

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
**(309) 692-4092 (800) 251-4299**

**Summer 2013**

**Course:** HI 150 Medical Transcription I

**Credit:** 4 Quarter Hours      **Method of Delivery:** Hybrid

**Course Description:** This course incorporates transcription theory and practical hands-on transcription techniques utilizing weekly practice transcription exercises. Students will learn how to format documents utilizing computer-generated templates, as well as edit and proofread transcribed reports. Information presented in this course is based on the official guidelines of the Association for Healthcare Documentation Integrity (AHDI, formerly American Association for Medical Transcriptionists). Professionalism, legal, and ethical issues related to medical transcription are introduced. Transcription theory includes a systems approach to medical terminology, anatomy and physiology, pathophysiology, surgery, laboratory, radiology, and pharmacology. (Formerly AH 150 Medical Transcription I)

**Prerequisites:** BIO 110 Anatomy and Physiology I, BIO 120 Anatomy and Physiology II, HI 100 Medical Terminology for Health Information.

**Text(s) & Manual(s):**

1. Medical Transcription Fundamentals Where Success Takes Root (2009). Gilmore, Diane. Lippincott Williams & Wilkins; ISBN-13:978-0-7817-6497-1
2. H & P A Nonphysician's Guide to the Medical History and Physical Examination, 4<sup>th</sup> edition (2010) Dirckx, John. Health Professions Institute.
3. The Book of Style for Medical Transcription, 3<sup>rd</sup> edition (2008). AHDI. ISBN 978-0-935229-58-5.
4. Taber's Cyclopedic Medical Dictionary 21 (2009) by F.A. Davis Company. ISBN 0-8036-1559-5.
5. SUMS CD Beginning Medical Transcription Health Professions Institute. (Students will need foot pedal 1<sup>st</sup> semester)

**Optional Text:**

*The Surgical Word Book*, 3<sup>rd</sup> Edition; Tessier, Claudia. Elsevier Saunders Publications, 2004. ISBN#0-7216-0020-4.

**Materials needed for this course:**

1. Access to computer with Internet capabilities either @ Midstate College or your own (Windows 2003, 2007).
2. Electronic medical spell checker, Office XP
3. Speakers, sound card and Microsoft PowerPoint (to view audio PowerPoint presentations).

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**Topics:**

1. A Career Profile
2. Technology, Tools and Techniques
3. Formatting medical reports utilizing AHDI (AAMT) guidelines.
4. Basics of Medical Terminology
5. Medical Correspondence and Reports
6. Mechanics of Editing
7. Dermatology
8. Ophthalmology
9. Otorhinolaryngology
10. Pulmonology
11. Cardiology
12. Gastroenterology
13. Urology
14. Obstetrics and Gynecology
15. Orthopaedics

**Learning Objectives:** Upon completion of this course, the student will be able to:

1. Define the role of the Medical Transcriptionist within the health care team.
2. Review medical terminology as well as anatomy and physiology corresponding to the various systems of the body.
3. Attend free student webinars located at the AHDI web site to introduce networking with fellow students and future peers.
4. Discuss the HIPPA recommendations regarding confidentiality when handling time sensitive documents and the role you play within.
5. Proofread and edit fundamentals text skills exercises looking for correct grammar, punctuation errors, and obvious medical inconsistencies.
6. Format reports utilizing criteria in the AHDI BOS for a variety of transcription practice dictation exercises.
7. Discuss current issues relating to the field of Medical Transcription weekly in the discussion forum. Post questions or concerns related to homework.
8. Discuss the role of editing when utilizing speech recognition technology.
9. Discuss medical record banking and the impact of the EMR for Medical Transcriptionists.
10. Develop a notebook or word document for any unusual medical terms, medications, and links to educational web sites to utilize as reference materials.
11. Discuss current legislation and the impact that may be felt by MT profession.

**Midstate Grading scale:**

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 F

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**Midstate Plagiarism Policy:**

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

**Instructor: Aaryn Jennings, BS**  
**Midstate email: [aljennings@midstate.edu](mailto:aljennings@midstate.edu)**

**Room/phone: Local (309)692.4092**  
**Toll Free: 800.251.4299**  
**Fax: 309.692.3893**  
**Office Hours: I am often online**  
**grading Wed afternoons and from**  
**9:30 to 1:30pm on Thursdays.**

**Participation Requirements:** Students are required make a discussion forum post, a journal entry each week, *plus* the weekly summary post. **Attendance is expected, not suggested.** Class is like having a job. Excessive absence will hurt your performance and your ability to pass this class. Excessive absence is 3 or more weeks of online classes.

The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 a.m. Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if nobody posts until the last minute.

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**Policies and Procedures:** All work is to be completed on time. While a week may seem like a lot of time, you will find your time being filled up very quickly doing all of the required readings, as well as homework assignments. Please make sure that you prioritize your time. There are several helpful hints in the front of your Medical Terminology text to assist you with this. If you are going to be absent for a prolonged period, and unable to participate in the discussion forum please let the instructor know immediately so that we can work together to keep you current with classroom assignments and such. You, the student, will have 1 week to make up the missed work without penalty. The grade will drop 10% for each week that the student delays in completing assigned material.

**Methods of evaluating student performance:**

1. Pretest/Post-test (no grade) = 0%.
2. Homework; weekly assignments = 30%.
3. Class Participation/Discussion Forum = 20%.
4. Journal entries = 10%
5. Periodic Quizzes = 20%.
6. Final Exam = 20%.

<b>DISCUSSION QUESTION GRADING GUIDELINES</b>	
Initial posting <ul style="list-style-type: none"> <li>• Answers the minimal requirements of the question without supporting evidence = 1 point</li> <li>• Minimal posting with supporting evidence = 2 points</li> <li>• Complete posting with supporting evidence = 3 points</li> </ul>	30 points
Correct spelling in postings for the week	20 points
Correct grammar in postings for the week	20 points
Total points per weekly discussion	100 points

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<b>WEEKLY SUMMARY GRADING GUIDELINES</b>	
<ul style="list-style-type: none"> <li>• Three complete paragraphs with supporting evidence = 4 points</li> <li>• Two paragraphs with supporting evidence = 3 points</li> <li>• One paragraph with supporting evidence = 2 points</li> <li>• Answers the minimal requirements of the question without supporting evidence = 1 point</li> <li>• No posting = no points</li> </ul>	40 points
Correct spelling in postings for the week <ul style="list-style-type: none"> <li>• No spelling errors = 3 points</li> <li>• 1 misspelled word = 2 points</li> <li>• 2-3 misspelled words = 1 point</li> <li>• More than 3 misspelled words = 0 points</li> </ul>	30 points
Correct grammar in postings for the week <ul style="list-style-type: none"> <li>• No grammar/mechanical errors = 3 points</li> <li>• 1 grammar/mechanical error = 2 points</li> <li>• 2-3 grammar/mechanical errors = 1 point</li> <li>• More than 3 misspelled words = 0 points</li> </ul>	30 points
Total points per weekly discussion	100 points

**JOURNAL ENTRY GUIDELINES:** While discussion forum and weekly summary posts will be evaluated for content as it pertains to the weekly question posted and/or learning objectives for the week (see above rubrics), grading of journal entries will be more flexible. This is your space to discuss your feelings about the class, things you may see in the media regarding the medical field, personal experiences that have helped you understand course content, feelings about your transcription homework for the week, etc. My goal is to keep a dialogue going and foster a feeling of community amongst members of this class.

**Instructor's Grading Scale:**

90-100	A	Met/exceeded the entry level standard in 90-100% of marked performance areas on the final evaluation
80-89	B	Met/exceeded the entry level standard in 80-89% of marked performance areas on the final evaluation
70-79	C*	Met/exceeded the entry level standard in 70-79% of marked performance areas on the final evaluation
60-69	D	Repeat professional practice experience
0-59	F	Repeat professional practice experience

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**Week-By-Week**

**Week 1**

Topics: Career Profile, Technology, Tools and Techniques.

**Objectives:**

1. Describe the professional healthcare team and what attributes distinguish the professional medical transcriptionist.
2. Identify and describe the various types of dictated medical reports.
3. List several purposes of the healthcare record. Describe its various components.
4. Identify the chief tools of the medical transcriptionist.
5. Describe digital dictation systems.
6. Describe various types of reference books used by medical transcriptionists.
7. Describe the role of HIPPA and patient confidentiality with access of sensitive client information.
8. List approved abbreviations and dangerous abbreviations, including slang and jargon that is to be avoided when transcribing records.

**Assignments:**

- Read Chapters 1 through 3 in Fundamentals (Gilmore) text.
- Complete accompanying skills challenge on pp. 17-18, 42-45 67-71. Submit as a word document to the drop box.
- Visit AHDI website, see icon.
- Read Chapter 1 in AHDI Book of Style, 3<sup>rd</sup> edition.
- Complete a report of your choosing from the SUMS CD.
- Listen to audio lecture.
- Participate in threaded discussion. Topic(s): Role of the Medical Transcriptionist; expectations of program; introduction of each student.
- Provide weekly summary. Please pay attention to the above Objectives when providing your summary. How did the homework and discussion forum help you accomplish the Objectives? Two to three paragraphs.
- Journal entry.
- Open lab on campus: May 23, 6:00 PM, room TBA.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling. The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 2**

Topics: Medical Correspondence and Reports and Mechanics of Editing

**Objectives:**

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1. Demonstrate knowledge of guidelines for grammar, punctuation, editing, and transcription practices by reviewing the examples from dictation and completing the exercises at the end of Chapters 4 and 5.
2. List the elements of a standard business letter.
3. Identify different types of medical reports and explain how and when each is used.
4. Describe the transcription process and strategies to succeed at transcribing reports, including organization of files and folders on the computer.
5. Explain the rules governing the use of different punctuation marks and indicate when each mark should be used.
6. Discuss the difference between verbatim transcription and light editing and how to do each.

**Assignments:**

- Read Chapters 4 and 5 in Fundamentals.
- Complete accompanying skills challenge on pp 96-100 and pp 123-126. Submit to drop box.
- Read Chapter 1 and 2 in AHDI Book of Style Workbook “Types, Formats, and TATs,” and “Editing the Record.”
- Complete a report of your choice from the SUMS CD. Submit to drop box.
- Listen to audio lecture.
- Participate in threaded discussion. Topic: Discuss the role of editing dictation.
- Journal entry.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling. The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 3**

**Topics:** Dermatology, Allergy, Immunology.

**Objectives:**

1. Spell and define common dermatologic terms.
2. Identify common diseases of the skin.
3. Identify and define diagnostic and surgical procedures of the skin.
4. List common dermatologic laboratory tests and procedures.
5. Demonstrate knowledge of anatomical, medical, pharmacological, adjectival, and sound-a-like terms.

**Assignments:**

- Read Chapter 7 in Fundamentals (Dermatology).
- Complete accompanying skills challenge on pp. 179-180.

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- Complete Transcription Practice using SUMS CD; reports #3, 8 and 12. Submit as a word document to the homework drop box.
- Read Chapter 17 in AHDI BOS pp. 365 to 379.
- Listen to audio lecture.
- Participate in threaded discussion. Discuss different types of skin cancer and their treatments.
- Journal entry.
- Take quiz.

**Weekly Summary:** Each student must submit a 2-3 paragraph entry to the summary forum describing how they have accomplished the learning objectives for each week by completing the aforementioned assignments and active participation in the weekly threaded discussion. Summary should be well thought out, watching for grammar and spelling errors, as well as content being appropriate to this week's discussion.

#### **Week 4**

**Topics:** Otorhinolaryngology and ophthalmological anatomy and physiology terms, laboratory procedures and pharmacology associated with these particular specialties.

#### **Objectives:**

1. Spell and define common otorhinolaryngology and ophthalmology terms.
2. Identify and describe common otorhinolaryngology/ophthalmology drugs.
3. Identify common diseases of the ears, nose and throat/eyes.

#### **Assignments:**

- Read Chapters 8 and 9 in Fundamentals text. (Otorhinolaryngology and Ophthalmology).
- Complete skills challenge on pp. 205-207 and 235-237. Submit to drop box.
- Read pp. 417-422 AHDI Book of Style regarding classification systems, evaluation and diagnostic terms and testing and equipment used for this system.
- Complete Transcription Practice on SUMS CD; reports # 1, 12 and 16. Submit as a word document to the homework drop box. Please include your name, the week# and the report name (i.e., HEENT12) in your document names so I can accurately grade them.
- Assessment (multiple choice)
- Listen to audio lecture.
- Participate in threaded discussion. Topic: Discuss physical examination methods and common terminology in describing normal/abnormal findings when assessing both systems.
- Journal entry.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling.

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The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 5**

**Topics: Pulmonology.**

**Objectives:**

1. Spell and define common pulmonary terms.
2. Identify the structures of the respiratory system and describe the function of each.
3. Identify and describe common pulmonary drugs i.e. inhalers, incentive spirometry and mechanical ventilation.
4. List common pulmonary diagnostic procedures.

**Assignments:**

- Read Chapter 10 in Fundamentals text.
- Complete skills challenge on pp. 265-268. Submit to drop box.
- Complete Transcription Practice using SUMS CD (Cardiopulmonary); reports # 5, 12 and 21. Submit as a word document to the homework drop box.
- Read Chapter 14 and 23 in AHDI BOS workbook “Cardiology and Pulmonary Medicine” and do the exercises at the end of each chapter.
- Read AHDI BOS pp 441-449 for terminology and classification systems.
- Listen to audio lecture.
- Participate in threaded discussion. Topic: Discuss disease pathology in either or both systems.
- Weekly summary.
- Journal entry.

**Weekly Summary:** Each student must submit a 2-3 paragraph entry to the summary forum describing how they have accomplished the learning objectives for each week by completing the aforementioned assignments and active participation in the weekly threaded discussion. Summary should be well thought out, watching for grammar and spelling errors, as well as content being appropriate to this week’s discussion. *Discuss medications used in the treatment of the pulmonary or cardiac system.*

**Week 6**

**Topics: Cardiology/Hematology.**

**Objectives:**

1. Name and describe the anatomic structures of the heart and associated blood vessels.
2. Explain cardiac conduction and describe the cardiac cycle.
3. Discuss blood pressure measurement and how blood pressure readings are obtained.
4. Describe common diseases and disorders related to the heart and their treatments.

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5. Discuss common laboratory tests and diagnostic studies used to identify heart disease.
6. Discuss common blood disorders and transcribe lab values pertaining to blood draws.

**Assignments:**

- Read Chapter 11 in Fundamentals text.
- Complete skills challenge on pp. 297-298. Submit to drop box.
- Read Dirckx Cardiovascular Review of Systems and Physical Exam chapters.
- Complete Transcription Practice using SUMS CD; Cardio reports #22, 23, 24 and 25. Submit as word document to instructor via drop box.
- Listen to audio lecture. Study Hematology lecture taken from BOS pgs. 343-353.
- Participate in threaded discussion. Compare/contrast tachyarrhythmia/tachycardia, bradyarrhythmia/bradycardia, edema/effusion.
- Summary and journal entries.
- Open lab on campus: June 27 at 6PM, room TBA.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling. The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 7**

**Topics: Gastroenterology.**

**Objectives:**

1. Describe the structure and function of the digestive system.
2. Spell and define common GI terms.
3. List common GI lab tests.
4. Identify and describe proton pump inhibitors and other GI drugs and their uses.

**Assignments:**

- Read Chapter 12 in Fundamentals text.
- Complete review questions on pp. 329-332. Submit to drop box.
- Assessment (multiple choice)
- Complete Transcription Practice using SUMS CD; GE reports #1, 4 and 6. Submit as a word document to the homework drop box.
- Listen to audio lecture.
- Participate in threaded discussion. What types of findings might you hear in a dictation regarding the GE system in the review of systems and physical exam?
- Summary and journal entries.

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**Week 8**

**Topics:** Urology.

**Objectives:**

1. Identify the structures that make up the genitourinary system and describe how each of these functions works.
2. Explain the process of excreting liquid waste from the body.
3. Describe common GU disorders and their treatments.
4. Describe common formatting utilized when transcribing GU specialty reports.

**Assignments:**

- Read Chapter 13 in Fundamentals text.
- Complete review questions on pp 365-367. Submit to drop box.
- Transcription Practice using SUMS CD; reports #4, 11, 16 and 17. Submit as a word document to the homework drop box.  
Listen to audio lecture.
- Participate in threaded discussion. What does a UA measure? Differentiate between normal and abnormal values. What do BUN and creatinine measure?
- Summary and journal entries.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling. The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 9**

**Topics:** Obstetrics & Gynecology

**Objectives:**

1. Identify the basic anatomic structures that make up the female reproductive system and describe the role of each.
2. Describe the process of the menstrual cycle.
3. Explain the process of reproduction from fertilization through pregnancy and delivery.
4. Describe common systemic diseases and disorders affecting the gynecologic system, as well as the pharmacological agents used to treat them.
5. Transcribe and/or edit reports corresponding to this system.

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**Assignments:**

- Read Chapter 14 Obstetrics and Gynecology.
- Complete review questions/chapter activities on pp. 399-401. Submit to drop box.
- Read Chapter 19 in the AHDl Book of Style 3<sup>rd</sup> edition.
- Listen to audio lecture.
- Complete transcription practice using SUMS CD; reports #1, 3, 14 and 18.
- Participate in threaded discussion regarding the meanings of specific obstetric values.
- Summary and journal.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling. The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 10**

**Topics:** Orthopaedics and Sports Medicine.

**Objectives:**

1. Discuss the anatomy of bone and the organization and structure of the skeleton.
2. Describe the types and composition of muscles and other structures that make up the musculoskeletal system.
3. Recognize and define the terminology related to regions of the body and terms of movement.
4. List terms and/or treatment modalities commonly associated with the specialty sports medicine.
5. Describe common diseases and disorders affecting the musculoskeletal system, as well as the pharmacological and surgical methods used to treat them.
6. Transcribe and/or edit reports corresponding to this system.

**Assignments:**

- Read Chapter 15 Orthopaedics in Fundamentals text.
- Read Chapter 18 in AHDl Book of Style 3<sup>rd</sup> edition.
- Complete review questions and chapter activities on pp. 435-439. Submit to drop box.
- Assessment (multiple choice).
- Listen to audio lecture. Please note supplemental material for sports medicine is included in lecture.
- Complete transcription practice using SUMS CD; reports #18, 22, 26 & 27.
- Participate in threaded discussion. Compare/contrast osteoporosis with osteoarthritis.
- Summary and journal.

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- Open lab on campus: July 25 at 6 PM room TBA.

**Weekly Summary & Discussion:** Each week the student will submit a 2 to 3 paragraph summary that describes how the student accomplished the learning objectives upon completion of assignments and participation in the discussion forum. The weekly summary should be well thought out, paying close attention to grammar and spelling. The content, as already mentioned, should focus on the learning objectives for that particular week.

**Week 11**

**Topic:** Neurology

**Objectives:**

1. Discuss the structures of the nervous system, including the brain, spinal cord, and nerves, and list the category to which each belongs.
2. Identify and discuss the diseases and disorders associated with the nervous system and the treatment modalities related to them.
3. Transcribe and/or edit documents corresponding to this specialty.

**Assignments:**

- Read Chapter 16 in Fundamentals text.
- Complete review questions and chapter activities on pp. 474-475 (through Matching). Submit to drop box.
- Transcribe practice reports using SUMS CD; reports #13, 16, 17 and 21. Submit as word document to homework drop box.
- Read Ch 7 in the Dirckx text.
- **Complete instructor evaluation.**
- Participate in threaded discussion. Use the Dirckx text to give four examples of tests of motor coordination.
- Summary and journal.

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**Week 12 Final Examination (cumulative; multiple choice, online)**