

MEDICAL LANGUAGE

OBJECTIVES / RATIONALE

Medical language is used by all members of the health care team. It is essential for students to develop the knowledge of medical language. The student is expected to demonstrate use of precise medical language to clearly communicate ideas accurately interpret, transcribe, and communicate using medical terms, and interpret technical material. (HST I)

TEKS 121.2 (c) 1D, 3A
121.3 (c) 1C, 1D, 2F

TAKS ELA 1, 3, 4

KEY POINTS

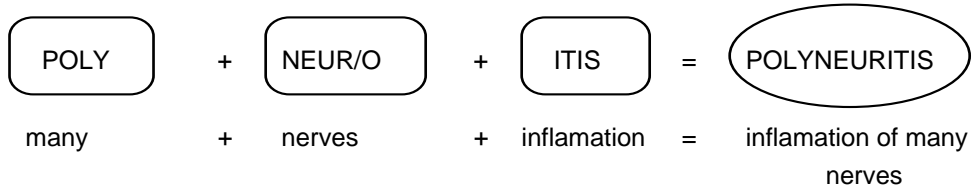
- I. It is nearly impossible for even the most experienced health professional to be familiar with every medical term. However, knowledge of prefixes, suffixes, and root words is essential. It is vital that every health professional be familiar with the commonly used medical terminology.

A medical dictionary is an excellent reference for unfamiliar terms.
A PDR (*Physician's Desk Reference*) is a reliable dictionary for medications.

II. Word Parts / Building Blocks

- A. Most medical terms are formed by a combination of basic word parts. An understanding of how these parts work together makes interpreting medical language easier.
- B. Prefixes - usually indicate location, time, or number
- come at the beginning of the word
Suffixes - usually indicate the procedure, disease, or condition
- come after the root word
Root Words - usually indicate the part of the body involved
- C. Combining Vowel - usually "O"
- attached to root word
- used to make medical terms easier to pronounce
- is NOT used when suffix begins with a vowel
- IS used when suffix begins with a consonant

Prefix + Root Word + Suffix = Medical Term



III. Common Medical Prefixes

A-	away from, negative, without
Ab-	away from
Ad-	toward, in the direction of
Dys-	difficult, painful, bad
Hyper-	over, above, increased
Hypo-	below, under, decreased
Inter-	between, among
Intra-	within, inside
Peri	surrounding, around
Poly-	many
Sub-	under, less, below
Super-	above, excessive, beyond
Supra-	above, excessive, beyond

IV. Common Medical Suffixes

malacia	abnormal softening
megaly	enlargement, large
necrosis	death of tissue
ology	the study of
osis	disease, abnormal condition
ostomy	surgically create a mouth or opening
otomy	surgical incision
pathy	disease
plasty	surgical repair
rrhage/rrhagia	bursting forth, excessive flow
rrhaphy	suture, stitch
rrhea	flow, discharge
rrhexis	rupture
sclerosis	abnormal hardening

V. Common Medical Root Words

cardio	heart
colo	colon
costo	ribs
entero	small intestine
gastro	stomach
hemo	blood
laryngo	larynx
myelo	spinal cord, bone marrow
myo	muscle
natal	birth
neuro	nerve
oto	ear
rhino	nose
tonsillo	tonsil

ACTIVITIES

- I. Create 3x5 flashcards containing medical prefixes, suffixes, and root words. Quiz a partner, using the flashcards.
- II. Medical Term Drag Races
- III. Complete the Medical Language Quiz

MATERIALS/RESOURCES

3x5 index cards
pens, markers
medical dictionaries
Prefixes
Suffixes
Medical Abbreviations

ASSESSMENT

Completion of the Introductory Medical Language Quiz.

ACCOMMODATIONS

For reinforcement, the student may utilize computer software program, to practice medical terminology.

For enrichment, the student will create a new game to help classmates learn the medical language.

For enrichment, the student will participate in HOSA Medical Terminology competitive event (www.hosa.org)

REFLECTIONS

Medical Term Drag Races

1. divide class into equal teams or rows; select 1-2 students as “callers”
2. callers go to front of room and the students are seated in teams or rows
3. first person (front seat) in each row stands so one member of each stands
4. Using the flashcards, a “caller” will give participants a definition or term. Participants will respond with the corresponding medical term or definition. (only students who are standing may call out the answer; if others call out an answer, that team will be disqualified).
5. The participant who calls out the first correct answer will be seated and the next team member in that row (team) will stand. The other participants remain standing.
6. Next round - caller gives new term or definition and the process is repeated until one team has every member answer correctly.
That team (row) wins.

note:

Students may get loud during this FUN activity! However, it encourages them to study the terms diligently to help their team the next day.

To provide variety: start with back seat and work forward to the first seat or mix up students in different rows.

Rules: Only the students who are standing may call out the answer. If others speak out, their team will be disqualified.

Medical Language Quiz

Define the following:

1. A _____
2. ALGIA _____
3. ECTOMY _____
4. HYPER _____
5. HYPO _____
6. ITIS _____
7. MALACIA _____
8. NECROSIS _____
9. OSIS _____
10. OSTOMY _____
11. OTOMY _____
12. PLASTY _____
13. RRHAPHY _____
14. SCLEROSIS _____
15. STENOSIS _____
16. PERI _____
17. SUPRA _____
18. MYO _____
19. ARTERIO _____
20. ARTHRO _____
21. NATAL _____
22. INTER _____

23. CENTESIS_____
24. HEMO_____
25. GRAPHY_____
26. COLOTOMY_____
27. CARDIOMEGALY_____
28. NEUROPLASTY_____
29. SUBCOSTAL_____
30. ARTERIONECROSIS_____
31. ARTERIOGRAPHY_____
32. POLYNEURITIS_____
33. POSTNATAL_____
34. PERICARDIECTOMY_____
35. INTERMUSCULAR_____
36. GASTRALGIA_____
37. ABDOMINOCENTESIS_____
38. APPENDECTOMY_____
39. OTORHINOLARYNGOLOGY_____
40. GASTRITIS_____
41. HEMORRHAGE_____
42. CARDIOLOGY_____
43. RHINOPLASTY_____
44. OTITIS_____
45. TONSILLITIS_____

46. COLOSTOMY_____
47. ARTERIOSTENOSIS_____
48. MYOMALACIA_____
49. ARTHRITIS_____
50. SUPRACOSTAL_____