Proposed Courses

HIGH SCHOOL.

Most high schools will not have the time or resources to implement a dedicated biomedical terminology course into their curriculums. However, high school is the final point in many peoples' educational careers, thus is the most accessible area in which instruction in biomedical resources may occur. So, rather than proposing a separate biomedical course at the high school level, I will propose the integration of basic biomedical terminology units within existing biology classes, as well as units teaching students the basics of finding reputable resources. These units would focus on…

- The basics of medical terminology. Focus on teaching some of the most common/widely relevant Greek and Latin roots, and how prefixes and suffixes are utilized in a medical context.
- What a reputable resource is and how to find one. What "peer-reviewed" means, the significance of publication dates, and how to use a research database such as PubMed or Google Scholar.
- How to utilize a reputable resource. What is each section of a research paper, and what will it tell you? What can you take from an abstract alone if a paper is behind a paywall?

UNIVERSITY.

At the university level, most students' education paths will be focused on their majors and GURs and will not have the scheduling room or interest in classes that are not associated with their majors.

Intro to Medical Anthropology (100/200 level)

- Medical Anthropology is a course that addresses many significant aspects of the medical world and global circumstances surrounding clinical care. It addresses historical structural inequalities creating barriers to health relevant to much of the population. Beyond purely sociocultural issues, Medical Anthropology also addresses issues in the healthcare system surrounding diagnoses, treatment methods, and widely used procedural practices based on dated conceptions of human biology. Currently, however, Medical Anthropology is a 400 level Anthropology course at WWU, and therefore inaccessible to much of the university despite providing crucial information about the state of the healthcare system. An introductory Medical Anthropology course would be intended to introduce these topics to a wider range of students.

Anatomy of a Research Paper (100/200 level)

- This is a proposed English/Writing course building off of the proposed instruction regarding research papers at the high school level. The course would dive deeper into how research papers are written, how data is collected and synthesized, and how to think critically about the information presented in a study (limitations, comparisons to other literature, etc). Additionally, the class would teach students about different kinds of

research papers, and the purpose that each kind serves (ex. Study, survey, synthesis, literature review, etc).

Biomedical Terminology

- Biomedical terminology as a three-part series. Biomedical Terminology I would serve as an introduction to a wider spread of Greek and Latin roots. This class may function similarly to a language course.
- Biomed II would cover processes and procedures, focusing on the synthesis of different roots to quickly infer the meanings of complete terminology. Compared to Biomed I, II would be taking the step from "cardio means heart, myo means muscle, infarction means obstruction" to "myocardial infarction means an obstruction of blood to the heart muscle".
- Biomed III would focus on the utilization of Biomedical language on a practical level. The course would consist of defining roots, terms, and medical conditions and practicing comprehending the main ideas of published literature about those conditions. This course is a culmination of skills learned regarding research and linguistic skills.

Using Language in a Clinical Setting (200/300 level)

- With Intro to Medical Anthropology as a prerequisite, this course would focus on how language is used in a clinic setting, ranging from active language in appointments to post-appointment documentation. This course is intended to make students aware of the extent of jargon used in medicine, and how the knowledge of medical terminology can assist in making clinical settings more accessible and digestible through the use of language.