

Medical Terms & Terminology

Media Type: Microsoft® PowerPoint® Presentation

Duration: 69 slides

Goal: Students will learn the importance of medical terminology and evaluate common medical terms and word structures, abbreviations and symbols.

Description: Students will learn the importance of word structure and terminology in the medical field. Root words, prefixes, suffixes, compound words and combining forms will all be detailed as well as body planes and directional terms along with common medical abbreviations and symbols.

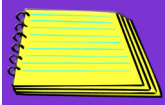
Objectives:

1. To recognize common medical prefixes, suffixes and roots.
2. To define medical terms and discover their meanings.
3. To identify medical terminology, abbreviations and symbols.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none">• Editing/proofreading• Composition mechanics• Descriptive, informative, creative and persuasive writing• Organizing logical arguments• Utilizing reference materials• Enhancing grammatical mechanics• Vocabulary enhancement
	<i>Analysis of Text & Information</i>	<ul style="list-style-type: none">• Drawing inferences and generalizations• Reading/content literacy• Communication skills• Developing listening and comprehension skills• Literary interpretation• Creating visual representations
	<i>Technology Applications in Literature</i>	<ul style="list-style-type: none">• Utilizing document processing software• Utilizing presentation processing software• Internet-based research

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by distributing the *Medical Terms & Terminology Vocabulary Handout* for students to use as reference materials. Show slides 1 to 16 of the *Medical Terms & Terminology - Word Structure* segment. Distribute the *Word Structure Examples Student Handout* and *Structure the Words Activity* and allow students to work. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.



Slides
1-16

Class 2: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 17 to 31 of the *Medical Terms & Terminology - Word Structure* segment. Follow the segment with its *Assessment*. Allow students to begin the *Prefixes & Suffixes Activity*.



Slides
17-31

Class 3: Remind students to continue using their *Vocabulary Handout* during the presentation. Show slides 32 to 40 of the *Medical Terms & Terminology - Anatomical Terms* segment. Introduce the *Anatomical Drawings Project* and allow students the remainder of the class to work.



Slides
32-40

Class 4: Remind students to continue using their *Vocabulary Handout* during the presentation. Show slides 41 to 47 of the *Medical Terms & Terminology - Anatomical Terms* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects*.



Slides
41-47

Class 5: Remind students to continue to use their *Vocabulary Handout* during the presentation. Show slides 48 to 57 of the *Medical Terms & Terminology - Abbreviations & Symbols* segment. Introduce the *Medical Field Terminology Project* and allow the remainder of the class for students to work.



Slides
48-57

Class 6: Remind students to continue to use their *Vocabulary Handout* during the presentation. Show slides 58 to 69 of the *Medical Terms & Terminology - Abbreviations & Symbols* segment. Have students complete the *Abbreviations, Acronyms & Symbols Activity*. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section. Students should complete the corresponding *Assessment*. Distribute the *Eponyms Activity* and allow the remainder of the class for students to work.



Slides
58-69

Class 7: Begin class by administering the *Medical Terms & Terminology Final Assessment*. Lead the class discussion so students can share their findings from the *Eponyms Activity* with the class.

Class 8: Allow students to participate in the group and discussion portions of the *Projects*.



Lesson Links

Diseases and Conditions

- <http://www.cdc.gov/diseasesconditions/>

Medical Symbols

- http://www.emcp.com/college_resource_centers/listonline.php?GroupID=9587



Career & Technical Student Organizations

Skills USA

- Basic Health Care Skills
- Medical Assisting
- Nurse Assisting

Medical Terms & Terminology



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50839, Tim Smith, Charge Nurse, Covenant Medical Center
- iCEV50356, Jana Gardner, R.N., Covenant Medical Center
- iCEV50039, Damon Hill, Family Medicine, Lubbock Medical Associates



Lab Activities

Structure the Words

Directions:

Students will divide each of the terms into its parts: “P” for prefix, “R” for root, “CV” for combining vowel and S for “suffix”. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.

Prefixes & Suffixes

Directions:

Students will be creating a medical glossary throughout the presentation. The first pages of the glossary will include this *Activity*. Students will define 40 prefixes and suffixes, give an example word using each and give a definition of the word chosen. See the *Activity* for more information.

Eponyms

Directions:

Students will research the origins of medical eponyms and create a list of at least 10 common medical conditions which use eponyms. The following should be included: definition of eponym and 10 common medical conditions using eponyms (signs and symptoms, causes, diagnosis, management and history). Remind students to attach a citation sheet listing all sources used. Lead a class discussion so students can share their findings with the class. Once this is completed, students should add the *Activity* to their medical glossary.

Abbreviations, Acronyms & Symbols

Directions:

Students will determine the correct abbreviations, acronyms and symbols for the blanks within the table. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.



Projects

Anatomical Drawings

Directions:

Using the information gathered from the production, students will create two to four drawings for each of the anatomical terms listed (see *Project* sheet for terms). Students should not label their drawings. Once all drawings are complete, divide the class into groups of two. Group members should then take turns showing each others drawings and identifying the terms. Once groups have finished, students should label each drawings and place the pages into their medical glossary.

Medical Field Terminology

Directions:

Using the Internet, library or any other available resource, students will research and select a medical field they would like to learn more about. Prior to conducting any further research, students should notify you of their choice so no two students select the same field. Students should conduct further research into the field and gather the following: name of medical field; job description including duties, educational requirements, salary, etc. and at least 15 terms relevant to the medical field you selected, (body systems, surgical and diagnostic procedures, diseases and treatments). Terms should be defined and used in a sentence. An example has been provided on the *Project* sheet. Remind students to include a citation sheet listing all sources used. Lead a class discussion so students can share their findings with the class. Once they have completed the *Project*, it should be include the information in their glossary.

