

## iCEV Medical Terminology

Knowledge and Skill Statement	Student Expectation	Breakout	iCEV Citation			
			Narrative/Activity	Type of Citation (New Content/New Citation)	Lesson	New Location
(2) The student recognizes the terminology related to the health science industry. The student is expected to:	(H) use prior knowledge and experiences 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	Narrative	New Content	Morphemes: Special Senses	Student Handout- Verbal & Written Strategies (Pages 2-4)

# Verbal & Written Strategies

Medical terminology and terms used throughout the health science industry should be used by all professionals. Using these terms helps the industry be consistent when regarding this verbiage.

Implementing correct verbal and written strategies is important within the health science industry. Making errors in medical words or phrases can lead to problems when caring for a patient. If a term is mispronounced or misspelled, an incorrect diagnosis or treatment plan can occur, potentially causing the patient harm. Additionally, any errors may damage a medical professional's reputation in the industry.

Learning medical terms and terminology can be difficult, as some terms can be hard to spell and pronounce. Using prior knowledge, skills and experiences can provide context clues for the term's meaning. For example, a nurse assists in the operating room with a mastoidectomy, which is a surgery that removes cells located behind the ears. When encountering words in the future ending in -ectomy, which means the surgical removal of, the nurse can infer a partial meaning of the term. Learning can be based on or influenced by prior knowledge, skills or experiences. Therefore, using the preceding understanding of terms or morphemes benefits health science professionals. For example, when learning about medical terminology, a medical student remembered having a tonsillectomy as a child, which is the surgical removal of the tonsils. The ability to relate to learning allows one to retain more knowledge and engage in higher thought.

A health science professional should build the medical terms piece-by-piece. For example, when a child uses building blocks to play, they are using the blocks to stack and build upon each other to create something. A building block alone is simple, but when adding it to others, the blocks create a new shape or form. Similarly, with medical terminology, "building blocks" can be stacked and built upon each other to create a single medical term.

The following is an example of building the components of the word hyperthyroidism:

hyper		thyroid		ism
above normal	+	endocrine system organ	+	condition

The structure of most medical terms includes prefixes, suffixes and root words.

## Prefixes

- Appear at the beginning of a term
- Can indicate location, direction, time, quality or quantity
- In the example above, the term "hyper" would be the prefix

## **Suffixes**

- Appear at the end of a term
- Can indicate procedure, function, test, condition or pathology
- In the example above, the term “ism” would be the suffix

## **Root Words**

- Are the base component of a term
- Convey the primary meaning
- Can indicate a body part or system
- Some terms may contain more than one root word
- In the example above, the term “thyroid” would be the root word

A medical term can consist of various combinations of prefixes, suffixes and root words. The combinations could include:

- Prefix + root word + suffix
- Root word + suffix
- Prefix + root word

Some terms may need a combining vowel to make more sense when pronouncing. Combining vowels help to link two root words or a root word and a suffix together.

Some examples could include:

- Therm/o/meter
- Rhin/o/plasty
- Electr/o/card/o/gram

When learning how to pronounce and spell medical terms correctly it is important to understand the bases of the medical terms, such as what prefix, suffix and root word is included or if there is a combining vowel.

## **Basic spelling tips include:**

- Trying to picture the word
- Sounding the word out

## **Basic pronunciation tips include:**

- Reading out loud
- Slowing down when saying the word
- Breaking down words into smaller pieces
- Learning when to stress sounds
- Listening to the word said correctly on the internet

Appropriate verbal and written strategies in special senses scenarios:

**Scenario 1:**

The patient described to the nurse everything she ate tasted metallic. She was diagnosed with dysgeusia.

dys- (prefix) + -geusia (suffix)

- dys- = difficult
- -geusia = sense of taste

**Scenario 2:**

The patient had an abnormal sensitivity to light which was preventing him from completing his daily activities. He went to see a specialist and was diagnosed with photophobia.

photo- (prefix) + -phobia (suffix)

- photo- = light
- -phobia = fear

**Scenario 3:**

The doctor used an audiometer to measure the patient's hearing.

audi/o (root) + -meter (suffix)

- audi/o = to hear
- -meter = instrument to measure

**Scenario 4:**

The patient described his tongue to be swollen and discolored. He was diagnosed with glossitis.

gloss (root) + -itis (suffix)

- gloss = tongue
- -itis = inflammation