

Southwest WI Technical College

10-501-101 Medical Terminology

Course Design

Course Information

Alternate Title	510-302-01
Description	Focuses on the component parts of medical terms: prefixes, suffixes and word roots. Students practice formation, analysis and reconstruction of terms. Emphasis on spelling, definition and pronunciation. Introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems, as well as systemic and surgical terminology.
Instructional Level	One-Year Technical Diploma
Total Credits	3.00
Total Hours	90.00

Types of Instruction

Instruction Type	Credits/Hours
Classroom Presentation	

Purpose/Goals

- Develop a basic understanding of medical terminology.
- Demonstrate correct pronunciation of medical terms.
- Demonstrate correct spelling of medical terms.
- Relate knowledge of medical terms to their personal and professional lives.

Target Population

Medical Assistant Students in the one year technical program.

Pre/Corequisites

Prerequisite Students should be advised that this text is written at a college reading level.

Textbooks

Chabner, Davi Ellen. *The Language of Medicine*. Saunders. 2001. **Edition:** 6th. **ISBN:** 0-7216-8569-2. Required. **Miscellaneous:** Students may contact Southwest Wisconsin Technical College bookstore at 1-800-362-3322 Ext 2506 or e-mail ndevlin@southwest.tec.wi.us.

Your choice. *Medical Dictionary*. 2000 or later. Required. **Miscellaneous:** I prefer Dorland's or Stedman's Medical Dictionary. If you are a Medical Transcriptionist student you will need a detailed Medical Dictionary as a desk reference..

Learner Supplies

Colored markers. **Manufacturer:** ---. **Quantity:** 3 different colors. **Description:** These markers will be used every week to make flashcards on all of the word parts presented in Chapters 1-18. Required.

Tape recorder/cassette tape. **Manufacturer:** ---. **Description:** Each student must present an audio tape of terms properly pronounced at the end of week 9. The tape may be of the standard or micro-cassette size. Required.

PC with a CD-ROM. **Manufacturer:** ---. **Description:** Students will be using a CD-ROM that is found at the back of the text and submitting work for credit. Required.

Index Cards. **Manufacturer:** ---. **Quantity:** 500. **Description:** These standard index cards are used in every unit of study. You may choose colored or white cards to make flashcards on the wordparts. Required.

VCR. **Manufacturer:** ---. **Description:** Eighteen video taped lectures accompany this course. The videos stress pronunciation and application of the terminology along with explanations of text material. Required.

Program Outcomes

- 1 Communicate effectively.

Course Competencies

1 Apply the rules of medical language

Assessment Strategies

through a written or graphic product
by using medical documentation
by using references
through an oral presentation

Criteria

Your performance will be successful as you produce a/an:

written or graphic product applying the rules for building medical terms
oral presentation applying the rules for building medical terms
written or graphic product that provides definitions of medical terms
written or graphic product that applies the rules for analyzing medical terms
oral presentation applies the rules for analyzing medical terms
written or graphic product applies the rules for singular and plural forms
oral presentation applies the rules for singular and plural forms
written or graphic product that applies the use of abbreviations
written or graphic product that applies the rules for spelling terms
oral presentation that applies the rules for pronouncing terms

Learning Objectives

Apply the basic rules for analyzing and building medical terms
Identify the role of the three types of word components
Define the meaning of word components
Divide words into their component parts
Build words from the component parts
Pronounce medical terms
Spell medical terms
Apply rules to create plural and singular word formations
Identify common medical abbreviations
Abbreviate common medical terms

Distinguish between nouns and adjectives

2 Identify medical terms related to the body as a whole

Assessment Strategies

through a written or graphic product
by using medical documentation
by using references
through an oral presentation

Criteria

Your performance will be successful when:

written or graphic product identifies directional terms
written or graphic product identifies terms related to planes of the body
written or graphic product identifies terms related to anatomical divisions
written or graphic product identifies terms related to organization and structure of the body
you apply the rules of medical language

Learning Objectives

Use the anatomic reference system to identify the anatomic position of the body
Use the anatomic reference system to identify the body planes
Use the anatomic reference system to identify the body cavities
Use the anatomic reference system to identify the directional terms
Use the anatomic reference system to identify the divisions of the body
Describe the structural organization of the body
Apply the rules of medical language
Identify meanings of key word components

3 Identify prefixes

Assessment Strategies

through a flash cards
by using medical documentation
by using references

Criteria

Your performance will be successful when:

written or graphic product applies the rules for building medical terms
oral presentation applies the rules for building medical terms
written or graphic product provides definitions of medical terms
written or graphic product applies the rules for analyzing medical terms
oral presentation applies the rules for analyzing medical terms
written or graphic product applies the rules for singular and plural forms
oral presentation applies the rules for singular and plural forms
written or graphic product applies the use of abbreviations
written or graphic product applies the rules for spelling terms
oral presentation applies the rules for pronouncing terms

4 Identify suffixes

Assessment Strategies

through a written or graphic product
by using medical documentation
by using references

Criteria

Your performance will be successful when:

written or graphic product applies the rules for building medical terms
oral presentation applies the rules for building medical terms
written or graphic product provides definitions of medical terms
written or graphic product applies the rules for analyzing medical terms
oral presentation applies the rules for analyzing medical terms

written or graphic product applies the rules for singular and plural forms
oral presentation applies the rules for singular and plural forms

5 Interpret terms related to the digestive system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the digestive system
written or graphic product interprets pathological terms related to the digestive system
written or graphic product identifies the terms related to the diagnostic procedures of the digestive system
written or graphic product identifies the terms related to the treatments of disorders of the digestive system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the digestive system
Identify meanings of key word components of the digestive system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the digestive system
Use terms related to the digestive system
Use terms related to the diseases and disorders of the digestive system

6 Interpret terms related to the urinary system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when the:

the rules of medical language are applied
written or graphic product interprets medical terms related to the structure and function of the urinary system
written or graphic product interprets pathological terms related to the urinary system
written or graphic product identifies the terms related to the diagnostic procedures of the urinary system
written or graphic product identifies the terms related to the treatments of disorders of the urinary system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the urinary system
Identify meanings of key word components of the urinary system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the urinary system
Use terms related to the urinary system
Use terms related to the diseases and disorders of the urinary system

7 Interpret medical terms related to the female reproductive system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when the:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the female reproductive system
written or graphic product interprets pathological terms related to the female reproductive system
written or graphic product identifies the terms related to the diagnostic procedures of the female reproductive system
written or graphic product identifies the terms related to the treatments of disorders of the female reproductive systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the female reproductive system
Identify meanings of key word components of the female reproductive system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the female reproductive system
Use terms related to the female reproductive system
Use terms related to the diseases and disorders of the female reproductive system

8 Interpret medical terms related to the male reproductive system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the male reproductive system
written or graphic product interprets pathological terms related to the male reproductive system
written or graphic product identifies the terms related to the diagnostic procedures of the male reproductive system
written or graphic product identifies the terms related to the treatments of disorders of the male reproductive systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the male reproductive system
Identify meanings of key word components of the male reproductive system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the male reproductive system
Use terms related to the male reproductive system
Use terms related to the diseases and disorders of the male reproductive system

9 Interpret terms related to the nervous system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the nervous system
written or graphic product interprets pathological terms related to the nervous system
written or graphic product identifies the terms related to the diagnostic procedures of the nervous system
written or graphic product identifies the terms related to the treatments of disorders of the nervous system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the nervous system
Identify meanings of key word components of the nervous system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the nervous system

Use terms related to the nervous system

Use terms related to the diseases and disorders of the nervous system

10 Interpret terms related to the cardiovascular system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the cardiovascular system

written or graphic product interprets pathological terms related to the cardiovascular system

written or graphic product identifies the terms related to the diagnostic procedures of the cardiovascular system

written or graphic product identifies the terms related to the treatments of disorders of the cardiovascular system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the cardiovascular system

Identify meanings of key word components of the cardiovascular system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the cardiovascular system

Use terms related to the cardiovascular system

Use terms related to the diseases and disorders of the cardiovascular system

11 Interpret terms related to the respiratory system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the respiratory system

written or graphic product interprets pathological terms related to the respiratory system

written or graphic product identifies the terms related to the diagnostic procedures of the respiratory system

written or graphic product identifies the terms related to the treatments of disorders of the respiratory system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the respiratory system

Identify meanings of key word components of the respiratory system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the respiratory system

Use terms related to the respiratory system

Use terms related to the diseases and disorders of the respiratory system

12 Interpret terms related to the blood

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

- you apply the rules of medical language
- written or graphic product interprets medical terms related to the structure and function of the blood
- written or graphic product interprets pathological terms related to the blood
- written or graphic product identifies the terms related to the diagnostic procedures performed on blood
- written or graphic product identifies the terms related to the treatments of disorders of the blood

Learning Objectives

- Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the blood
- Identify meanings of key word components of the blood
- Categorize diagnostic, therapeutic, procedural or anatomic terms related to the blood
- Use terms related to the blood
- Use terms related to the diseases and disorders of the blood

13 Interpret medical terms related to the lymph and immune systems

Assessment Strategies

- through an oral presentation
- through a written or graphic product
- by using references
- by using medical documentation

Criteria

Your performance will be successful when:

- you apply the rules of medical language
- written or graphic product interprets medical terms related to the structure and function of the lymph and immune systems
- written or graphic product interprets pathological terms related to the lymph and immune systems
- written or graphic product identifies the terms related to the diagnostic procedures of the lymph and immune systems
- written or graphic product identifies the terms related to the treatments of disorders of the lymph and immune systems

Learning Objectives

- Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the lymph and immune systems
- Identify meanings of key word components of the lymph and immune systems
- Categorize diagnostic, therapeutic, procedural or anatomic terms related to the lymph and immune systems
- Use terms related to the lymph and immune systems
- Use terms related to the diseases and disorders of the lymph and immune systems

14 Interpret terms related to the musculoskeletal system

Assessment Strategies

- through an oral presentation
- through a written or graphic product
- by using references
- by using medical documentation

Criteria

Your performance will be successful when:

- you apply the rules of medical language
- written or graphic product interprets medical terms related to the structure and function of the musculoskeletal system
- written or graphic product interprets pathological terms related to the musculoskeletal system
- written or graphic product identifies the terms related to the diagnostic procedures of the musculoskeletal system
- written or graphic product identifies the terms related to the treatments of disorders of the musculoskeletal system

Learning Objectives

- Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate

to the musculoskeletal system

Identify meanings of key word components of the musculoskeletal system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the musculoskeletal system

Use terms related to the musculoskeletal system

Use terms related to the diseases and disorders of the musculoskeletal system

15 Interpret medical terms related to the integumentary system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the integumentary system

written or graphic product interprets pathological terms related to the integumentary system

written or graphic product identifies the terms related to the diagnostic procedures of the integumentary system

written or graphic product identifies the terms related to the treatments of disorders of the integumentary systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the integumentary system

Identify meanings of key word components of the integumentary system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the integumentary system

Use terms related to the integumentary system

Use terms related to the diseases and disorders of the integumentary system

16 Interpret terms related to the sensory system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the sensory system

written or graphic product interprets pathological terms related to the sensory system

written or graphic product identifies the terms related to the diagnostic procedures of the sensory system

written or graphic product identifies the terms related to the treatments of disorders of the sensory system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the sensory system

Identify meanings of key word components of the sensory system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the sensory system

Use terms related to the sensory system

Use terms related to the diseases and disorders of the sensory system

17 Interpret terms related to the endocrine system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the endocrine system
written or graphic product interprets pathological terms related to the endocrine system
written or graphic product identifies the terms related to the diagnostic procedures of the endocrine system
written or graphic product identifies the terms related to the treatments of disorders of the endocrine system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the endocrine system
Identify meanings of key word components of the endocrine system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the endocrine system
Use terms related to the endocrine system
Use terms related to the diseases and disorders of the endocrine system

Course Learning Plans and Performance Assessment Tasks

Unit 1 Basic Word Structure

Overview/Purpose

Basic Word Structure begins your study of medical terminology and introduces you to analysis of medical terms. Remember, your goal is not to memorize terms, but to master the tools to understand terminology, so that when you encounter a new word you can figure it out on your own. Once you learn how to divide words into component parts and understand the meanings of the word parts, you can decipher most complex medical terms on your own!

Target Competencies

- 1 Apply the rules of medical language

Assessment Strategies

through a written or graphic product
by using medical documentation
by using references
through an oral presentation

Criteria

Your performance will be successful as you produce a/an:

written or graphic product applying the rules for building medical terms
oral presentation applying the rules for building medical terms
written or graphic product that provides definitions of medical terms
written or graphic product that applies the rules for analyzing medical terms
oral presentation applies the rules for analyzing medical terms
written or graphic product applies the rules for singular and plural forms
oral presentation applies the rules for singular and plural forms
written or graphic product that applies the use of abbreviations
written or graphic product that applies the rules for spelling terms
oral presentation that applies the rules for pronouncing terms

Learning Objectives

Apply the basic rules for analyzing and building medical terms
Identify the role of the three types of word components
Define the meaning of word components
Divide words into their component parts
Build words from the component parts
Pronounce medical terms

Spell medical terms
Apply rules to create plural and singular word formations
Identify common medical abbreviations
Abbreviate common medical terms
Distinguish between nouns and adjectives

Learning Activities

- 1 Read Chapter 1 in your textbook. Make flash cards for each word part and study them.(directions for making flashcards is found in the teacher prepared video tape for Unit 1.)
- 2 Make a tape recording of each word listed on pages 25-28. Test yourself using the Spelling Bee on the CD-ROM and your own audiotape. (Directions for making audiotape and its use found on videotape Unit 1)
- 3 Complete exercises in textbook.
- 4 Review behavioral objectives.
- 5 Watch the teacher prepared video in ATL. Pronounce and give the meaning of the terms with the instructor.
- 6 Using the CD-ROM at the back of your text, complete all the unit exercises. Submit them.
- 7 Bring flashcards to class.

Assessment Activities

- 1 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the key on the CD-ROM and the teacher prepared video.
- 2 Know your flashcards front to back and back to front as described in the class.
- 3 Submit the CD-ROM report for Unit 1 to your instructor with all exercises to a 78% or greater.

Unit 2 Terms Pertaining to the Body as a Whole

Overview/Purpose

This chapter introduces you to general body structure (cells and parts of cells), body cavities, regions of the abdomen and back, terms relating to position, direction, and planes of the body. It is a long chapter. Don't be intimidated by it. You can do it! Pay close attention to the study sections, which review and isolate the important terms to remember!

Target Competencies

- 1 Identify medical terms related to the body as a whole

Assessment Strategies

through a written or graphic product
by using medical documentation
by using references
through an oral presentation

Criteria

Your performance will be successful when:

written or graphic product identifies directional terms
written or graphic product identifies terms related to planes of the body
written or graphic product identifies terms related to anatomical divisions
written or graphic product identifies terms related to organization and structure of the body

you apply the rules of medical language

Learning Objectives

Use the anatomic reference system to identify the anatomic position of the body
Use the anatomic reference system to identify the body planes
Use the anatomic reference system to identify the body cavities
Use the anatomic reference system to identify the directional terms
Use the anatomic reference system to identify the divisions of the body
Describe the structural organization of the body
Apply the rules of medical language
Identify meanings of key word components

Learning Activities

- 1 Read the text, Sections I, II, III, IV, V, and VI and label the diagrams carefully. Spell each term correctly as you write it on the diagram.
- 2 Make flashcards for all the terms listed in the unit.
- 3 Study the words in the Study sections. Write the terms and their meanings on a separate piece of paper and test yourself to see if you know them.
- 4 Write meanings of terms in Section VII (Combining Forms, Prefixes and Suffixes).
- 5 Answer the Practical Applications matching questions in section VIII and check your answers at the end of answers to Exercises (Section X).
- 6 Complete the exercises in Section IX (Exercises) and check your answers in Section X (Answers to Exercises).
- 7 Write meanings on the Pronunciation of Terms list in Section XI.
- 8 Listen to the pronunciation of terms on the CD-ROM. Write the terms and their meanings on a separate piece of paper and test yourself to see if you know them.
- 9 Using the CD-ROM at the back of your text, complete all the unit exercises and submit a copy of the report to your instructor.
- 10 Fill-in meanings for combining forms, prefixes, suffixes, and other activities in Section XII. Check your answers.
- 11 Make an audiotape for yourself on the words in the pronunciation section.
- 12 Bring flashcards to class.

Assessment Activities

- 1 Make flashcards and test yourself to make sure you know the word part.
- 2 Ask someone to flash your flashcards backward and forward to see if you do in fact know them. Restudy any missed items to 100% accuracy.
- 3 Check your answers to the questions presented in the workbook that demonstrates your understanding and completion of workbook/text assignment.
- 4 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-Rom
- 5 Take the test on Chapters 1 and 2

Unit 3 Suffixes

Overview/Purpose

This chapter will teach you many common suffixes and review the suffixes you have learned in Chapters 1 and 2. It will be a relief to see all the "old" suffixes that you have learned before. This chapter is important because the suffixes that you learn here will be used over and over again in succeeding chapters (body systems chapters) to describe diagnoses and procedures.

Target Competencies

1 Identify suffixes

Assessment Strategies

through a written or graphic product
by using medical documentation
by using references

Criteria

Your performance will be successful when:

written or graphic product applies the rules for building medical terms
oral presentation applies the rules for building medical terms
written or graphic product provides definitions of medical terms
written or graphic product applies the rules for analyzing medical terms
oral presentation applies the rules for analyzing medical terms
written or graphic product applies the rules for singular and plural forms
oral presentation applies the rules for singular and plural forms

Learning Activities

- 1 Look over the list of combining forms in Sect. II. You will see these combining forms used with the suffixes found on the Suffixes and Terminology list (Section III). Refer to them as you complete the meanings of the terms on the list.
- 2 Make flashcards for all of the terms in this unit of study.
- 3 Read (highlight and/or take notes on) the information in the Appendices. This information will help you understand the terminology more fully. Pay particular attention to the Appendix on Blood Cells.
- 4 Answer the Practical Applications (Section V) match questions and check your answers at the end of Section VII.
- 5 Complete Section VI (Exercises) and don't forget to check your answers in Section VII carefully! Pay close attention to spelling.
- 6 Write meanings in Section VIII (Pronunciation of Terms).
- 7 Fill-in meanings for combining forms and suffixes in Section IX.
- 8 Actively watch the teacher prepared video and follow directions.
- 9 Submit your weekly report from CD-ROM exercises.
- 10 Bring flashcards to class.

Assessment Activities

- 1 Make and study flashcards.
- 2 Complete the exercises on the CD-ROM for Unit 3 and submit a copy of your work to the instructor.
- 3 Test yourself to make sure you know the word parts! Again, ask a friend to flash your cards to you.
- 4 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

- 5 Pass the test at a minimum of 78%.

Unit 4 Prefixes

Overview/Purpose

This chapter will teach you many common prefixes and review the prefixes you have learned in Chapters 1 and 2. Since there are many prefixes with similar meanings, think of an English term that contains the prefix. This will help you to remember its meaning. For example, I think of "ante up" (putting money into the pot before the cards are dealt in poker) to remember that the prefix "ante-" means before. Three particularly difficult prefixes to remember are intra (within), infra- (below) and inter- (between). Think of intrastate commerce (within a state), infrastructure (an underlying base or foundation of an organization or system), and intermission (a pause between two parts or acts of a play).

Target Competencies

- 1 Identify prefixes

Assessment Strategies

through a flash cards
by using medical documentation
by using references

Criteria

Your performance will be successful when:

written or graphic product applies the rules for building medical terms
oral presentation applies the rules for building medical terms
written or graphic product provides definitions of medical terms
written or graphic product applies the rules for analyzing medical terms
oral presentation applies the rules for analyzing medical terms
written or graphic product applies the rules for singular and plural forms
oral presentation applies the rules for singular and plural forms
written or graphic product applies the use of abbreviations
written or graphic product applies the rules for spelling terms
oral presentation applies the rules for pronouncing terms

Learning Activities

- 1 Look over the list of combining forms in Section II. You will see these used with the prefixes in Section III.
- 2 Make flashcards for all the word parts in this unit of study.
- 3 Read (highlight and/or take notes on) the information in the Appendices (Section IV).
- 4 Answer the Practical Applications matching questions in Section V and check your answers.
- 5 Complete Section VI (Exercises) and don't forget to check your answers in Section VII carefully! Pay attention to spelling!
- 6 Write meanings in Section VII (Pronunciation of Terms).
- 7 Listen to the pronunciation of terms on the CD-ROM.
- 8 Complete activities for Chapter 4 in CD-ROM and submit your weekly report of 8 activities from the CD-ROM.
- 9 Actively watch the video.
- 10 Bring flashcards to class.

- 11 Take the test on prefixes and suffixes.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the test at a minimum of 78%.

Unit 5 Digestive System

Overview/Purpose

This is the first of the body system chapters. The reason that it comes first is that it is easy to understand. I hope that you like it too! It has much information, so study it section by section. Also, you will be pleased to know that many terms from Chapter 5 are repeated in Chapter 6 !

Target Competencies

- 1 Interpret terms related to the digestive system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the digestive system
written or graphic product interprets pathological terms related to the digestive system
written or graphic product identifies the terms related to the diagnostic procedures of the digestive system
written or graphic product identifies the terms related to the treatments of disorders of the digestive system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the digestive system
Identify meanings of key word components of the digestive system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the digestive system
Use terms related to the digestive system
Use terms related to the diseases and disorders of the digestive system

Learning Activities

- 1 Read and Label the material in Sections I and II (Introduction and Anatomy and Physiology). Study the flow chart that reviews the anatomical structures involved in digestion.
- 2 Make flashcards on the word parts from this unit of study.
- 3 Review and study the terms in Section III (Vocabulary). These are all the terms that you should remember from the Anatomy and Physiology section.
- 4 Write the meanings of terms in Section IV (Combining Forms, Suffixes and Terminology). Check your

answers by clicking on the Answers to Terminology List for Chapter 5 from the Student Station main menu.

- 5 Read and highlight and/or take notes on Section (Pathology of the Digestive System). Concentrate the names of the pathological conditions and their meanings (both are in boldface).
- 6 Complete Section VI (Exercises) and carefully check your answers (Section VII, Answers to Exercises).
- 7 Write meanings for the terms in Section VIII (Pronunciation of Terms).
- 8 Listen to the Pronunciation of Terms list on the CD-ROM.
- 9 Actively watch the teacher prepared video.
- 10 Test your comprehension by covering the terms and writing it on a separate paper as you look at each meaning. Then, reverse the task by covering the meanings and looking at each term. Write it's meaning again. Don't forget to check your answers and make a list of the terms you miss. Test yourself on those difficult terms again and again!
- 11 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 Take self-quizzes that are found on the CD-ROM until you achieve a 78% or greater average.
- 3 Pass the spelling test at a minimum of 78% or better.

Unit 6 Additional Suffixes of the Digestive System

Overview/Purpose

This chapter introduces new suffixes while using the digestive system terminology you have learned in Chapter 5. The reason that the author introduces these additional suffixes here is that they are somewhat more difficult than the ones you learned in Chapter 3 and several of them relate specifically to digestive system terminology (-emesis, -pepsia, -phagia -stenosis, -tresia, -spasm). You will also learn about laboratory tests, clinical procedures and abbreviations related to the digestive system. Chapter 6 reinforces what you have learned in Chapter 5 (a long chapter and the first of the body systems) and adds a little more terminology to complete your knowledge of the system.

Learning Activities

- 1 Make Flashcards and study them.
- 2 Write meanings for terms in Section II (Suffixes).
- 3 Complete meanings in Section III (Combining Forms and Terminology).
- 4 Read (highlight and take notes) Section IV (Laboratory Tests, Clinical Procedures, and Abbreviations).
- 5 Read the colonoscopy report in Section V (Practical Applications) and answer the questions that follow it.
- 6 Complete Section VI (Exercises) and check your answers in Section VII - VIII (Answers to Exercises).
- 7 Recommended: Actively watch the videotape, taking notes and asking questions if needed.
- 8 Listen to the Pronunciation of Terms List on the CD-ROM. Make an audiotape of the terms to practice your pronunciation.
- 9 Complete activities for Chapter 6 on the CD-ROM and submit a report to your instructor.

- 10 Bring flashcards to class.

Assessment Activities

- 1 Ask a friend to review all 6 units of flashcards to at least a 90% accuracy.
- 2 Take self-quizzes that are found on the CD-ROM. Retake any exercise under 78%. Submit your report to your instructor.
- 3 Pass the test on Unit 5 and 6 at a minimum of 78%.
- 4 Pass the spelling test at a minimum of 78%.

Unit 7 The Urinary System

Overview/Purpose

This chapter teaches the terminology of the kidney and the urinary tract. Mastering the concepts in "How the Kidneys Make Urine" will help you understand what happens when the kidneys become diseased.

Target Competencies

- 1 Interpret terms related to the urinary system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when the:

the rules of medical language are applied
written or graphic product interprets medical terms related to the structure and function of the urinary system
written or graphic product interprets pathological terms related to the urinary system
written or graphic product identifies the terms related to the diagnostic procedures of the urinary system
written or graphic product identifies the terms related to the treatments of disorders of the urinary system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the urinary system
Identify meanings of key word components of the urinary system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the urinary system
Use terms related to the urinary system
Use terms related to the diseases and disorders of the urinary system

Learning Activities

- 1 Read (highlight and/or take notes on) Sections I, II, and III (Introduction, Anatomy, and How the Kidneys Produce Urine) and label all diagrams. Study the flow chart at the end of Section III.
- 2 Study Section IV (Vocabulary). Test your knowledge of each term by covering the terms and writing them as you read each definition.
- 3 Write meanings for the terminology in Section V (Terminology: Structures, Substances, and Urinary Symptoms)
- 4 Read (highlight and/or take notes on) Sections VI, VII (Urinalysis and Pathological terminology). Remember that the words in boldface are most important.

- 5 Read (highlight and/or take notes on) Section VIII (Laboratory Tests, Clinical Procedures and Abbreviations).
- 6 Read and answer questions in Practical Applications, Section IX (Urological Case Study). Check your answers with Answers to Practical Applications at the end of the Section XI (Answers to Exercises).
- 7 Answer questions in Section X, (Exercises). Carefully check your answers in Section XI. Some students make copies of these pages before filling them in and practice doing the exercises several times.
- 8 Write meanings of terms in Section XII (Pronunciation of Terms).
- 9 Listen to the Pronunciation of Terms on the CD-ROM.
- 10 Watch the video after flashcards and text work is done.
- 11 Complete activities for Chapter 7 on the CD-ROM. Submit a report of at least 8 of the exercises to your instructor.
- 12 Fill-in meanings in Section XIII (Review Sheet).
- 13 Test yourself until you remember the meanings of all word parts!
- 14 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the spelling test at a minimum of 78%.

Unit 8 Female Reproductive

Overview/Purpose

This chapter teaches the terminology of the female reproductive system, including terms related to menstruation, pregnancy and hormonal interactions.

Target Competencies

- 1 Interpret medical terms related to the female reproductive system

Assessment Strategies

through an oral presentation
 through a written or graphic product
 by using references
 by using medical documentation

Criteria

Your performance will be successful when the:

you apply the rules of medical language
 written or graphic product interprets medical terms related to the structure and function of the female reproductive system
 written or graphic product interprets pathological terms related to the female reproductive system
 written or graphic product identifies the terms related to the diagnostic procedures of the female reproductive system
 written or graphic product identifies the terms related to the treatments of disorders of the female reproductive

systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the female reproductive system

Identify meanings of key word components of the female reproductive system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the female reproductive system

Use terms related to the female reproductive system

Use terms related to the diseases and disorders of the female reproductive system

Learning Activities

- 1 Read Chapter 8 in your textbook .
- 2 Make flash cards for each new word part.
- 3 Make a tape recording of each word listed on pages 284-290. Listen to your pronunciation and practice spelling
- 4 Complete exercises in textbook.
- 5 Recommended: View video on Female Reproductive System in ATL to broaden your understanding of information presented in class
- 6 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

Unit 9 The Male Reproductive

Overview/Purpose

This chapter teaches the terminology of the male reproductive system. Many students ask me why this chapter is shorter than the previous one on the female reproductive system. The answer is that the female system is more complex because of the hormone interactions and pregnancy! STD'S are included in this chapter because these diseases affect both men and women.

Target Competencies

- 1 Interpret medical terms related to the male reproductive system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the male reproductive system

written or graphic product interprets pathological terms related to the male reproductive system

written or graphic product identifies the terms related to the diagnostic procedures of the male reproductive system
written or graphic product identifies the terms related to the treatments of disorders of the male reproductive systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the male reproductive system

Identify meanings of key word components of the male reproductive system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the male reproductive system

Use terms related to the male reproductive system

Use terms related to the diseases and disorders of the male reproductive system

Learning Activities

- 1 Read Chapter 9 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Make a tape recording of each word identified by instructor listed in text pronunciation . Listen to your pronunciation and practice spelling.
- 4 Complete exercises in textbook.
- 5 Recommended: View teacher prepared video in ATL on Male Reproductive System in ATL to broaden your understanding of information presented in class.
- 6 Review learning objectives.
- 7 Work on CD-ROM every week in class
- 8 Bring flashcards to class.
- 9 Take the test on the Urinary and Reproductive Systems.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the test on the urinary and reproductive systems at a minimum of 78%.

Unit 10 The Nervous System

Overview/Purpose

Try not to be intimidated by this chapter! It is difficult to understand the nervous system; there is so much that physicians don't understand about it as well! In fact, so many of the diseases and abnormal conditions that are diagnosed have little or no treatment options. A neurologist is an internal medicine specialist who is primarily a diagnostician, rather than a physician who is able to treat and cure illness.

Target Competencies

- 1 Interpret terms related to the nervous system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references

by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language

written or graphic product interprets medical terms related to the structure and function of the nervous system

written or graphic product interprets pathological terms related to the nervous system

written or graphic product identifies the terms related to the diagnostic procedures of the nervous system

written or graphic product identifies the terms related to the treatments of disorders of the nervous system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the nervous system

Identify meanings of key word components of the nervous system

Categorize diagnostic, therapeutic, procedural or anatomic terms related to the nervous system

Use terms related to the nervous system

Use terms related to the diseases and disorders of the nervous system

Learning Activities

- 1 Read Chapter 10 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Complete exercises in textbook.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

Unit 11 Cardiovascular System

Overview/Purpose

This is a difficult and long unit of study. Many students find it very interesting because cardiovascular disease is the leading cause of death in the United States and most students know of someone who has died unexpectedly from it. Understanding the terms and the basic anatomy has personal benefits for each learner.

Target Competencies

- 1 Interpret terms related to the cardiovascular system

Assessment Strategies

through an oral presentation

through a written or graphic product

by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the cardiovascular system
written or graphic product interprets pathological terms related to the cardiovascular system
written or graphic product identifies the terms related to the diagnostic procedures of the cardiovascular system
written or graphic product identifies the terms related to the treatments of disorders of the cardiovascular system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the cardiovascular system
Identify meanings of key word components of the cardiovascular system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the cardiovascular system
Use terms related to the cardiovascular system
Use terms related to the diseases and disorders of the cardiovascular system

Learning Activities

- 1 Read Chapter 11 in your textbook.
- 2 Complete exercises in textbook.
- 3 Make flash cards for each new word part.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.
- 9 Take the test on the Nervous and Cardiovascular System.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the Nervous and cardiovascular test at a minimum of 78%.

Unit 12 Respiratory System

Overview/Purpose

For most students this unit of study is a welcome unit of study after the nervous and the cardiovascular system. The anatomy is short and diseases and terms are easy to learn.

Target Competencies

1 Interpret terms related to the respiratory system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the respiratory system
written or graphic product interprets pathological terms related to the respiratory system
written or graphic product identifies the terms related to the diagnostic procedures of the respiratory system
written or graphic product identifies the terms related to the treatments of disorders of the respiratory system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the respiratory system
Identify meanings of key word components of the respiratory system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the respiratory system
Use terms related to the respiratory system
Use terms related to the diseases and disorders of the respiratory system

Learning Activities

- 1 Read Chapter 12 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 4 Recommended: View teacher prepared video . Follow the instructions on the video.
- 5 Complete exercises in textbook.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

Unit 13 Blood System

Overview/Purpose

The terms in this chapter are difficult to pronounce and spell. Take extra time to work on the terms. They are used on discharge summaries and laboratory reports. The laboratory tests also are common and an understanding of them is to your advantage.

Target Competencies

1 Interpret terms related to the blood

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the blood
written or graphic product interprets pathological terms related to the blood
written or graphic product identifies the terms related to the diagnostic procedures performed on blood
written or graphic product identifies the terms related to the treatments of disorders of the blood

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the blood
Identify meanings of key word components of the blood
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the blood
Use terms related to the blood
Use terms related to the diseases and disorders of the blood

Learning Activities

- 1 Read Chapter 13 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Complete exercises in textbook.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

Unit 14 Lymph and Immune System

Overview/Purpose

This is my favorite chapter in the book. We are learning so very much about the immune system. The brief overview of cell-mediated and humoral immunity is of value to each student. Immune diseases are on the rise. Discussion for this chapter should prove interesting.

Target Competencies

- 1 Interpret medical terms related to the lymph and immune systems

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the lymph and immune systems
written or graphic product interprets pathological terms related to the lymph and immune systems
written or graphic product identifies the terms related to the diagnostic procedures of the lymph and immune systems
written or graphic product identifies the terms related to the treatments of disorders of the lymph and immune systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the lymph and immune systems
Identify meanings of key word components of the lymph and immune systems
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the lymph and immune systems
Use terms related to the lymph and immune systems
Use terms related to the diseases and disorders of the lymph and immune systems

Learning Activities

- 1 Read Chapter 14 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Complete exercises in textbook.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.
- 9 Take test.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the test on the respiratory, blood and lymph system at a minimum of 78%.

Unit 15 Musculoskeletal System

Overview/Purpose

This is the longest chapter in the text but most student do not have difficulty learning the terms because they are familiar with the names of the bones of the body. So get your flashcards done in short order because the text and CD-ROM work is time consuming.

Target Competencies

- 1 Interpret terms related to the musculoskeletal system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the musculoskeletal system
written or graphic product interprets pathological terms related to the musculoskeletal system
written or graphic product identifies the terms related to the diagnostic procedures of the musculoskeletal system
written or graphic product identifies the terms related to the treatments of disorders of the musculoskeletal system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the musculoskeletal system
Identify meanings of key word components of the musculoskeletal system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the musculoskeletal system
Use terms related to the musculoskeletal system
Use terms related to the diseases and disorders of the musculoskeletal system

Learning Activities

- 1 Read Chapter 15 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Complete exercises in textbook.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review behavioral objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

Unit 16 The Skin

Overview/Purpose

The lesions and symptoms of the skin conditions are used often in the history and physical section of the medical record. Every skin lesion is described with these terms and the reader knows what the skin looked like based on the word description. Many of the word parts are unique to this chapter alone so do make sure to know your flashcards.

Target Competencies

- 1 Interpret medical terms related to the integumentary system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the integumentary system
written or graphic product interprets pathological terms related to the integumentary system
written or graphic product identifies the terms related to the diagnostic procedures of the integumentary system
written or graphic product identifies the terms related to the treatments of disorders of the integumentary systems

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the integumentary system
Identify meanings of key word components of the integumentary system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the integumentary system
Use terms related to the integumentary system
Use terms related to the diseases and disorders of the integumentary system

Learning Activities

- 1 Read Chapter 16 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Complete exercises in textbook.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.
- 9 Prepare to take the test.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.

- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the test on the skin and the musculoskeletal system at a minimum of 78%.

Unit 17 The Ear and Eye

Overview/Purpose

A quick and easy to understand anatomy section makes this chapter move quickly. Middle ear infections are the most common visit to the doctors office by small children. If you plan on working in a clinic setting, do study the ear diseases carefully.

Target Competencies

- 1 Interpret terms related to the sensory system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the sensory system
written or graphic product interprets pathological terms related to the sensory system
written or graphic product identifies the terms related to the diagnostic procedures of the sensory system
written or graphic product identifies the terms related to the treatments of disorders of the sensory system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the sensory system
Identify meanings of key word components of the sensory system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the sensory system
Use terms related to the sensory system
Use terms related to the diseases and disorders of the sensory system

Learning Activities

- 1 Read Chapter 17 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Complete exercises in textbook.
- 4 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 5 Recommended: View teacher prepared video .
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.

Unit 18 Endocrine System

Overview/Purpose

Finally, the last chapter for this course. This unit of study is a real challenge for most students. It is easy to get the diseases mixed up when you first learn them. Do not get discouraged. Try to learn the function of the organs first, then notice that the diseases are either too high or too low on the hormone secretion. Study for the Final Exam.

Target Competencies

- 1 Interpret terms related to the endocrine system

Assessment Strategies

through an oral presentation
through a written or graphic product
by using references
by using medical documentation

Criteria

Your performance will be successful when:

you apply the rules of medical language
written or graphic product interprets medical terms related to the structure and function of the endocrine system
written or graphic product interprets pathological terms related to the endocrine system
written or graphic product identifies the terms related to the diagnostic procedures of the endocrine system
written or graphic product identifies the terms related to the treatments of disorders of the endocrine system

Learning Objectives

Apply the rules of medical language to build, analyze, spell, pronounce, abbreviate, and define terms as they relate to the endocrine system
Identify meanings of key word components of the endocrine system
Categorize diagnostic, therapeutic, procedural or anatomic terms related to the endocrine system
Use terms related to the endocrine system
Use terms related to the diseases and disorders of the endocrine system

Learning Activities

- 1 Read Chapter 18 in your textbook.
- 2 Make flash cards for each new word part.
- 3 Make a tape recording of words found in the pronunciation list. Listen to your pronunciation and practice spelling.
- 4 Complete exercises in textbook.
- 5 Recommended: View teacher prepared video . Follow the instructions on the video.
- 6 Review learning objectives.
- 7 Work on CD-ROM completing at least eight of the exercises and submitting a report to the instructor..
- 8 Bring flashcards to class.

- 9 Study for and Take the final exam.

Assessment Activities

- 1 Test yourself to make sure you know the word parts!
- 2 State the meaning of your flashcards to a friend to 100% accuracy.
- 3 Listen to the tape you prepared as you read the term in the text. Compare your pronunciation with the pronunciation key found on the CD-ROM.
- 4 Pass the sense organ and endocrine system test at a minimum of 78%.
- 5 Complete the final exam at a 78% or greater.

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