

Medical Terminology

Subject: Career Development and Career and Technical Education

Grade: 09

Expectations: 24

Breakouts: 48

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
3. The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.
4. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
5. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to learn the knowledge and skills necessary to pursue a health science career through further education and employment.
6. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
7. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
8. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) express ideas in a clear, concise, and effective manner;
 - (i) express ideas in a clear manner
 - (ii) express ideas in a concise manner
 - (iii) express ideas in a[n] effective manner

- (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and
 - (i) exhibit the ability to cooperate as a member of a team
 - (ii) exhibit the ability to contribute as a member of a team
 - (iii) exhibit the ability to collaborate as a member of a team
 - (C) exemplify professional work standards such as appearance, attire, time management, organizational skills, and responsibilities.
 - (i) exemplify professional work standards
- (2) The student recognizes the terminology related to the health science industry. The student is expected to:
- (A) identify abbreviations, acronyms, and symbols related to the health science industry;
 - (i) identify abbreviations related to the health science industry
 - (ii) identify acronyms related to the health science industry
 - (iii) identify symbols related to the health science industry
 - (B) recognize the incorrect use of abbreviations, acronyms, and symbols through review of The Joint Commission's "Do Not Use List";
 - (i) recognize the incorrect use of abbreviations through review of The Joint Commission's "Do Not Use List"
 - (ii) recognize the incorrect use of acronyms through review of The Joint Commission's "Do Not Use List"
 - (iii) recognize the incorrect use of symbols through review of The Joint Commission's "Do Not Use List"
 - (C) identify and define the component parts of medical words, including root, prefix, suffix, and combining vowels;
 - (i) identify the component parts of medical words, including root
 - (ii) identify the component parts of medical words, including prefix
 - (iii) identify the component parts of medical words, including suffix
 - (iv) identify the component parts of medical words, including combining vowels
 - (v) define the component parts of medical words, including root
 - (vi) define the component parts of medical words, including prefix
 - (vii) define the component parts of medical words, including suffix
 - (viii) define the component parts of medical words, including combining vowels
 - (D) practice word-building skills;
 - (i) practice word-building skills
 - (E) research the origins of eponyms;
 - (i) research the origins of eponyms
 - (F) recall directional terms and anatomical planes related to body structure;
 - (i) recall directional terms
 - (ii) recall anatomical planes related to body structure

- (G) define and accurately spell occupationally specific terms such as those relating to the body systems, surgical and diagnostic procedures, diseases, and treatment; and
 - (i) define occupationally specific terms
 - (ii) accurately spell occupationally specific terms
 - (H) use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry.
 - (i) use prior knowledges to understand the meaning of terms as they relate to the health science industry
 - (ii) use prior experiences to understand the meaning of terms as they relate to the health science industry
- (3) The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to:
- (A) demonstrate appropriate verbal strategies such as correct pronunciation of medical terms and written strategies such as correct spelling in a variety of health science scenarios;
 - (i) demonstrate appropriate verbal strategies
 - (ii) demonstrate appropriate written strategies
 - (B) employ increasingly precise language to communicate; and
 - (i) employ increasingly precise language to communicate
 - (C) translate technical material related to the health science industry.
 - (i) translate technical material related to the health science industry
- (4) The student examines available resources. The student is expected to:
- (A) examine medical and dental dictionaries and multimedia resources;
 - (i) examine medical dictionaries
 - (ii) examine dental dictionaries
 - (iii) examine multimedia resources
 - (B) integrate resources to interpret technical materials; and
 - (i) integrate resources to interpret technical materials
 - (C) investigate electronic and digital media with appropriate supervision.
 - (i) investigate electronic media with appropriate supervision
 - (ii) investigate digital media with appropriate supervision
- (5) The student interprets medical abbreviations. The student is expected to:
- (A) distinguish medical abbreviations used throughout the health science industry; and
 - (i) distinguish medical abbreviations used throughout the health science industry
 - (B) translate medical abbreviations in simulated technical material such as physician progress notes, radiological reports, and laboratory reports.
 - (i) translate medical abbreviations in simulated technical material

- (6) The student appropriately translates health science industry terms. The student is expected to:
- (A) interpret, transcribe, and communicate vocabulary related to the health science industry;
 - (i) interpret vocabulary related to the health science industry
 - (ii) transcribe vocabulary related to the health science industry
 - (iii) communicate vocabulary related to the health science industry
 - (B) translate medical terms to conversational language to facilitate communication;
 - (i) translate medical terms to conversational language to facilitate communication
 - (C) distinguish medical terminology associated with medical specialists such as geneticists, pathologists, and oncologists;
 - (i) distinguish medical terminology associated with medical specialists
 - (D) summarize observations using medical terminology; and
 - (i) summarize observations using medical terminology
 - (E) interpret contents of medical scenarios correctly.
 - (i) interpret contents of medical scenarios correctly