

COURSE OUTLINE

Health Professions Medical Terminology I

Course Description

AH 201. Health Professions Medical Terminology I. 3 hours credit. Prerequisite: Appropriate ASSET or ACT Reading test scores or EG 060 with a C or better. This course will enable the student involved with the health care professions to construct, deconstruct, define, spell and pronounce medical terms from prefixes, suffixes, word roots and combining forms utilizing various methods of research. The student will acquire tools needed for building a medical vocabulary within the context of the structure and function of the body systems.

Course Relevance

The principles learned in this course will allow the student to begin to develop a language common to those in the medical profession.

Required Materials

Chabner, D. (2007). *The language of medicine* (8th ed.). Philadelphia, PA: W.B. Saunders Company.

Learning Outcomes

The intention is for the student to be able to

1. Build medical terms from word elements
2. Determine meaning of terms by extracting meaning from word elements
3. Spell and pronounce medical terms correctly
4. Utilize various methods of research

Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

Analytical Thinking Skills

1. Problem solving
 - By analyzing word parts to build medical terms, the student will make accurate statements.
 - By analyzing medical terms to define each prefix, suffix, combining form, and root word, the student will demonstrate an understanding of the rationale for medical word meanings.

Major Summative Assessment Task(s)

These learning outcomes and the Learning PACT skills will be demonstrated by

1. Completion of a case study project that requires the student to construct and deconstruct a medical narrative using the skills learned in the course

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Anatomy and physiology of body systems
 - B. Pathologic terms
 - C. Diagnostic and/or therapeutic terms
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Rules for combining word elements
 - B. Meaning of a medical terms is sometimes more specific than just the literal translation of its combined elements
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. How suffixes and prefixes are used to modify words
 - B. Names of body organs originate from Latin words
 - C. Names of organ diseases originate from Greek words
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Abstracting meaning of medical term by literal translation of word elements
 - B. Inferring meaning of medical terms by analyzing meaning of word elements
 - C. Creating medical terms by proper combining of word elements
 - D. Spelling and pronouncing medical terms correctly
 - E. Utilizing multiple methods of research including internet resources and medical dictionaries

Learning Units

- I. Basic word structure
 - A. Word analysis
 - B. Combining forms, suffixes, and prefixes
- II. Body as a whole
 - A. Body cavities
 - B. Abdominopelvic regions
 - C. Divisions of the back
 - D. Positional and directional terms
 - E. Planes of the body
 - F. Combining forms, suffixes and prefixes
- III. Prefixes
 - A. Combining forms
 - B. Prefixes and Terminology
- IV. Suffixes
 - A. Combining forms and suffixes
 - B. Prefixes and terminology
- V. Digestive system
 - A. Anatomy and physiology
 - B. Vocabulary

- C. Combining forms, suffixes and terminology
 - D. Pathology
 - E. Written definitions and pronunciations
- VI. Urinary system
- A. Anatomy and physiology
 - B. Vocabulary
 - C. Terminology structures, substances and urinary symptoms
 - D. Pathology
 - E. Written definitions and pronunciations
- VII. Endocrine system
- A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms, suffixes, prefixes and terminology
 - D. Abnormal conditions
 - E. Written definitions and pronunciations
- VIII. Reproductive systems
- A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms, suffixes, and prefixes
 - D. Pathology
 - E. Written definitions and pronunciations
- IX. Nervous system
- A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations
- X. Sense organs
- A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations
- XI. Cardiovascular system
- A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations

- XII. Respiratory system
 - A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations

- XIII. Blood
 - A. Composition and formation
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations

- XIV. Lymphatic and immune system
 - A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations

- XV. Musculoskeletal system
 - A. Anatomy and physiology
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations

- XVI. Skin
 - A. Structure and accessory organs
 - B. Vocabulary
 - C. Combining forms and terminology
 - D. Pathology
 - E. Written definitions and pronunciations

Learning Activities

Learning activities include student/instructor interaction, text materials, and computerized instruction. Interactive games and web resources will contribute to the learning process.

Grade Determination

Grade determination will be based on assignments, exams, and assessment tasks.