (Saturday-Saturday)
- April 23-24: UF Spring Semester Reading Days (Thursday-Friday)
- April 25-May 1: UF Spring Semester Finals (Saturday-Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/calendar2526.pdf>

## WEEKLY SCHEDULE

Week	Topics, Homework, and Assignments
<b>Week 1</b> Jan. 12 – Jan. 17	<p><b>Topic:</b> <i>Course Introduction</i></p> <p><b>Summary:</b> Familiarize students with course materials and expectations of the course. Students will engage in introductory tasks to ensure a complete understanding of course requirements and how to succeed in the course.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Introduction Quiz – <i>Syllabus</i></li> <li>• Introduction Discussion – <i>Student Introductory Video</i></li> </ul>
<b>Week 2</b> Jan. 18 – Jan. 24	<p><b>Topic:</b> <i>Introduction to Medical Terminology</i></p> <p><b>Summary:</b> This module focuses on the structure, interpretation, and practical use of medical terminology in healthcare settings. Students will develop skills in word building, accurate spelling, documentation awareness, and confidentiality to support effective and ethical health communication.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Textbook – Chapter 1: <i>Introduction to Medical Terminology</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz 1 – <i>Introduction to Medical Terminology</i></li> <li>• Worksheets 1 – <i>Introduction to Medical Terminology</i></li> <li>• Flashcards 1 – <i>Introduction to Medical Terminology</i></li> </ul>
<b>Week 3</b> Jan. 25 – Jan. 31	<p><b>Topic:</b> <i>MODULE 2 – Body Organization</i></p> <p><b>Summary:</b> This module focuses on the organization of the human body and the medical terminology used to describe anatomy and healthcare. Students will build foundational skills in anatomical reference, word construction, and interpretation of terms and abbreviations used across medical settings.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Textbook – Chapter 2: <i>Body Organization</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz 2 – <i>Body Organization</i></li> <li>• Worksheets 2 – <i>Body Organization</i></li> <li>• Flashcards 2 – <i>Body Organization</i></li> </ul>
<b>Week 4</b> Feb. 1 – Feb. 7	<p><b>Topic:</b> <i>Module 3 – Integumentary System</i></p> <p><b>Summary:</b> This module focuses on the structure and function of the integumentary system and the medical terminology used to describe skin-related anatomy and care. Students will develop foundational skills in word building, terminology interpretation, and clinical language related to integumentary health.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Textbook – Chapter 3: <i>Integumentary System</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz 3 – <i>Integumentary System</i></li> <li>• Worksheets 3 – <i>Integumentary System</i></li> <li>• Flashcards 3 – <i>Integumentary System</i></li> </ul>
<b>Week 5</b> Feb. 8 – Feb. 14	<p><b>Topic:</b> <i>Musculoskeletal System</i></p> <p><b>Summary:</b> This module focuses on the structure and function of the musculoskeletal system and the terminology used to describe bones, muscles, joints, and movement. Students will develop essential skills in word building, terminology interpretation, and understanding clinical language related to musculoskeletal health.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Textbook – Chapter 4: <i>Musculoskeletal System</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz 1 – <i>Musculoskeletal System</i></li> <li>• Worksheets 1 – <i>Musculoskeletal System</i></li> <li>• Flashcards 1 – <i>Musculoskeletal System</i></li> </ul>
<b>Week 6</b> Feb. 15 –	<p><b>Topic:</b> <i>Module 5 – Cardiovascular System</i></p> <p><b>Summary:</b> This module focuses on the structure and function of the cardiovascular system and the medical terminology used to describe heart and blood vessel health. Students will develop skills in word building, terminology interpretation, and understanding clinical language related to cardiovascular care.</p>



Week	Topics, Homework, and Assignments
Feb. 21	<b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 5: <i>Cardiovascular System</i></li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 5 – <i>Cardiovascular System</i></li> <li>Worksheets 5 – <i>Cardiovascular System</i></li> <li>Flashcards 5 – <i>Cardiovascular System</i></li> </ul>
<b>Week 7</b>  Feb. 22 – Feb. 28	<b>Topic:</b> MODULE 6 – <i>Immune System</i> <b>Summary:</b> This module focuses on the blood, lymphatic, and immune systems and the medical terminology used to describe their roles in circulation, defense, and disease prevention. Students will build foundational skills in terminology interpretation, pronunciation, and clinical language related to immune and hematologic health. <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 6: <i>Immune System</i></li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 6 – <i>Immune System</i></li> <li>Worksheets 6 – <i>Immune System</i></li> <li>Flashcards 6 – <i>Immune System</i></li> </ul>
<b>Week 8</b>  Mar. 1 – Mar. 7	<b>Topic:</b> MODULE 7 – <i>Respiratory System</i> <b>Summary:</b> This module focuses on the structure and function of the respiratory system and the medical terminology used to describe breathing and lung health. Students will develop foundational skills in word building, terminology interpretation, and clinical language related to respiratory care. <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 7: <i>Respiratory System</i></li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 7 – <i>Respiratory System</i></li> <li>Worksheets 7 – <i>Respiratory System</i></li> <li>Flashcards 7 – <i>Respiratory System</i></li> </ul>
<b>Week 9</b>  Mar. 8 – Mar. 14	<b>Topic:</b> MODULE 8 – <i>Digestive System</i> <b>Summary:</b> This module focuses on the structure and function of the digestive system and the medical terminology used to describe digestion and gastrointestinal health. Students will develop foundational skills in word building, terminology interpretation, and clinical language related to digestive system care. <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 8: <i>Digestive System</i></li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 8 – <i>Digestive System</i></li> <li>Worksheets 8 – <i>Digestive System</i></li> <li>Flashcards 8 – <i>Digestive System</i></li> </ul>
<b>Week 10</b>	<b>SPRING BREAK – NO CLASS MEETINGS</b>
<b>Week 11</b>  Mar. 22 – Mar. 28	<b>Topic:</b> MODULE 9 – <i>Urinary System</i> <b>Summary:</b> This module focuses on the structure and function of the urinary system and the medical terminology used to describe urine production and kidney health. Students will build foundational skills in word building, terminology interpretation, and understanding clinical language related to urinary system care. <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 9: <i>Urinary System</i></li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 9 – <i>Urinary System</i></li> <li>Worksheets 9 – <i>Urinary System</i></li> <li>Flashcards 9 – <i>Urinary System</i></li> </ul>
	<b>Topic:</b> <i>Reproductive System</i> <b>Summary:</b> This module focuses on the structure and function of the male and female reproductive systems and the medical terminology used to describe reproductive health, pregnancy, and related conditions. Students will develop essential skills in word building, terminology interpretation, and clinical language related to reproductive system care.

Week	Topics, Homework, and Assignments
<b>Week 12</b>  Mar. 29 – Apr. 4	<b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 10: <i>Reproductive System</i></li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>Quiz 10 – <i>Reproductive System</i></li> <li>Worksheets 10 – <i>Reproductive System</i></li> <li>Flashcards 10 – <i>Reproductive System</i></li> </ul>
<b>Week 13</b>  Apr. 5 – Apr. 11	<b>Topic:</b> MODULE 11 – <i>Endocrine System</i> <b>Summary:</b> This module focuses on the endocrine system and the medical terminology used to describe hormonal function and regulation. Students will develop foundational skills in word building, terminology interpretation, and understanding clinical language related to endocrine health. <b>Required Readings/Works:</b> Textbook – Chapter 11: <i>Endocrine System</i> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 11 – <i>Endocrine System</i></li> <li>Worksheets 11 – <i>Endocrine System</i></li> <li>Flashcards 11 – <i>Endocrine System</i></li> </ul>
<b>Week 14</b>  Apr. 12 – Apr. 18	<b>Topic:</b> MODULE 12 – <i>Nervous System</i> <b>Summary:</b> This module introduces foundational medical terminology related to the nervous system, emphasizing the accurate identification, definition, spelling, and pronunciation of key combining forms, suffixes, anatomical structures, and abbreviations. Students will also explore the structure and function of the nervous system, including neurons, major divisions, common pathologies, diagnostic and therapeutic procedures, and medications used in nervous system care. <b>Required Readings/Works:</b> <ul style="list-style-type: none"> <li>Textbook – Chapter 12: <i>Nervous System</i></li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>Quiz 12 – <i>Nervous System</i></li> <li>Worksheets 12 – <i>Nervous System</i></li> <li>Flashcards 12 – <i>Nervous System</i></li> </ul>
<b>Week 15a</b>  Apr. 19 – Apr. 22	<b>TOPIC: COURSE WRAP-UP</b>
<b>Week 15b</b>  April 23 – April 27	<b>READING WEEK – NO CLASS</b>
<b>Week 17</b>  April 26 – May 1	<b>FINALS WEEK – NO CLASS – NO FINAL</b>



## SUCCESS & STUDY TIPS

1. **Effective Time Management:** Allocate dedicated study time for each course, prioritize tasks, and use tools like planners or digital calendars to stay organized.
2. **Active Participation:** Engage in class discussions, ask questions, and seek clarification when needed. Active participation fosters deeper understanding and retention of course material.
3. **Regular Attendance:** Attend all classes and participate actively in lectures, discussions, and group activities. Regular attendance is crucial for staying up-to-date with course content.
4. **Complete Readings and Assignments Promptly:** Stay on top of readings and assignments by completing them promptly. Break tasks into smaller, manageable chunks to avoid procrastination.
5. **Effective Notetaking:** Develop effective note-taking strategies during lectures and while reading course materials. Summarize key points, highlight important information, and organize notes for easy review.
6. **Utilize Resources:** Take advantage of resources available to you, such as textbooks, online materials, academic journals, and library resources. Utilize office hours to seek clarification and additional support from instructors.
7. **Study Actively:** Engage in active learning techniques such as self-testing, summarization, concept mapping, and teaching others. These techniques promote deeper understanding and retention of information.
8. **Practice Self-Care:** Maintain a healthy balance between academic work and personal well-being. Prioritize self-care activities such as exercise, adequate sleep, healthy eating, and relaxation techniques to optimize your academic performance.
9. **Set Realistic Goals:** Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for your academic performance. Break long-term goals into smaller, manageable tasks to track progress effectively.
10. **Seek Help When Needed:** Don't hesitate to seek help from instructors, academic advisors, tutors, or classmates when facing challenges or needing clarification. Asking questions and seeking assistance is a sign of strength, not weakness.
11. **Review and Reflect:** Regularly review course materials, notes, and assignments to reinforce learning. Reflect on your progress, strengths, and areas for improvement to continuously enhance your academic performance.
12. **Stay Motivated and Persistent:** Maintain a positive attitude, stay motivated, and persevere through challenges. Remember your long-term goals and celebrate your achievements along the way.