CURRICULUM: MEDICAL TERMINOLOGY

3 Credits

Date: 1999-2010

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Prepared by:
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Barbara Rhodes, B.S. Passaic County Technological Institute

(1993-1994)

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Associate Dean for Academic Affairs and Research
UMDNJ-SHRP

Northern Region
Program Directors: Suzanne D'Anna, M.S.
Patti Anesetti
MEDICAL TERMINOLOGY

Course Description:

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in processing medical/dental records and claim forms.

Included with the Medical Terminology curricula is additional information on various CD ROMs available to supplement the current curricula or to use as a student-centered teaching tool. The CD ROMs offer an interactive modality of teaching which enhances learning.

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

1. Understand the necessity of a medical vocabulary.
2. Recognize that medical terms are derived from simpler components.
3. Build medical words from component parts.
4. Categorize terms as anatomical, diagnostic, surgical, radiological or therapeutic.
5. Understand basic anatomy and physiology.
6. Explain the meaning of word parts associated with each unit.
7. Define all important terms.
8. Accurately spell all medical terms.
9. Correctly pronounce all medical terms.
10. Write meaning of all abbreviations.
11. Explain basic pharmacology associated with all units.
12. Identify and discuss basic pathology associated with all units.

Suggested Text

1. Medical Terminology for the Health Professional
   Ann Ehrlich
   Delmar Publishers

2. Medical Terminology for the Health Professional
   Peggy Leonard
   W.B.Saunders
Teaching/Learning Aids

1. Lecture, classroom discussion
2. Visual Aids - Transparencies, video, diagrams, handouts, computer software
3. CD ROMs

Medical Terminology CD ROMs

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title</th>
<th>Author/s</th>
<th>ISBN#</th>
<th>Phone Number/E-Mail</th>
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<tbody>
<tr>
<td>Delmar</td>
<td>Medical Terminology: CD ROM a Visual Guide</td>
<td>Master, Rebecca &amp; Thomas</td>
<td>0-538-071162.0</td>
<td>1-800-865-5840 delmar.com</td>
</tr>
<tr>
<td>W.C. Brown</td>
<td>Living Life Science Lexicon</td>
<td>Marchuk, William</td>
<td>0-697-29266-5</td>
<td>1-800-742-6576 mcgrawhill.com</td>
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<tr>
<td>Stedmans &amp; Company or Williams &amp; Wilkins</td>
<td>Medical Terminology The language of Health Care</td>
<td>Canfield Willis, Marjorie</td>
<td>17837-7</td>
<td>1-800-527-5597 stedmans.com</td>
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</table>
Evaluation and Grading

Grade Determination
The minimum level of satisfactory performance in this course is a ‘C’ or better. To receive a ‘C’ or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation.

Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.

High school students must attain a C (75) or better on the Scientific Principals of Nutrition standardized exam to earn college credits.

Medical Terminology - 75% UMDNJ-SHRP standardized exam grade + 25% high school grade = UMDNJ-SHRP grade listed on transcript.
Health Science Careers Program  
Grading System

<table>
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<tr>
<th>Weighted Average of All Requirements</th>
<th>Final Letter Grade</th>
<th>Grade Quality Description</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
<td>Excellent</td>
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<tr>
<td>87-91</td>
<td>B+</td>
<td>Very Good</td>
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<td>83-86</td>
<td>B</td>
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<td>79-82</td>
<td>C+</td>
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<td>70-74</td>
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<td>&lt;73</td>
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<td>Failing</td>
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**Unsatisfactory Performance/Progress**

Unsatisfactory performance which may include late assignments, failing grades, and/or attendance or progress problems will be discussed individually on an as needed basis.

**Honor Code and Academic Integrity**

(Refer to your SHRP Student Handbook at [http://shrp.umdnj.edu/current_students/handbook.pdf](http://shrp.umdnj.edu/current_students/handbook.pdf))

The faculty of UMDNJ-School of Health Related Professions believe that students must observe and support high standards of honesty and integrity. For this reason, all students in this course are expected to abide by the School's Honor Code and uphold its Code of Academic Integrity. As described in detail in your Student Handbook, violations of the Code of Academic Integrity include cheating, plagiarism, fabrication and/or academic misconduct. All such violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal. If you have not previously affirmed the School's Honor Code (either in writing or electronically), you must submit a signed and dated copy of the Honor Code to the instructor by the end of the first week of the semester. The Honor Code form is provided in the current SHRP Student Handbook.
Student Competency Achievement

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The numerical rating of 4,3,2,1, and 0 are not intended to represent the traditional school grading system of A, B, C,D, and F. The description associated with each of the numbers focuses on the level of student achievement for each of the areas listed below.

Rating Scale:

4 - Highly Satisfactory
3 - Satisfactory
2 - Needs Improvement
1 - Unsatisfactory
0 - Below Acceptable Level of Competency

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I. Basic Word Structure
A. Component Parts of Medical Words
   1. Suffixes
   2. Prefixes
   3. Roots
   4. Combining Vowels

II. Body Organization
A. Levels of Organization
B. Body Systems
C. Anatomical Position
D. Planes of the Body
E. Body Cavities
F. The Back
G. Directional Terms
H. Combining Forms
I. Abbreviations
J. Allied Health Professionals

III. The Integumentary System
A. Anatomy & Physiology
B. Combining Forms
C. Suffixes
D. Pathology
E. Procedures
F. Pharmacology
G. Abbreviations
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XIII. The Reproductive System
   A. Anatomy & Physiology
   B. Combining Forms
   C. Suffixes
   D. Pathology
   E. Procedures
   F. Pharmacology
   G. Abbreviations

XIV. Medical and/or Dental Records
   A. Composition of a Patient Chart
   B. Functions of a Patient Chart
   C. Abbreviations

XV. Medical and/or Dental Claim Form
   A. Composition of a Claim Form
   B. Functions of a Claim Form
   C. Coding and Abbreviations of a Claim Form
## I. BASIC WORD STRUCTURE

### CONTENT

<table>
<thead>
<tr>
<th>I. Basic Word Structure</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td><strong>A. Component parts of medical words</strong></td>
<td>1. Recognize prefixes, suffixes and root words in medical terms.</td>
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<tr>
<td>1. Suffixes</td>
<td>2. Divide medical words into component parts.</td>
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<tr>
<td>b. Diagnostic &amp; Symptomatic Suffixes</td>
<td>4. Identify prefixes of number, measurement and direction.</td>
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<tr>
<td>b. Prefixes of Color</td>
<td>7. Write the meaning of the word parts and use them to build and analyze words.</td>
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<td>c. Prefixes of Number and Measurement</td>
<td>8. Describe several medical specialties and name their associated specialists.</td>
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<td>d. Prefixes of Negation</td>
<td>9. Define terms pertaining to sciences of the human body</td>
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<td>e. Prefixes of Direction</td>
<td>10. Accurately spell medical terms.</td>
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<td>5. Medical Specialists</td>
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</tbody>
</table>
I. BASIC WORD STRUCTURE

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.

2. Discuss vocabulary/terminology words and pronunciation.

3. Give practice in both pronunciation and understanding the terms.

4. Build medical words for surgical, diagnostic and symptomatic suffixes by completing worksheets.

5. Supply students with case studies pertinent to unit and have students analyze and define medical terms.

6. Field trip to Medical Records Department.

7. Guest Speaker: Medical Transcriptionist.

METHOD OF EVALUATION

1. Terminology and spelling quiz.

2. Word scramble followed by spelling quiz.

3. Class participation.

4. Writing medical terms.

5. Label diagrams.

6. Multiple choice and matching tests.
II. BODY ORGANIZATION

CONTENT

A. Levels of Organization
B. Body Systems
C. Anatomical Position
D. Planes of the Body
E. Body Cavities
   1. Cranial Cavity
   2. Spinal Cavity
   3. Thoracic Cavity
   4. Abdominopelvic Cavity
F. The Abdominopelvic Cavity
G. The Back
H. Directional Terms
I. Combining Forms
J. Abbreviations

OBJECTIVES

1. List the levels of organization from the cellular level to the whole organism.
2. Name the body systems and their functions.
3. Demonstrate the anatomical position.
4. Define and identify three planes of the body.
5. Identify the body cavities and specific organs found within them.
6. Describe the anatomical divisions of the abdomen.
7. List the divisions of the back.
8. Define sixteen directional terms of the body and be able to use them correctly.
9. Identify the word roots/combining forms related to the body.
10. Accurately spell medical terms.
11. Correctly pronounce medical terms.
12. Identify abbreviations of medical terms.
## II. BODY ORGANIZATION

### TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.

### METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class participation.
4. Writing medical terms.
5. Labeling diagrams.
6. Multiple and matching tests.
III. THE INTEGUMENTARY SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Appendages of the skin
      a. Hair
      b. Nails
      c. Glands

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Clinical
   2. Radiographic
   3. Surgical

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Demonstrate understanding of the structure and function of skin and its appendages.
2. Identify five primary and secondary skin lesions.
3. Match different types of skin lesions with their descriptions.
4. Compare and contrast methods of administering medications.
5. Distinguish between parenteral and nonparenteral.
6. Classify burns according to severity.
7. Describe skin problems associated with exposure to ultraviolet radiation.
8. List the major classifications of skin eruptions.
9. Explain the pharmacology of skin.
10. Identify and discuss pathology associated with skin.
11. Explain the meaning of word parts associated with skin.
12. Define important terms related to skin.
13. Accurately spell medical terms.
15. Write meaning of the abbreviations.
16. Categorize the terms as anatomical, diagnostic, surgical, radiological, or therapeutic.
III. THE INTEGUMENTARY SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.

2. Discuss vocabulary/terminology words and pronunciation.

3. Give practice in both pronunciations and in understanding the words.

4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.

5. Guest Speaker: Dermatologist

6. Participate in Skin Cancer Screening with the American Cancer Society.

METHOD OF EVALUATION

1. Terminology quiz.

2. Word Scramble followed by spelling quiz.

3. Class Participation.

4. Writing medical terms.

5. Labeling diagrams.

6. Multiple choice and matching test.
IV. THE SKELETAL/MUSCULAR SYSTEM

CONTENT

A. Anatomy & Physiology

1. Skeletal System
   a. Function
   b. Structure and Types of Bone
   c. Divisions of the skeletal system
   d. Bone Markings
   e. Joints and Articulations

2. Muscular System
   a. Connective Tissue
   b. Attachments

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures

1. Clinical
2. Radiographic
3. Surgical

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Describe the functions of bones, muscles, and supporting structures.
2. Identify and locate the major bones and muscles of the body.
3. Identify the structures of the two main divisions of the skeletal system.
4. Describe the four main types of bones.
5. Explain the functions of the vertebral column and list its parts.
6. List and describe the main classifications of joints.
7. Explain the purpose of bone markings, projections and depressions.
8. Explain the pharmacology related to the skeletal and muscular systems.
9. Identify the pathology associated with the skeletal and muscular systems.
10. Explain the meaning of word parts associated with the skeletal and muscular systems.
11. Define important terms related to the skeletal and muscular systems.
12. Accurately spell medical terms.
13. Correctly pronounce medical terms.
14. Write meaning of abbreviations.
15. Categorize terms as anatomical, diagnostic, surgical, radiologic or therapeutic.
IV. THE SKELETAL/MUSCULAR SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.

METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class participation.
4. Writing medical terms.
5. Labeling diagrams.
6. Multiple choice and matching tests.
V. THE NERVOUS SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Divisions of the Nervous System
   2. Nervous Tissue
      a. Neurons
      b. Neuroglia
   3. Brain
   4. Spinal Cord
   5. Meninges

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Clinical
   2. Radiographic
   3. Surgical

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Demonstrate understanding of the structure and function of the nervous system.
2. Label the major structures of the brain and lobes of the cerebral cortex.
3. Recognize several types of mental disorders.
4. Explain the pharmacology related to the nervous system.
5. Identify and discuss pathological conditions associated with the nervous system.
6. Explain the meaning of word parts associated with the nervous system.
7. Define important terms related to the nervous system.
8. Accurately spell medical terms.
10. Write the meaning of abbreviations associated with the nervous system.
11. Categorize the terms as anatomical, diagnostic, surgical, radiological or therapeutic.
V. THE NERVOUS SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.
5. Guest Speaker: Psychiatric Nurse.

METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class participation.
4. Writing medical terms.
5. Labeling diagrams.
6. Multiple choice and matching tests.
VI. THE SPECIAL SENSES

CONTENT

A. Anatomy & Physiology
   1. The Eye
   2. The Ear
   3. Equilibrium
   4. Taste
   5. Smell

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Endoscopic
   2. Clinical
   3. Surgical

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. List and describe each of the special senses of the body.
2. Label the major structures of the eye and identify their function.
3. Label the major structures of the ear and describe their function.
4. Demonstrate understanding of the relationship between receptors and special sense organs.
5. Explain the pharmacology related to the special senses.
6. Explain the meaning of word parts associated with the special senses.
7. Define important terms related to the special senses.
8. Accurately spell medical terms.
10. Write meaning of abbreviations.
11. Categorize the terms as anatomical, diagnostic, radiological, surgical or therapeutic.
VI. THE SPECIAL SENSES

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.

METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class participation.
4. Writing medical terms.
5. Labeling diagrams.
6. Multiple choice and matching tests.
## VII. THE ENDOCRINE SYSTEM

### CONTENT

**A. Anatomy & Physiology**
1. Pituitary Gland
2. Thyroid Gland
3. Parathyroid Glands
4. Adrenal Glands
5. Pancreas
6. Gonads
7. Pineal Gland

**B. Combining Forms**

**C. Suffixes**

**D. Pathology**

**E. Procedures**
1. Radiographic
2. Surgical
3. Laboratory

**F. Pharmacology**

**G. Laboratory**

**H. Abbreviations**

### OBJECTIVES

1. List and describe the function of each gland of the endocrine system.
2. Describe the relationship between the gland and target organs.
3. Differentiate between endocrine and exocrine glands.
4. Identify the predominante hormones secreted by the endocrine glands.
5. Describe the relationship between the pituitary gland and other glands.
6. Identify several diseases caused by hormonal excesses/deficiencies.
7. Explain the pharmacology related to the endocrine system.
8. Identify and discuss pathology associated with the endocrine system.
9. Explain the meaning of word parts associated with the endocrine system.
10. Define important terms related to the endocrine system.
11. Accurately spell medical terms.
12. Correctly pronounce medical terms.
13. Write the meaning of abbreviations.
14. Categorize the terms as anatomical, diagnostic, radiological, surgical or therapeutic.
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<td>4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.</td>
<td>4. Writing medical terms.</td>
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VIII. THE CARDIOVASCULAR SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Vascular System
      a. Arteries
      b. Capillaries
      c. Veins

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Radiographic
   2. Clinical
   3. Surgical
   4. Laboratory

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Explain the main function of the cardiovascular system.
2. List the four chambers of the heart and describe their function.
3. Describe the flow of blood through the main structures of the cardiovascular system.
4. Explain the pharmacology related to the cardiovascular system.
5. Identify and discuss the pathology associated with the cardiovascular system.
6. Explain the meaning of word parts associated with the cardiovascular system.
7. Define important terms related to the cardiovascular system.
8. Accurately spell medical terms.
10. Write the meaning of abbreviation.
11. Categorize the terms as anatomical, diagnostic, radiological and therapeutic.
VIII. THE CARDIOVASCULAR SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.

2. Discuss vocabulary/terminology words and pronunciation.

3. Give practice in both pronunciation and understanding the words.

4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.

5. Participate in blood drive.

6. Field Trip: Observe Stress Test to determine cardiovascular fitness.

METHOD OF EVALUATION

1. Terminology quiz.

2. Word scramble followed by spelling quiz.

3. Class participation.

4. Writing medical terms.

5. Labeling diagrams.

6. Multiple choice and matching tests.
IX. THE RESPIRATORY SYSTEM

CONTENT

A. Anatomy & Physiology
   1. External respiration
   2. Internal respiration
   3. Breathing Structures

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Radiographic
   2. Clinical
   3. Surgical
   4. Laboratory

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Describe the function of the respiratory system.
2. Describe the structure and function of the respiratory system.
3. Differentiate between internal and external respiration.
4. Describe the process of breathing.
5. Explain the pharmacology associated with the respiratory system.
6. Identify and discuss pathology associated with the respiratory system.
7. Explain the meaning of word parts associated with the respiratory system.
8. Define important terms related to the respiratory system.
10. Correctly pronounce medical terms.
11. Write meaning of abbreviations.
12. Categorize the terms as anatomical, diagnostic, radiological, surgical or therapeutic.
**IX. THE RESPIRATORY SYSTEM**

**TEACHING SUGGESTIONS**

1. Have students complete vocabulary/terminology work sheets.

2. Discuss vocabulary/terminology words and pronunciation.

3. Give practice in both pronunciation and understanding the words.

4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.

5. Guest Speaker: Representative from Lung Association.

**METHOD OF EVALUATION**

1. Terminology quiz.

2. Word scramble followed by spelling quiz.

3. Class participation.

4. Writing medical terms.

5. Labeling diagrams.

6. Multiple choice and matching tests.
X. THE DIGESTIVE SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Mouth
   2. Stomach
   3. Small Intestine
   4. Colon
   5. Liver
   6. Pancreas
   7. Gallbladder

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Radiographic
   2. Clinical
   3. Surgical
   4. Laboratory

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Explain the function of the digestive system.
2. Identify the structures and describe the function of the organs of the digestive system.
3. Identify anatomical and functional aspects of the teeth.
4. Explain the pharmacology related to the digestive system.
5. Identify and discuss pathology associated with the digestive system.
6. Explain the meaning of word parts associated with the digestive system.
7. Define important terms related to the digestive system.
8. Accurately spell medical terms.
10. Write meaning of abbreviations.
11. Categorize terms as anatomical, diagnostic, radiological, surgical or therapeutic.
### X. THE DIGESTIVE SYSTEM

#### TEACHING SUGGESTIONS

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<td>4.</td>
<td>Supply students with case studies pertinent to the unit and have students analyze and define medical terms.</td>
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<td>5.</td>
<td>Clinical Shadowing: Gastric Service</td>
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#### METHOD OF EVALUATION

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<td>Multiple choice and matching tests.</td>
</tr>
</tbody>
</table>
XI. BLOOD AND THE LYMPHATIC SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Blood
      a. Erythrocytes
      b. Leukocytes
      c. Thrombocytes
      d. Plasma
      e. Blood Groups

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Radiographic
   2. Clinical
   3. Surgical
   4. Laboratory

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Describe the appearance and function of each of the blood cells.
2. Explain the functions of the lymphatic system.
3. Explain the relationship between plasma and lymph.
4. Describe the protection given by each of the five types of white blood cells.
5. Explain the pharmacology related to the blood and the lymphatic system.
6. Identify and discuss the pathology associated with the blood and lymphatic system.
7. Explain the meaning of word parts associated with the blood and lymphatic system.
8. Define important terms related to the blood and lymphatic system.
10. Correctly pronounce medical terms.
11. Write meaning of abbreviations.
12. Categorize terms as anatomical, diagnostic, radiological, surgical or therapeutic.
X. BLOOD AND THE LYMPHATIC SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.
5. Clinical Shadowing: Medical Laboratory

METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class participation.
4. Writing medical terms.
5. Labeling diagrams.
6. Multiple choice and matching tests.
XII. THE URINARY SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Macroscopic structures of the urinary system.
   2. Microscopic structures of the urinary system.

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Radiographic
   2. Clinical
   3. Surgical
   4. Laboratory

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Describe the function of the urinary system.
2. List the macroscopic feature of the urinary system.
3. Describe the structure and function of a nephron.
4. Describe the structure of the urinary system.
5. Outline the process of urine formation.
6. Explain the pharmacology related to the urinary system.
7. Identify and discuss the pathology associated with the urinary system.
8. Explain the meaning of word parts associated with the urinary system.
9. Define important terms related to the urinary system.
10. Accurately spell terms.
11. Correctly pronounce medical terms.
12. Categorize terms as anatomical, diagnostic, radiological, surgical or therapeutic.
XII. THE URINARY SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.

2. Discuss vocabulary/terminology words and pronunciation.

3. Give practice in both pronunciation and understanding the words.

4. Supply students with case studies pertinent to the unit and have students analyze and define medical term.

5. Clinical shadowing: Medical Laboratory

METHOD OF EVALUATION

1. Terminology and spelling quiz.

2. Word scramble followed by spelling quiz.

3. Class Participation

4. Writing medical terms.

5. Labeling diagrams.

6. Multiple choice and matching tests.
XIII. THE REPRODUCTIVE SYSTEM

CONTENT

A. Anatomy & Physiology
   1. Female Organs of Reproduction
   2. Male Organs of Reproduction

B. Combining Forms

C. Suffixes

D. Pathology

E. Procedures
   1. Radiographic
   2. Clinical
   3. Surgical
   4. Laboratory

F. Pharmacology

G. Abbreviations

OBJECTIVES

1. Describe the location and function of the organs of the male and female reproductive systems.

2. Distinguish between terms that relate only to the male or female reproductive systems.

3. Recognize terms associated with the menstrual cycle, ovulation, fertilization and obstetrics.

4. Explain the pharmacology relative to the reproductive systems.

5. Identify and discuss the pathology associated with the reproductive systems.

6. Explain the meaning of word parts associated with the reproductive systems.

7. Define important terms.

8. Accurately spell medical terms.


10. Write the meaning of abbreviations.

11. Categorize terms as anatomical, diagnostic, radiological, surgical or therapeutic.
XIII. THE REPRODUCTIVE SYSTEM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Supply students with case studies pertinent to the unit and have students analyze and define medical terms.
5. Clinical Shadowing: Pediatrics Unit

METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class Participation.
4. Writing medical terms.
5. Labeling diagrams.
6. Multiple choice and matching tests.
XIV. MEDICAL/DENTAL RECORD

CONTENT

A. Composition of a Patient Chart
B. Functions of a Patient Chart
C. Abbreviations

OBJECTIVES

1. Select from a list, terms describing the use of a patient's chart.
2. Describe the purpose of the patient's chart.
3. Describe the purpose of medical abbreviations.
5. Accurately spell medical terms.
6. Correctly pronounce medical terms.
7. Write meaning of abbreviations.
XIV. THE MEDICAL/DENTAL RECORD

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.
2. Discuss vocabulary/terminology words and pronunciation.
3. Give practice in both pronunciation and understanding the words.
4. Provide students with case studies pertinent to the unit and have students analyze and define medical terms.

METHOD OF EVALUATION

1. Terminology quiz.
2. Word scramble followed by spelling quiz.
3. Class participation.
4. Writing medical terms.
5. Obtain medical/dental history.
6. Multiple choice and matching tests.
# XV. THE MEDICAL/DENTAL CLAIM FORM

## CONTENT

| A. Components of a Claim Form |
| B. Function of a Claim |
| C. Coding and Abbreviations of a Claim Form |

## OBJECTIVES

1. Select from a list, terms describing the use of a claim form.
2. Describe the purpose of a claim form.
3. Identify and recognize procedure codes.
4. Demonstrate the ability to code a claim form.
5. Write the meaning of abbreviations.
XV. THE MEDICAL/DENTAL CLAIM FORM

TEACHING SUGGESTIONS

1. Have students complete vocabulary/terminology worksheets.

2. Discuss vocabulary/terminology words and abbreviations.

3. Give practice in both pronunciation and understanding the words.

4. Supply students with sample claim forms and have students process a form.

METHOD OF EVALUATION

1. Terminology quiz.

2. Word scramble followed by spelling quiz.

3. Class participation.

4. Writing medical terms.

5. Multiple choice and matching tests.