Medical Terminology - A Living Language 8th edition Fremgen Test Bank

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Medical Terminology: A Living Language, 8e **(Fremgen)**
Chapter 1 Introduction to Medical Terminology

1.1 Fill-in-the-Blank Questions

Write the word or phrase that best completes each statement or answers the question.

All answers to questions asking for a combining form must be written in the combining form style, meaning word root/combining vowel. For example, a combining form meaning *heart* is *cardi/o*. All answers to questions asking for a suffix must be written in suffix form, meaning a hyphen before your answer. For example, the suffix meaning *cell* is *-cyte*. All answers to questions asking for a prefix must be written in prefix form, meaning a hyphen after your answer. For example, a prefix meaning *two* is *bi-*.

Do not capitalize any of your answers or include a period at the end of your answer. The computer will *not* recognize your answer as correct if it is written in any other style.

1) The combining form that means *life* is _____.
Answer: bi/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

2) The combining form that means *cancer* is _____.
Answer: carcin/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

3) The combining form that means *heart* is _____.
Answer: cardi/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

4) The combining form that means *chemical* is _____.
Answer: chem/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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5) The combining form that means *to cut* is _____.
Answer: cis/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

6) The combining form that means *skin* is _____.
Answer: dermat/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

7) The combining form that means *small intestine* is _____.
Answer: enter/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

8) The combining form that means *stomach* is _____.
Answer: gastr/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

9) The combining form that means *female* is _____.
Answer: gynec/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

10) The combining form that means *blood* is _____.
Answer: hemat/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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11) The combining form that means *protection* is _____.
Answer: immun/o
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Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

12) The combining form that means *voice box* is _____.
Answer: laryng/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

13) The combining form that means *kidney* is _____.
Answer: nephr/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

14) The combining form that means *nerve* is _____.
Answer: neur/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

15) A combining form that means *eye* is _____.
Answer: ophthalm/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

16) The combining form that means *ear* is _____.
Answer: ot/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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17) The combining form that means *disease* is _____.
Answer: path/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

18) The combining form that means *lung* is _____.
Answer: pulmon/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

19) The combining form that means *nose* is _____.
Answer: rhin/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

20) A prefix that means *fast* is _____.
Answer: tachy-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

21) A prefix that means *against* is _____.
Answer: anti-
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

22) A prefix that means *self* is _____.
Answer: auto-
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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23) A prefix that means *slow* is _____.
Answer: brady-
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

24) A prefix that means *apart from* is _____.
Answer: dis-
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

25) A prefix that means *painful* or *difficult* is _____.
Answer: dys-
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

26) A prefix that means *within* or *inner* is _____.
Answer: endo-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

27) A prefix that means *above* is _____.
Answer: epi-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

28) A prefix that means *normal* is _____.
Answer: eu-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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29) A prefix that means *outward* is _____.
Answer: ex-
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

30) A prefix that means *outside of* is _____.
Answer: extra-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

31) A prefix that means *different* is _____.
Answer: hetero-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

32) A prefix that means *same* is _____.
Answer: homo-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

33) A prefix that means *between* is _____.
Answer: inter-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

34) A prefix that means *within* is _____.
Answer: intra-; endo-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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35) A prefix that means *large* is _____.
Answer: macro-
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

36) A prefix that means *new* is _____.
Answer: neo-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

37) A prefix that means *not* is _____.
Answer: non-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

38) A prefix that means *after* is _____.
Answer: post-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

39) A prefix that means *false* is _____.
Answer: pseudo-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

40) A prefix that means *together* is _____.
Answer: syn-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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41) A prefix that means *across* is _____.
Answer: trans-
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

42) A prefix that means *two* is _____.
Answer: bi-
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

43) A prefix that means *four* is _____.
Answer: quadri-; tetra-
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

44) A prefix that means *three* is _____.
Answer: tri-
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

45) A prefix that means *none* is _____.
Answer: nulli-
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

46) A prefix that means *small* is _____.
Answer: micro-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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47) A prefix that means *all* is _____.
Answer: pan-
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

48) A suffix that means *enlarged* is _____.
Answer: -megaly
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

49) A suffix that means *protrusion* is _____.
Answer: -cele
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

50) A suffix that means *pain* is _____.
Answer: -dynia; -algia
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

51) A suffix that means *cell* is _____.
Answer: -cyte
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

52) A suffix that means *dilation* is _____.
Answer: -ectasis
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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53) A suffix that means *inflammation* is _____.
Answer: -itis
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

54) A suffix that means *one who studies* is _____.
Answer: -logist
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

55) A suffix that means *study of* is _____.
Answer: -logy
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

56) A suffix that means *destruction* is _____.
Answer: -lytic
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

57) A suffix that means *abnormal softening* is _____.
Answer: -malacia
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

58) A suffix that means *tumor* or *mass* is _____.
Answer: -oma
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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59) A suffix that means *disease* is _____.
Answer: -pathy
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

60) A suffix that means *drooping* is _____.
Answer: -ptosis
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

61) A suffix that means *rupture* is _____.
Answer: -rrhexis
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

62) A suffix that means *hardening* is _____.
Answer: -sclerosis
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

63) A suffix that means *narrowing* is _____.
Answer: -stenosis
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

64) A suffix that means *treatment* is _____.
Answer: -therapy
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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65) A suffix that means *puncture to withdraw fluid* is _____.
Answer: -centesis
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

66) A suffix that means *surgical removal* is _____.
Answer: -ectomy
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

67) A suffix that means *surgically create an opening* is _____.
Answer: -ostomy
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

68) A suffix that means *cutting into* is _____.
Answer: -otomy
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

69) A suffix that means *surgical fixation* is _____.
Answer: -pexy
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

70) A suffix that means *surgical repair* is _____.
Answer: -plasty
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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71) A suffix that means *suture* is _____.
Answer: -rrhaphy
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

72) A suffix that means *record* or *picture* is _____.
Answer: -gram
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

73) A suffix that means *process of recording* is _____.
Answer: -graphy
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

74) A suffix that means *instrument for measuring* is _____.
Answer: -meter
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

75) A suffix that means *process of measuring* is _____.
Answer: -metry
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

76) A suffix that means *instrument for viewing* is _____.
Answer: -scope
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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77) A suffix that means *process of visually examining* is _____.
Answer: -scopy
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

78) A suffix that means *pertaining to visually examining* is _____.
Answer: -scopic
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

1.2 True/False Questions

1) A combining form consists of a word root and combining vowel.
Answer: TRUE
Page Ref: 4
Learning Obj.: 1
Taxonomy: Remembering
Question Type: Word Building

2) The prefix often indicates the body system or organ being discussed.
Answer: FALSE
Explanation: The prefix often indicates the location of an organ, the number of parts, or the time (frequency). The word root often indicates the body system or organ being discussed.
Page Ref: 5
Learning Obj.: 1
Taxonomy: Remembering
Question Type: Word Building

3) Combining vowels make medical terms easier to pronounce.
Answer: TRUE
Page Ref: 3
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

4) Prefixes are placed before a word root.
Answer: TRUE
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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5) All medical terms must have a prefix.
Answer: FALSE
Explanation: Every medical term must have a suffix. It is the only required word part.
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

6) Adjective suffixes convert a word root into an adjective.
Answer: TRUE
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

7) Different pronunciations of medical terms are acceptable.
Answer: TRUE
Page Ref: 11
Learning Obj.: 4
Taxonomy: Remembering
Question Type: Word Building

8) Different spellings of medical terms are acceptable.
Answer: FALSE
Explanation: It is okay to pronounce terms differently, but correct spelling is critical.
Page Ref: 11
Learning Obj.: 5
Taxonomy: Remembering
Question Type: Spelling

9) Terms ending in *-a* are pluralized by simply adding an *-e* to the end of the term.
Answer: TRUE
Page Ref: 12
Learning Obj.: 6
Taxonomy: Remembering
Question Type: Spelling

10) Terms ending in *-um* are pluralized by simply adding an *-s* to the end of the term.
Answer: FALSE
Explanation: Terms ending in *-um* are pluralized by dropping the *-um* and adding an *-a*.
Page Ref: 12
Learning Obj.: 6
Taxonomy: Remembering
Question Type: Spelling

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11) Abbreviations are an important part of learning medical terminology.
Answer: TRUE
Page Ref: 13
Learning Obj.: 7
Taxonomy: Remembering
Question Type: Abbreviations

12) A History and Physical is written each time a specialist evaluates a patient.
Answer: FALSE
Explanation: A History and Physical is written by the admitting physician and details the patient's history, results of physician's examination, initial diagnoses, and physician's plan of treatment. A consultation report is written by a specialist.
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

13) Ancillary Reports are written by the anesthesiologist and surgeon.
Answer: FALSE
Explanation: An ancillary report is a report from various therapies and treatments the patient has received, such as rehabilitation, social services, or respiratory therapy. An anesthesiologist writes an anesthesiologist's report, and a surgeon writes an operative report.
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

14) A Pathologist's Report gives the results of the examination of tissue removed from a patient.
Answer: TRUE
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

15) The results from the lab and X-rays are given in a Diagnostic Report.
Answer: TRUE
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

16) The Informed Consent must be signed by a patient voluntarily.
Answer: TRUE
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

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17) A psychiatric hospital is an example of an ambulatory care center.
Answer: FALSE
Explanation: A psychiatric hospital is an example of a specialty care hospital.
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

18) Rehabilitation centers provide supportive care for terminal patients.
Answer: FALSE
Explanation: Hospice provides supportive care for terminal patients. Rehabilitation centers provide intensive physical and occupational therapy.
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

19) Home health care provides nursing, therapy, and personal care in the patient's home.
Answer: TRUE
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

20) Ambulatory care and outpatient clinics both provide services that do not require overnight hospitalization.
Answer: TRUE
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

21) The suffix -*gram* means a record or picture.
Answer: TRUE
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

22) The suffix -*scope* means instrument for measuring.
Answer: FALSE
Explanation: The suffix -*scope* means instrument for viewing; the suffix -*meter* means instrument for measuring.
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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23) The suffix -*tome* means instrument to cut.
Answer: TRUE
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

24) The suffix -*ectomy* means to surgically repair.
Answer: FALSE
Explanation: The suffix -*ectomy* means to surgically remove; the suffix -*plasty* means to surgically repair.
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

25) The suffix -*pexy* means surgical fixation.
Answer: TRUE
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

26) The suffix -*otomy* means to surgically remove.
Answer: FALSE
Explanation: The suffix -*otomy* means to surgically cut into; the suffix -*ectomy* means to surgically remove.
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

27) The suffix -*osis* means abnormal condition.
Answer: TRUE
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

28) The suffix -*trophy* means treatment.
Answer: FALSE
Explanation: The suffix -*trophy* means development; the suffix -*therapy* means treatment.
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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29) The suffix -*genic* means producing.
Answer: TRUE
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

30) The suffix -*megaly* means abnormal softening.
Answer: FALSE
Explanation: The suffix -*megaly* means enlarged; the suffix -*malacia* means abnormal softening.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

31) The prefix *mono-* means one.
Answer: TRUE
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

32) The prefix *multi-* means none.
Answer: FALSE
Explanation: The prefix *multi-* means many; the prefix *nulli-* means none.
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

33) The prefixes *quadri-* and *tetra-* have the same meaning.
Answer: TRUE
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

34) The prefix *per-* means beside.
Answer: FALSE
Explanation: The prefix *per-* means through; the prefix *para-* means beside.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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35) The prefix *pseudo-* means above.
Answer: FALSE
Explanation: The prefix *pseudo-* means false; the prefix *epi-* means above.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

36) The suffixes *-iasis* and *-osis* have the same meaning.
Answer: TRUE
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

37) The suffixes *-rrhea* and *-rrhexis* have the same meaning.
Answer: FALSE
Explanation: The suffix *-rrhea* means discharge; the suffix *-rrhexis* means rupture.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

38) The prefix *eu-* means painful or difficult.
Answer: FALSE
Explanation: The prefix *eu-* means normal; the prefix *dys-* means painful or difficult.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

39) The prefixes *a-* and *an-* have the same meaning.
Answer: TRUE
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

40) The prefix *brady-* means fast.
Answer: FALSE
Explanation: The prefix *brady-* means slow; the prefix *tachy-* means fast.
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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41) The combining form *bi/o* means life.
Answer: TRUE
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

42) The combining form *gynec/o* means beginning.
Answer: FALSE
Explanation: The combining form *gynec/o* means female.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

43) The combining form *hemat/o* means blood.
Answer: TRUE
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

44) The combining form *nephr/o* means nerve.
Answer: FALSE
Explanation: The combining form *nephr/o* means kidney; the combining form *neur/o* means nerve.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

45) The combining form *cardi/o* means heart.
Answer: TRUE
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

46) The combining form *carcin/o* means disease.
Answer: FALSE
Explanation: The combining form *carcin/o* means cancer; the combining form *path/o* means disease.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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47) The combining form *ot/o* means eye.
Answer: FALSE
Explanation: The combining form *ot/o* means ear; the combining form *ophthalm/o* means eye.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

48) The combining form *dermat/o* means skin.
Answer: TRUE
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

49) The combining form *enter/o* means inside.
Answer: FALSE
Explanation: The combining form *enter/o* means small intestine.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

50) The combining form *gastr/o* means stomach.
Answer: TRUE
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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1.3 Multiple Choice Questions

1) Which is NOT one of the word parts in a medical term?
A) combining vowel
B) word root
C) combining form
D) suffix
Answer: C
Explanation: The combining form is not part of a medical term; it is used to write a word root by itself. Combining vowel, word root, and suffix are all parts of a medical term.
Page Ref: 3
Learning Obj.: 1
Taxonomy: Remembering
Question Type: Word Building

2) Which medical terminology word part provides the general meaning of the word?
A) combining vowel
B) word root
C) suffix
D) prefix
Answer: B
Explanation: The word root provides the general meaning of the word. The combining vowel makes it possible to pronounce long medical terms and to combine parts. The suffix is added to the end of a term to add meaning, such as a condition, disease, or procedure. The prefix is added to the beginning of the term and gives us information such as the location of an organ, the number of parts, or the time (frequency).
Page Ref: 3
Learning Obj.: 1
Taxonomy: Remembering
Question Type: Word Building

3) In which situation is a combining vowel never used?
A) between two word roots
B) between a word root and the suffix when the suffix begins with a consonant
C) between a prefix and word root
D) all of the above
Answer: C
Explanation: A combining vowel is never used between a prefix and a word root. A combining vowel is used between two word roots or between a word root and suffix when the suffix begins with a consonant.
Page Ref: 3, 4
Learning Obj.: 1
Taxonomy: Remembering
Question Type: Word Building

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4) Which of the following is NOT the type of information provided by a prefix?
A) procedure
B) location of an organ
C) number of parts
D) time
Answer: A
Explanation: A suffix provides information such as a procedure. A prefix provides information such as the location of an organ, number of parts, or time.
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

5) Which of the following is the type of information provided by a suffix?
A) procedure
B) location of an organ
C) number of parts
D) time
Answer: A
Explanation: A suffix provides information such as a procedure. Information such as the location of an organ, number of parts, and time are provided by a prefix.
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

6) Which of the following statements regarding abbreviations is NOT correct?
A) Abbreviations are commonly used.
B) Using your personal abbreviations is acceptable if approved by your supervisor.
C) Use of abbreviations can be confusing.
D) Spell out abbreviations if confusion is a possibility.
Answer: B
Explanation: Using personal abbreviations is never acceptable. The other answers are correct regarding abbreviations.
Page Ref: 13
Learning Obj.: 7
Taxonomy: Remembering
Question Type: Abbreviations

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7) Which of the following healthcare specialists do NOT report information regarding a patient in an Ancillary Report?
A) rehabilitation
B) social services
C) respiratory therapy
D) nurses
Answer: D
Explanation: Nurses report information regarding a patient in the Nurse's Notes. Rehabilitation, social services, and respiratory therapy all use an Ancillary Report.
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

8) Which of the following records the patient's care throughout the day?
A) Physician's Orders
B) Discharge Summary
C) Nurse's Notes
D) History and Physical
Answer: C
Explanation: Nurse's Notes are used to record the patient's care throughout the day. The Physician's Orders are a complete list of care, medications, tests, and treatments for the patient. The Discharge Summary is a comprehensive outline of the patient's entire hospital stay. The History and Physical is written or dictated by the admitting physician and details the patient's history, results of physician's examination, initial diagnoses, and physician's plan of treatment.
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

9) A surgeon reports the details of a surgery in a(n):
A) Operative Report.
B) Anesthesiologist's Report.
C) Informed Consent.
D) Physician's Orders.
Answer: A
Explanation: The Operative Report is written by the surgeon giving the details of the surgery. The Anesthesiologist's Report is written by the anesthesiologist and details substances given to the patient, the patient's response to anesthesia, and vital signs during the surgery. The Informed Consent is a document voluntarily signed by the patient or a responsible party that clearly describes the purpose, methods, procedures, benefits, and risks of a diagnostic or treatment procedure. The Physician's Orders are a complete list of care, medications, tests, and treatments for the patient.
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

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10) The _____ is a comprehensive outline of the patient's entire hospital stay.
A) Nurse's Notes
B) Discharge Summary
C) Consultation Report
D) History and Physical
Answer: B
Explanation: The Discharge Summary is a comprehensive outline of the patient's entire hospital stay. The Nurse's Notes are a record of the patient's care throughout the day. The Consultation Report is a report given by a specialist who has been asked by the physician to evaluate the patient. The History and Physical is written by the admitting physician and details the patient's history, results of the physician's examination, initial diagnoses, and physician's plan of treatment.
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

11) Which healthcare setting provides treatment in a private office setting?
A) ambulatory care
B) specialty care
C) hospice
D) physician's office
Answer: D
Explanation: The physician's office provides treatment in a private office setting. Ambulatory care provides services not requiring overnight hospitalization. Specialty care provides care for very specific types of diseases. Hospice provides supportive treatment for terminally ill patients.
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

12) Which healthcare setting provides supportive treatment for terminally ill patients?
A) hospice
B) rehabilitation center
C) health maintenance organization
D) specialty care hospital
Answer: A
Explanation: Hospice provides supportive treatment for terminally ill patients. A rehabilitation center provides intensive physical and occupational therapy. A health maintenance organization provides a wide range of services by a group of primary-care physicians, specialists, and other healthcare professionals in a prepaid system. A specialty care hospital provides care for very specific types of diseases.
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Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

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13) Which healthcare setting provides care for patients who need extra time to recover from an illness or who can no longer care for themselves?
A) specialty care hospital
B) health maintenance organization
C) nursing home
D) general hospital
Answer: C
Explanation: A nursing home provides care for patients who need extra time to recover from an illness or who can no longer care for themselves. A specialty care hospital provides care for a very specific disease. A health maintenance organization provides a wide range of services by a group of primary-care physicians, specialists, and other healthcare professionals in a prepaid system. A general hospital provides services to diagnose (laboratory, diagnostic imaging) and treat (surgery, medications, therapy) diseases for a short period of time; in addition, they usually provide emergency and obstetrical care.
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

14) Which healthcare setting provides services in a prepaid system?
A) physician's office
B) health maintenance organization
C) specialty care hospital
D) home health care
Answer: B
Explanation: A health maintenance organization provides services in a prepaid system. A physician's office provides services in a private office setting. A specialty care hospital provides care for a very specific disease. Home health care provides nursing, therapy, personal care, or housekeeping services in a patient's home.
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

15) Which combining form means *heart*?
A) cardi/o
B) carcin/o
C) gastr/o
D) cis/o
Answer: A
Explanation: The combining form *cardi/o* means heart. *Carcin/o* means cancer, *gastr/o* means stomach, and *cis/o* means to cut.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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16) Which combining form is spelled incorrectly?
A) gastr/o
B) carcen/o
C) immun/o
D) nephr/o
Answer: B
Explanation: The correct spelling of the combining form meaning cancer is *carcin/o*. The other combining forms are spelled correctly.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Spelling

17) Which combining form is spelled incorrectly?
A) nuer/o
B) bi/o
C) rhin/o
D) path/o
Answer: A
Explanation: The correct spelling of the combining form meaning nerve is *neur/o*. The other combining forms are spelled correctly.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Spelling

18) Which combining form is spelled incorrectly?
A) dermat/o
B) hemat/o
C) nephr/o
D) opthalm/o
Answer: D
Explanation: The correct spelling of the combining form meaning eye is *ophthalm/o*. The other combining forms are spelled correctly.
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Learning Obj.: 2
Taxonomy: Remembering
Question Type: Spelling

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19) Which combining form is spelled incorrectly?
A) gynic/o
B) carcin/o
C) laryng/o
D) nephr/o
Answer: A
Explanation: The correct spelling of the combining form meaning female is *gynec/o*. The other combining forms are spelled correctly.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Spelling

20) Which combining form means *female*?
A) gastr/o
B) nephr/o
C) neur/o
D) gynec/o
Answer: D
Explanation: The combining form meaning female is *gynec/o*. *Gastr/o* means stomach, *nephr/o* means kidney, and *neur/o* means nerve.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

21) Which combining form means *skin*?
A) dermat/o
B) gynec/o
C) immun/o
D) rhin/o
Answer: A
Explanation: The combining form meaning skin is *dermat/o*. *Gynec/o* means female, *immun/o* means immunity, and *rhin/o* means nose.
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Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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22) Which combining form means *nose*?
A) pulmon/o
B) ot/o
C) rhin/o
D) laryng/o
Answer: C
Explanation: The combining form meaning nose is *rhin/o*. *Pulmon/o* means lung, *ot/o* means ear, and *laryng/o* means voice box.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

23) Which combining form means *to cut*?
A) enter/o
B) path/o
C) bi/o
D) cis/o
Answer: D
Explanation: The combining form *cis/o* means to cut. *Enter/o* means small intestine, *path/o* means disease, and *bi/o* means life.
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

24) Which combining form means *stomach*?
A) cardi/o
B) gastr/o
C) enter/o
D) nephr/o
Answer: B
Explanation: The combining form meaning stomach is *gastr/o*. *Cardi/o* means heart, *enter/o* means small intestine, and *nephr/o* means kidney.
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Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

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25) Which prefix means *before*?
A) anti-
B) pre-
C) retro-
D) in-
Answer: B
Explanation: The prefix *pre-* means before. The prefix *anti-* means against, *retro-* means backward or behind, and *in-* means not or inward.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

26) Which prefix means *outside of*?
A) homo-
B) intra-
C) extra-
D) hyper-
Answer: C
Explanation: The prefix *extra-* means outside of. The prefix *homo-* means same, *intra-* means within, and *hyper-* means excessive.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

27) Which prefix does NOT stand for a number?
A) bi-
B) per-
C) quadri-
D) tri-
Answer: B
Explanation: The prefix *per-* means through. The prefix *bi-* means two, *quadri-* means four, and *tri-* means three.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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28) Which prefix means *half*?
A) mono-
B) poly-
C) peri-
D) hemi-
Answer: D
Explanation: The prefix *hemi-* means half. The prefix *mono-* means one, *poly-* means many, and *peri-* means around.
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

29) Which prefix means *within*?
A) intra-
B) extra-
C) inter-
D) retro-
Answer: A
Explanation: The prefix *intra-* means within. The prefix *extra-* means outside of, *inter-* means between, and *retro-* means backward or behind.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

30) Which prefix means *normal*?
A) eu-
B) neo-
C) an-
D) dys-
Answer: A
Explanation: The prefix *eu-* means normal. The prefix *neo-* means new, *an-* means without, and *dys-* means difficult or painful.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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31) Which prefix means *many*?
A) nulli-
B) un-
C) poly-
D) pan-
Answer: C
Explanation: The prefix *poly-* means many. The prefix *nulli-* means none, *un-* means not, and *pan-* means all.
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

32) Which prefix means *fast*?
A) pseudo-
B) brady-
C) endo-
D) tachy-
Answer: D
Explanation: The prefix *tachy-* means fast. The prefix *pseudo-* means false, *brady-* means slow, and *endo-* means within or inner.
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

33) Which prefix means *small*?
A) pan-
B) micro-
C) ultra-
D) macro-
Answer: B
Explanation: The prefix *micro-* means small. The prefix *pan-* means all, *ultra-* means beyond, and *macro-* means large.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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34) Which prefix means *none*?
A) nulli-
B) neo-
C) mono-
D) sub-
Answer: A
Explanation: The prefix *nulli-* means none. The prefix *neo-* means new, *mono-* means one, and *sub-* means under.
Page Ref: 7
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

35) Which suffix means *pain*?
A) -cele
B) -algia
C) -ectasis
D) -oma
Answer: B
Explanation: The suffix *-algia* means pain. The suffix *-cele* means protrusion, *-ectasis* means dilation, and *-oma* means tumor or mass.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

36) Which suffix means *hardening*?
A) -trophy
B) -sclerosis
C) -plasm
D) -ptosis
Answer: B
Explanation: The suffix *-sclerosis* means hardening. The suffix *-trophy* means development, *-plasm* means formation, and *-ptosis* means drooping.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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37) Which suffix means *tumor* or *mass*?
A) -itis
B) -iasis
C) -oma
D) -osis
Answer: C
Explanation: The suffix *-oma* means tumor or mass. The suffix *-itis* means inflammation. The suffixes *-iasis* and *-osis* mean abnormal condition.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

38) Which suffix means *excessive, abnormal flow*?
A) -rrhea
B) -rrhage
C) -rrhexis
D) -rrhaphy
Answer: B
Explanation: The suffix *-rrhage* means excessive, abnormal flow. The suffix *-rrhea* means discharge, *-rrhexis* means rupture, and *-rrhaphy* means suture.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

39) Which of the following suffixes is NOT an adjective suffix?
A) -iac
B) -ia
C) -ory
D) -tic
Answer: B
Explanation: The suffix *-ia* means state or condition. The suffixes *-iac*, *-ory*, and *-tic* are adjective suffixes.
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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40) Which of the following suffixes is NOT an adjective suffix?
A) -ac
B) -eal
C) -iac
D) -ism
Answer: D
Explanation: The suffix *-ism* means state of. The suffixes *-ac*, *-eal*, and *-iac* are adjective suffixes.
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

41) Which of the following suffixes refers to an instrument?
A) -gram
B) -graphy
C) -metry
D) -scope
Answer: D
Explanation: The suffix *-scope* means instrument for viewing. The suffix *-gram* means record or picture, *-graphy* means process of recording, and *-metry* means process of measuring.
Page Ref: 10
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

42) Which of the following suffixes means *process of measuring*?
A) -graphy
B) -scopy
C) -metry
D) -otomy
Answer: C
Explanation: The suffix *-metry* means process of measuring. The suffix *-graphy* means process of recording, *-scopy* means process of visually examining, and *-otomy* means cutting into.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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43) Which of the following suffixes does NOT refer to a surgical procedure?
A) -megaly
B) -ectomy
C) -plasty
D) -ostomy
Answer: A
Explanation: The suffix *-megaly* means enlarged. The suffixes *-ectomy*, *-plasty*, and *-ostomy* all refer to a surgical procedure.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

44) Which of the following suffixes means *enlarged*?
A) -malacia
B) -ectasis
C) -megaly
D) -algia
Answer: C
Explanation: The suffix *-megaly* means enlarged. The suffix *-malacia* means abnormal softening, *-ectasis* means dilation, and *-algia* means pain.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

45) Which of the following suffixes means *puncture to withdraw fluid*?
A) -centesis
B) -ostomy
C) -otomy
D) -plasty
Answer: A
Explanation: The suffix *-centesis* means puncture to withdraw fluid. The suffix *-ostomy* means to surgically create an opening, *-otomy* means cutting into, and *-plasty* means to surgically repair.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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46) Which of the following suffixes means *protrusion*?
A) -lytic
B) -cele
C) -cyte
D) -gen
Answer: B
Explanation: The suffix *-cele* means protrusion. The suffix *-lytic* means destruction, *-cyte* means cell, and *-gen* means that which produces.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

47) Which of the following suffixes means *inflammation*?
A) -ia
B) -iasis
C) -ism
D) -itis
Answer: D
Explanation: The suffix *-itis* means inflammation. The suffix *-ia* means state or condition, *-iasis* means abnormal condition, and *-ism* means state of.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

48) Which of the following suffixes means *narrowing*?
A) -sclerosis
B) -rrhexis
C) -stenosis
D) -ptosis
Answer: C
Explanation: The suffix *-stenosis* means narrowing. The suffix *-sclerosis* means hardening, *-rrhexis* means rupture, and *-ptosis* means drooping.
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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49) Which of the following suffixes means *drooping*?
A) -ptosis
B) -plasm
C) -pathy
D) -trophy
Answer: A
Explanation: The suffix *-ptosis* means drooping. The suffix *-plasm* means formation, *-pathy* means disease, and *-trophy* means development.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

50) Which of the following suffixes means *destruction*?
A) -rrhea
B) -lytic
C) -cyte
D) -megaly
Answer: B
Explanation: The suffix *-lytic* means destruction. The suffix *-rrhea* means discharge, *-cyte* means cell, and *-megaly* means enlarged.
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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1.4 Matching Questions

Choose the item in column 2 that best matches each item in column 1.

A) backward
B) heart
C) after
D) used to indicate time
E) written by a surgeon
F) slow
G) cell
H) destruction
I) stomach
J) lung
K) kidney
L) report of treatments and therapies
M) provides supportive treatment for terminally ill
N) connects two word roots
O) written by the admitting physician
P) false
Q) word root + combining vowel
R) foundation of a medical term
S) used to indicate a procedure
T) surgical removal
U) also called a general hospital
V) provide physical and occupational therapy
W) does not require overnight hospitalization
X) hardening
Y) record of a patient's care throughout the day

1) combining vowel
Page Ref: 3, 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

2) word root
Page Ref: 3
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

3) suffix
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

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4) prefix
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Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

5) combining form
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

6) Nurse's Notes
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

7) Ancillary Report
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

8) History and Physical
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

9) Operative Report
Page Ref: 14
Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

10) acute care hospital
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

11) ambulatory care
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Taxonomy: Remembering
Question Type: Healthcare Settings

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12) rehabilitation center
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

13) hospice
Page Ref: 15
Learning Obj.: 9
Taxonomy: Remembering
Question Type: Healthcare Settings

14) cardi/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

15) gastr/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

16) nephr/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

17) pulmon/o
Page Ref: 4
Learning Obj.: 2
Taxonomy: Remembering
Question Type: Word Building

18) brady-
Page Ref: 5
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

19) pseudo-
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Taxonomy: Remembering
Question Type: Word Building

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20) retro-
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Taxonomy: Remembering
Question Type: Word Building

21) post-
Page Ref: 6
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

22) -cyte
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

23) -sclerosis
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

24) -lytic
Page Ref: 8
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

25) -ectomy
Page Ref: 9
Learning Obj.: 3
Taxonomy: Remembering
Question Type: Word Building

Answers: 1) N 2) R 3) S 4) D 5) Q 6) Y 7) L 8) O 9) E 10) U 11) W 12) V 13) M 14) B 15) I 16) K 17) J 18) F 19) P 20) A 21) C 22) G 23) X 24) H 25) T

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1.5 Short Answer Questions

1) List and describe the four word parts used to build medical terms.
Answer:
1. Word root
• foundation of a medical term
• often indicates the body system or part of the body that is being discussed
2. Prefix
• added to the front of the term
• indicates the location of an organ, the number of parts, or the time (frequency)
3. Suffix
• added to the end of the term
• all medical terms must have a suffix
• indicates condition, disease, or procedure
4. Combining vowel
• usually an *o*
• connects two word roots
• connects word root and suffix if the suffix begins with a consonant
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Learning Obj.: 1
Taxonomy: Remembering
Question Type: Word Building

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2) Describe the parts of the Medical Record.
Answer:
• History and Physical–details the patient's history, results of the physician's examination, initial diagnoses, and physician's plan of treatment
• Physician's Orders–a complete list of the care, medications, tests, and treatments the physician orders for the patient
• Nurse's Notes–record of the patient's care throughout the day
• Physician's Progress Notes–the physician's daily record of the patient's condition, results of the physician's examinations, summary of test results, updated assessment and diagnoses, and further plans for the patient's care
• Consultation Report–the report given by a specialist whom the physician has asked to evaluate the patient
• Ancillary Reports–reports from various treatments and therapies the patient has received
• Diagnostic Reports–results of all diagnostic tests performed on the patient
• Informed Consent–a document voluntarily signed by the patient or a responsible party that clearly describes the purpose, methods, procedures, benefits, and risks of a diagnostic or treatment procedure
• Operative Report–report from the surgeon detailing an operation
• Anesthesiologist's Report–relates the details regarding the drugs given to a patient, the patient's response to anesthesia, and vital signs during surgery
• Pathologist's Report–the report given by a pathologist who studies tissue removed from the patient
• Discharge Summary–a comprehensive outline of the patient's entire hospital stay
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Learning Obj.: 8
Taxonomy: Remembering
Question Type: Medical Record

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Chapter 1
Introduction to Medical Terminology

Lesson Plan
100 minutes

Lesson Learning Objectives

1. Discuss the four parts of medical terms.
2. Recognize word roots and combining forms.
3. Identify the most common prefixes and suffixes.
4. Define word building and describe a strategy for translating medical terms.
5. State the importance of correct spelling of medical terms.
6. State the rules for determining singular and plural endings.
7. Discuss the importance of using caution with abbreviations.
8. Recognize the documents found in a medical record.
9. Recognize the different healthcare settings in the United States.
10. Understand the importance of confidentiality.

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Minutes	Concepts for Lecture	Teaching Notes
10 mins **LO 1**	**I. Discuss the four parts of medical terms.** **Text Pages:** 1-3**,** 3–5; 7–8 A. Overview of four main word parts: 1. The **word root** is the foundation of the word. **cardi**ogram = record of the **heart** 2. A **prefix** is placed at the beginning of the word. **peri**cardium = **around** the heart 3. A **suffix** is placed at the end of the word. card**itis** = **inflammation** of the heart 4. The **combining vowel** is a vowel (usually *o*) that links the word root to another word root or a suffix. cardi**o**myo**o**pathy = disease of the heart muscle B. Word Root 1. The foundation of a medical term, which provides the general meaning of a word. 2. It may indicate a body system or part of body, such as *cardi* for heart. 3. It may be an action, such as *cis*, which means to cut (as in an incision). 4. A term may have more than one word root. Osteoarthritis combines word roots *oste* (bone) and *arthr* (joint). C. Combining Vowel 1. Makes it possible to pronounce long medical terms and to combine several word parts. 2. It is most often the vowel *o.* 3. It is utilized in two places: (1) between word root and suffix or (2) between two word roots. 4. When placed between word root and suffix, look at the suffix.	**Teaching Tips** ● Bring a medical dictionary to class or display an online medical dictionary. Point out all the types of information provided on both whole terms and word parts by the dictionary. ● Set the proper tone early; make sure students realize they will have to do a significant amount of studying *outside of class* in order to be successful. ● Emphasize the point that medical terminology is a *language*. Fluency in any language requires that you can read, write, speak, and understand when listening. ● Review when a combining vowel is used and when it is not. **Classroom Activities** ● **Guest Speaker:** Invite a health information management worker to describe to the class all the places medical terminology is used, how records are stored, and confidentiality. **Independent Study** ● **Homework Assignment:** Have each student look up 10 medical words in a medical dictionary and determine whether the origin of the word is Greek, Latin, or another language. Students

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Minutes	Concepts for Lecture	Teaching Notes
	If it begins with a vowel, do not use a combining vowel. If the suffix begins with a consonant, then use a combining vowel. Arthroscope needs a combining vowel; arthritis does not. 5. Keep the combining vowel between two word roots, even if the second word root begins with a vowel. Gastroenteritis not gastrenteritis. 6. The combining form is used when writing a word root by itself. It consists of a word root and combining vowel, written in the word root/vowel form; *cardi/o.* D. Prefix 1. Added to the front of a term. 2. It frequently gives information about location of the organ, number of parts, or time (frequency). 3. Not every term will have a prefix. 4. When written alone, the prefix is followed by a hyphen. E. Suffix 1. Attached to the end of a term. 2. It adds meaning, such as condition, disease, or procedure. 3. Every medical term must have a suffix. 4. Terms can be built from a suffix added directly to prefix, without a word root. Dystrophy is built from the prefix *dys-* and suffix *-trophy.* 5. It is preceded by a hyphen when written alone.	should write the word, its origin, and its definition. ● **Text Practice Exercises:** – A. Complete the Statement ● **MyLab Medical Terminology:** – Review games – Practice quizzes **Competency Assessments** ● Quiz 1C – Chapter Review ● **Test Bank:** – True/false questions – Multiple-choice questions – Matching questions – Short-answer questions
10 mins **LO 2**	**II. Recognize word roots and combining forms.** **Text Pages:** 3-4 A. Word roots serve as the foundation of a term and combining vowels aid in the pronunciation of terms. B. Many word roots and combining forms are used over and over	**Teaching Tips** ● Stress how students will initially have to rely on straight memorization and it will seem very difficult to those who do not easily memorize material. As they gain experience, building and identifying

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<table>
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<tr>
<td></td>
<td>
again in medical terminology. Common combining forms include:
<table>
<tr><th>Combining Form</th><th>Meaning</th><th>Example (Definition)</th></tr>
<tr><td>bi/o</td><td>life</td><td>biology (study of life)</td></tr>
<tr><td>carcin/o</td><td>cancer</td><td>carcinoma (cancerous tumor)</td></tr>
<tr><td>cardi/o</td><td>heart</td><td>cardiac (pertaining to the heart)</td></tr>
<tr><td>chem/o</td><td>chemical</td><td>chemotherapy (treatment with chemicals)</td></tr>
<tr><td>cis/o</td><td>to cut</td><td>incision (process of cutting into)</td></tr>
<tr><td>dermat/o</td><td>skin</td><td>dermatology (study of the skin)</td></tr>
<tr><td>enter/o</td><td>small intestine</td><td>enteric (pertaining to the small intestine)</td></tr>
<tr><td>gastr/o</td><td>stomach</td><td>gastric (pertaining to the stomach)</td></tr>
<tr><td>gynec/o</td><td>female</td><td>gynecology (study of females)</td></tr>
<tr><td>hemat/o</td><td>blood</td><td>hematic (pertaining to the blood)</td></tr>
<tr><td>immun/o</td><td>immunity</td><td>immunology (study of immunity)</td></tr>
<tr><td>laryng/o</td><td>voice box</td><td>laryngeal (pertaining to the voice box)</td></tr>
<tr><td>nephr/o</td><td>kidney</td><td>nephromegaly (enlarged kidney)</td></tr>
<tr><td>neur/o</td><td>nerve</td><td>neural (pertaining to a nerve)</td></tr>
<tr><td>ophthalm/o</td><td>eye</td><td>ophthalmic (pertaining to the eye)</td></tr>
<tr><td>ot/o</td><td>ear</td><td>otic (pertaining to the ear)</td></tr>
<tr><td>path/o</td><td>disease</td><td>pathology (study of disease)</td></tr>
<tr><td>pulmon/o</td><td>lung</td><td>pulmonary (pertaining to the lungs)</td></tr>
<tr><td>rhin/o</td><td>nose</td><td>rhinoplasty (surgical repair of the nose)</td></tr>
</table>
</td>
<td>
terms becomes easier.
● Have students identify the terms in each chapter where the combining vowel is dropped and terms where the combining form is retained when it is combined with a suffix.

Classroom Activities
● Medical Terminology Bee: Create Use PowerPoint flash cards of new combining forms, prefixes, and suffixes presented in this chapter. Have all of the students stand and then define the word part. If the student is correct, he or she remains standing, if student is wrong, he or she sits down. Continue until only one student is standing.

Worksheets
● 1A – New Combining Forms
● 1G – Unscramble

Independent Study
● Text Practice Exercises:
– D. Combining Form and Suffix Practice
– H. Name That Term
● MyLab Medical Terminology:
– Review games
– Practice quizzes

Competency Assessments
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<table>
<tr><th>Minutes</th><th>Concepts for Lecture</th><th>Teaching Notes</th></tr>
<tr><td></td><td></td><td>● Quiz 1A – New Word Parts
● Quiz 1B – Spelling
● Quiz 1C – Chapter Review
● Test Bank:
– Fill-in-the-blank questions
– True/false questions
– Multiple-choice questions
– Matching questions</td></tr>
<tr><td>30 mins
LO 3</td><td>III. Identify the most common prefixes and suffixes.
Text Pages: 5-10

A. Prefixes are added to the front of medical terms and add information to the word root.
B. Some examples of common prefixes include the following:

Prefix | Meaning | Example (Definition)
a- | without, away from | aphasia (without speech)
an- | without | anoxia (without oxygen)
anti- | against | antibiotic (against life)
auto- | self | autograft (a graft from one’s own body)
brady- | slow | bradycardia (slow heartbeat)
de- | without | depigmentation (without pigment)
dys- | painful, difficult, abnormal | dyspnea (difficulty breathing)
endo- | within, inner | endoscope (instrument to view within)
epi- | upon, over | epigastric (upon or over the stomach)
eu- | normal, good | eupnea (normal breathing)</td><td>Teaching Tips
● Introduce the idea of word parts using <u>plain English</u> examples. For example, compare the terms bicycle, tricycle, unicycle, and motorcycle to illustrate how changing a prefix can change the definition of a word.
● Emphasize how the pool of prefixes and suffixes will be used with every chapter of text. Encourage students to make flash cards now and add to their stack of cards with each new chapter.

Did You Know?
● The suffix -asthenia comes from combining the prefix a- meaning “without” and the Greek word sthenos meaning “strength.”
● The suffix -penia comes from the Greek word penia meaning “poverty.”
● The suffixes -rrhea and -rrhagia are very similar but come from different Greek words. -rrhea comes from rhoia</td></tr>
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Minutes	Concepts for Lecture			Teaching Notes
	ex-	external, outward	exostosis (condition of external bone)	meaning "to flow"; *-rrhagia* comes from *rhegnymi* meaning "to burst forth" and now means excessive flow.
	extra-	outside of	extracorporeal (outside of the body)	● The suffixes *-ectomy* and *-otomy* have very specific meanings that relate back to the original Greek words.
	hetero-	different	heterograft (graft [like a skin graft] from another species)	
	homo-	same	homograft (graft [like a skin graft] from the same species)	● *-ectomy* comes from *ektome* meaning "to cut out," whereas *-otomy* comes from *tomia* meaning "to cut into."
	hyper-	over, above	hypertrophy (overdevelopment)	● The suffix *-centesis* comes from the Greek word *kentesis* meaning "to prick or pierce."
	hypo-	under, below	hypodermic (under the skin)	
	in-	not; inward	infertility (not fertile); inhalation (to breathe in)	● The suffixes *-genesis*, *-genic*, and
	inter-	among, between	intervertebral (between the vertebrae)	● *-gen* all come from the Greek word *gignesthai* meaning "to be born."
	intra-	within, inside	intravenous (inside, within a vein)	● The prefix *dys-* comes from the Greek word *dus*, which has a general negative meaning. It can be translated several ways, such as "bad," "difficult," "abnormal," "incorrect," and "painful."
	macro-	large	macrotia (having large ears)	
	micro-	small	microtia (having small ears)	
	neo-	new	neonatology (study of the newborn)	● The prefixes *inter-* and *intra-* are commonly confused. They come from Latin words, *inter* meaning "between" and *intra* meaning "within."
	para-	beside, near; abnormal; two like parts of a pair	paranasal (beside the nose); paresthesia (abnormal sensation); paraplegia (paralysis of two like parts of a pair/the legs)	● The prefix *hypo-* is used several different ways. It comes from the Greek word *hupo* meaning "under" and is used to indicate a smaller than normal amount. It is also used to indicate a position underneath another structure.
	per-	through	percutaneous (through the skin)	
	peri-	around	pericardial (around the heart)	
	post-	after	postpartum (after birth)	
	pre-	before, in front of	preoperative (before a surgical operation)	● The prefix *eu-* comes from the Greek word *eu* and has a general positive

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Minutes	Concepts for Lecture			Teaching Notes
	pro-	before	prolactin (before milk)	meaning. It can be translated as "good," "normal," or "well." It is the opposite of *dys*-.
	pseudo-	false	pseudocyesis (false pregnancy)	
	re-	again	reinfection (to infect again)	**Classroom Activities**
	retro-	backward, behind	retroperitoneal (behind the peritoneum)	● **Medical Terminology Bee:** Create PowerPoint flash cards of new combining forms, prefixes, and suffixes presented in this chapter. Have all students stand and then define a word part. If the student is correct, he or she remains standing. If student is wrong, he or she sits down. Continue until only one student is standing.
	sub-	below, under	subcutaneous (under, below the skin)	
	tachy-	rapid, fast	tachycardia (fast heartbeat)	
	trans-	through, across	transurethral (across the urethra)	
	ultra-	beyond, excess	ultrasound (high-frequency sound waves)	
	un-	not	unconscious (not conscious)	
	C. In addition to the common prefixes, some prefixes pertain to the number of items or measurement. Examples of these include the following:			**Worksheets**
	Prefix	**Meaning**	**Example (Definition)**	● 1B – New Prefixes
	bi-	two	bilateral (two sides)	● 1C – New Suffixes
	hemi-	half	hemiplegia (paralysis of one side/half of the body)	● 1G – Unscramble
	mono-	one	monoplegia (paralysis of one extremity)	● 1I – Word Search Puzzle
	multi-	many	multigravida (woman pregnant more than once)	● 1J – Crossword Puzzle
	nulli-	none	nulligravida (woman with no pregnancies)	**Independent Study**
	pan-	all	pansinusitis (inflammation of all the sinuses)	● **Text Practice Exercises:** – B. Name That Term – C. Prefix Practice
				● **MyLab Medical Terminology:** – Review games – Practice exam
				Competency Assessments
				● Quiz 1A – New Word Parts

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Minutes	Concepts for Lecture	Teaching Notes

poly-	many	polyuria (large amounts of urine)
quadri-	four	quadriplegia (paralysis of all four limbs)
semi-	partial, half	semiconscious (partially conscious)
tetra-	four	tetraplegia (paralysis of all four limbs)
tri-	three	triceps (muscle with three heads)

D. Suffixes are added to the end of medical terms and add information to the word root.

E. Some examples of common suffixes include the following:

Suffix	Meaning	Example (Definition)
-algia	pain	gastralgia (stomach pain)
-cele	hernia, protrusion	cystocele (protrusion of the bladder)
-cyte	cell	erythrocyte (red cell)
-dynia	pain	cardiodynia (heart pain)
-ectasis	dilation	bronchiectasis (dilated bronchi)
-gen	that which produces	pathogen (that which produces disease)
-genic	producing, produced by	carcinogenic (producing cancer)
-ia	state, condition	bradycardia (condition of slow heart)
-iasis	abnormal condition	lithiasis (abnormal condition of stones)
-ism	state of	hypothyroidism (state of low thyroid)
-itis	inflammation	dermatitis (inflammation of skin)

Teaching Notes

- Quiz 1B – Spelling
- Quiz 1C – Chapter Review
- **Test Bank:**
  - Fill-in-the-blank questions
  - True/false questions
  - Multiple-choice questions
  - Matching questions

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Minutes	Concepts for Lecture			Teaching Notes
	-logist	one who studies	cardiologist (one who studies the heart)	
	-logy	study of	cardiology (study of the heart)	
	-lytic	destruction	thrombolytic (clot destruction)	
	-malacia	abnormal softening	chondromalacia (abnormal cartilage softening)	
	-megaly	enlargement, large	cardiomegaly (enlarged heart)	
	-oma	tumor, mass, swelling	carcinoma (cancerous tumor)	
	-opsy	view of	biopsy (view of life)	
	-osis	abnormal condition	cyanosis (abnormal condition of being blue)	
	-pathy	disease	myopathy (muscle disease)	
	-plasm	formation, development	neoplasm (new formation)	
	-plegia	paralysis	laryngoplegia (paralysis of larynx)	
	-ptosis	drooping	blepharoptosis (drooping eyelid)	
	-rrhage	excessive, abnormal flow	hemorrhage (excessive bleeding)	
	-rrhagia	abnormal flow condition	cystorrhagia (abnormal flow from the bladder)	
	-rrhea	discharge, flow	rhinorrhea (discharge from the nose)	
	-rrhexis	rupture	hysterorrhexis (ruptured uterus)	
	-sclerosis	hardening	arteriosclerosis (hardening of an artery)	
	-stenosis	narrowing	angiostenosis (narrowing of a vessel)	

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Minutes	Concepts for Lecture			Teaching Notes
	-therapy	treatment	chemotherapy (treatment with chemicals)	
	-trophy	nourishment, development	hypertrophy (excessive development)	

F. Some suffixes convert a word root into an adjective. These suffixes are usually translated as *pertaining to*. Examples include:

Suffix	Meaning	Example (Definition)
-ac	pertaining to	cardiac (pertaining to the heart)
-al	pertaining to	duodenal (pertaining to the duodenum)
-an	pertaining to	ovarian (pertaining to the ovary)
-ar	pertaining to	ventricular (pertaining to a ventricle)
-ary	pertaining to	pulmonary (pertaining to the lungs)
-atic	pertaining to	lymphatic (pertaining to lymph)
-eal	pertaining to	esophageal (pertaining to the esophagus)
-iac	pertaining to	chondriac (pertaining to cartilage)
-ic	pertaining to	gastric (pertaining to the stomach)
-ical	pertaining to	chemical (pertaining to a chemical)
-ile	pertaining to	penile (pertaining to the penis)
-ine	pertaining to	uterine (pertaining to the uterus)
-ior	pertaining to	superior (pertaining to above)
-nic	pertaining to	embryonic (pertaining to an embryo)

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Minutes	Concepts for Lecture	Teaching Notes

-ory	pertaining to	auditory (pertaining to hearing)
-ose	pertaining to	adipose (pertaining to fat)
-ous	pertaining to	intravenous (pertaining to within a vein)
-tic	pertaining to	acoustic (pertaining to hearing)

G. Some suffixes indicate surgical procedures. They include the following:

Suffix	Meaning	Example (Definition)
-centesis	puncture to withdraw fluid	arthrocentesis (puncture to withdraw fluid from a joint)
-ectomy	surgical removal	gastrectomy (surgically remove the stomach)
-ostomy	surgically create an opening	colostomy (surgically create an opening for the colon [through the abdominal wall])
-otomy	cutting into	thoracotomy (cutting into the chest)
-pexy	surgical fixation	nephropexy (surgical fixation of a kidney)
-plasty	surgical repair	dermatoplasty (surgical repair of the skin)
-rrhaphy	suture	myorrhaphy (suture together muscle)
-tome	instrument to cut	dermatome (instrument to cut skin)

H. Finally, some suffixes indicate procedural processes or instruments, including the following:

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<table>
<tr><th>Suffix</th><th>Meaning</th><th>Example (Definition)</th></tr>
<tr><td>-gram</td><td>record or picture</td><td>electrocardiogram (record of heart's electricity)</td></tr>
<tr><td>-graphy</td><td>process of recording</td><td>electrocardiography (process of recording the heart's electrical activity)</td></tr>
<tr><td>-meter</td><td>instrument for measuring</td><td>audiometer (instrument to measure hearing)</td></tr>
<tr><td>-metry</td><td>process of measuring</td><td>audiometry (process of measuring hearing)</td></tr>
<tr><td>-scope</td><td>instrument for viewing</td><td>gastroscope (instrument to view stomach)</td></tr>
<tr><td>-scopic</td><td>pertaining to visually examining</td><td>endoscopic (pertaining to visually examining within)</td></tr>
<tr><td>-scopy</td><td>process of visually examining</td><td>gastroscopy (process of visually examining the stomach)</td></tr>
</table>
</td><td></td></tr>
<tr><td>10 mins
LO 4</td><td>IV. Define word building and describe a strategy for translating medical terms.
Text Pages: 11

A. Word building consists of putting together several word elements to form a variety of terms.
1. The combining form of a word is added to another combining form along with a suffix to create a new descriptive term.
2. For example, adding the prefix hypo- (meaning below) and the suffix ic- (meaning pertaining to) to the combining form derm/o (meaning skin) forms hypodermic, pertaining to below the skin.</td><td>Teaching Tips
● Have students think of word-building examples from everyday terms to show them that word building is not strictly related to medical terminology.
● Write a variety of prefixes, word roots, and suffixes on the board. Select students to create new words using these word parts.
● Kinesthetic Learners: These students will especially learn from their use and handling of flash cards. If you do not yet know who the kinesthetic learners are in</td></tr>
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Minutes	Concepts for Lecture	Teaching Notes
	B. Interpreting medical terms involves a strategy for puzzling out the meaning of an unfamiliar term. 1. Divide the term into its word parts. gastr/o/enter/o/logy 2. Define each word part. gastr = stomach o = combining vowel, no meaning enter = small intestine o = combining vowel, no meaning -logy = study 3. Combine the meaning of the word parts. **study of the stomach and small intestine**	your class, hand over a stack of cards to small groups in the classroom and watch which students take the cards, organize them, stack them, and take pleasure in handling flash cards. ● Emphasize the importance of using study-buddies, and help your class get to know one another. Assign each student a word part (with definition). Then ask them to mingle with one another. Assign each student the task of creating 10 complete terms using the word part they were assigned combined with some from their classmates. ● Help students buy into the value of learning word parts. Show them how long, intimidating words can become manageable by breaking them down. If they learn the word parts, they can figure out the rest. Suggested example term: esophagogastroduodenoscopy (esophago / gastro / duodeno / scopy) ● Have students make flash cards using index cards. One word part should be placed on each card. Challenge the students to include a doodle that helps them picture the word. ● Students commonly confuse the correct position of a prefix, root, and suffix in a complete word. To help keep them in the correct order, note that the first letter of each part is in alphabetical order: the

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Minutes	Concepts for Lecture	Teaching Notes
		Prefix comes first, the **R**oot is in the middle, and the **S**uffix is at the end. **Classroom Activities** ● Have students practice looking up 10 of the terms presented in this chapter in a medical dictionary. Then divide the word into its word parts. **Worksheets** ● 1D – Word Building Practice ● 1H – Practice Building Medical Terms **Independent Study** ● **Text Practice Exercises:** – D. Combining Form and Suffix Practice ● **MyLab Medical Terminology:** – Review games – Practice exam **Competency Assessments** ● Quiz 1C – Chapter Review
5 mins **LO 5**	**V. State the importance of correct spelling of medical terms.** **Text Pages:** 11-12 A. Every medical term has *only* one correct spelling. 1. If you have doubt of its meaning, always look it up in medical dictionary. 2. If only one letter is changed, it makes a difference. Example: ileum (small intestine) and ilium (hip bone)	**Teaching Tips** ● Introduce students to the Sound It Out learning activity that will begin in Chapter 4. Practice pronouncing terms out loud with the class. ● Emphasize the importance of correct pronunciation through plain English examples (i.e., *win* vs. *wine*).

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Minutes	Concepts for Lecture	Teaching Notes
	B. Some words have the same beginning sounds but are spelled differently. Examples include: 1. Sounds like si psy psychiatry cy cytology 2. Sounds like dis dys dyspepsia dis dislocation	● Emphasize the importance of correct spelling through plain English examples (i.e., *bear* vs. *bare*). **Classroom Activities** ● **Pronunciation Bee:** Write terms on the board, use note cards, or use PowerPoint slides of terms. Begin with all students standing. A student who pronounces the word correctly remains standing. Students sit as they make a pronunciation error. Continue until only one student is standing. This may be combined with pluralization questions. **Critical Thinking Questions** 1. Why is proper pronunciation important in medical terminology? 2. Medical words of Greek origin are often difficult to spell because many begin with a silent letter or have a silent letter within the word. Name some examples of medical words with Greek origins. 3. Why is spelling extremely important in medical terminology? Who could be impacted by a mistake in medical terminology? Explain your answer. 4. Based on what you have learned in this chapter, how will you spell long and complicated medical terms?

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<tr><td></td><td></td><td>Competency Assessments
● Quiz 1B – Spelling
● Quiz 1C – Chapter Review
● Test Bank:
– True/false questions</td></tr>
<tr><td>5 mins
LO 6</td><td>VI. State the rules for determining singular and plural endings.
Text Pages: 12

A. Many medical terms originate from Greek and Latin words.
1. Forming singular and plural forms of some words follow rules of these languages rather than English.
2. Example: The heart has a left atrium and a right atrium for total of two atria, not two atriums.
B. Other words, such as virus and viruses, change from singular to plural by following English rules.
C. The following shows examples that illustrate how to form some of the common plurals:

<table><tr><th>Ending</th><th>Singular</th><th>Plural</th></tr><tr><td>-a</td><td>vertebra</td><td>vertebrae</td></tr><tr><td>-ax</td><td>thorax</td><td>thoraces</td></tr><tr><td>-ex or -ix</td><td>appendix</td><td>appendices</td></tr><tr><td>-is</td><td>metastasis</td><td>metastases</td></tr><tr><td>-ma</td><td>sarcoma</td><td>sarcomata</td></tr><tr><td>-nx</td><td>phalanx</td><td>phalanges</td></tr><tr><td>-on</td><td>ganglion</td><td>ganglia</td></tr><tr><td>-um</td><td>ovum</td><td>ova</td></tr><tr><td>-us</td><td>nucleus</td><td>nuclei</td></tr><tr><td>-y</td><td>biopsy</td><td>biopsies</td></tr></table></td><td>Did You Know?
● The medical words fetus, sinus, and virus are Latin singular nouns that end in -us. In Latin, they do not have a pluralized form. They have an English-type plural form: fetuses, sinuses, and viruses.

Classroom Activities
● Pluralization Bee: Write terms on the board, use note cards, or use PowerPoint slides of terms. Some terms will be singular and others will be plural. Begin with all students standing. The student is asked to make the term either plural or singular as appropriate. A student sits when he/she makes an error. Continue until only one student is standing. This may be combined with pronunciation questions.
● Divide the class into two groups. Group 1 will write a word in its singular form. Group 2 will write its plural form.
● Have students brainstorm and come up with additional examples for each type of word ending.</td></tr>
</table>

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Minutes	Concepts for Lecture	Teaching Notes
		Worksheets ● 1E – Making Plurals **Independent Study** ● **Text Practice Exercises:** – E. Make It Plural **Competency Assessments** ● **Test Bank:** – True/false questions
5 mins **LO 7**	**VII. Discuss the importance of using caution with abbreviations.** **Text Pages:** 13 A. Abbreviations are commonly used in medical professions to save time. B. Some abbreviations can be confusing, such as *SM* for simple mastectomy and *sm* for small. C. Using incorrect abbreviations can result in problems. D. If you have any concern that you will confuse someone by using an abbreviation, spell out the word instead. E. All types of healthcare facilities have their own lists of approved abbreviations, but it is essential that you *never* use your own abbreviations!	**Teaching Tips** ● Emphasize to the class repercussions of creating their own abbreviations. Have students give examples of their own abbreviations to emphasize that these should never be used. **Independent Study** ● **Homework Assignment:** Ask students to find a medical article in a newspaper, magazine, or journal and write down all medical abbreviations they find. Then have them look up and define each one using a medical dictionary. **Competency Assessments** ● Quiz 1C – Chapter Review ● **Test Bank:** – True/false questions

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Minutes	Concepts for Lecture	Teaching Notes
		– Multiple-choice questions
10 mins **LO 8**	**VIII. Recognize the documents found in a medical record.** **Text Pages:** 13-14 A. The medical record documents detail a patient's hospital stay. B. Healthcare professionals who contact a patient in any capacity must complete appropriate reports and add them to the medical chart. This results in a permanent physical record of the patient's day-to-day condition, when and what services were received, and the patient's response to treatment. C. Each institution adopts a specific format for each document and its location within the chart. This is necessary because each healthcare professional must be able to quickly and efficiently locate the information he or she needs to provide proper care for the patient. D. The medical record is also a legal document. Therefore, it is essential that all chart components are completely filled out and signed. E. Each page must contain the proper patient identification information: the patient's name, age, gender, physician, admission date, and identification number. F. In a hospital, the unit clerk is usually responsible for placing documents in the proper place. G. After discharge, the medical records department ensures that all documents are present, complete, signed, and in the correct order. H. Physicians' offices and other outpatient care providers, such as clinics and therapists, also maintain a medical record detailing each patient's visit to their facility. I. Many facilities are moving toward the **Electronic Medical Record** (EMR). This is a software program used to enter patient information into a computer, which then organizes and stores the	**Teaching Tips** ● Invite a health information management worker to speak to the class about medical records and how information is stored. ● Obtain copy of a real medical record in which names have been marked out and show it in class. **Worksheets** ● 1F – Medical Records **Independent Study** ● **Text Practice Exercises:** – F. Medical Records Matching ● **MyLab Medical Terminology:** – Review games – Practice exam **Competency Assessments** ● Quiz 1C – Chapter Review ● **Test Bank:** – True/false questions – Multiple-choice questions – Matching questions

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Minutes	Concepts for Lecture	Teaching Notes
	information. The information may be entered at a centralized workstation or by using mobile devices at the point of care. 1. Information in the EMR may be analyzed and monitored to detect and prevent potential errors. 2. EMR information can be easily accessed and shared between healthcare providers, which reduces repeating tests unnecessarily and inadvertent medication errors. J. The common elements of the medical record typically include the following: 1. **History and Physical** Written or dictated by the admitting physician; details patient's history, results of examination, initial diagnoses, and physician's plan of treatment 2. **Physician's Orders** Complete list of care, medications, tests, and treatments ordered for the patient 3. **Nurse's Notes** Record of the patient's care throughout day; includes vital signs, treatment specifics, patient's response to treatment, and patient's condition 4. **Physician's Progress Notes** Physician's daily record of the patient's condition, results of examinations, summary of test results, updated assessment and diagnoses, and further plans for the patient's care 5. **Consultation Report** Report given by a specialist 6. **Ancillary Report** Report from various treatments and therapies, such as rehabilitation, social services, or respiratory therapy 7. **Diagnostic Reports** Results of diagnostic tests performed, such as clinical lab (e.g., blood tests) and medical imaging (e.g., X-rays and ultrasound)	

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Minutes	Concepts for Lecture	Teaching Notes
	8. **Informed Consent** Document voluntarily signed by the patient or responsible party that clearly describes purpose, methods, procedures, benefits, and risks of procedure 9. **Operative Report** Report from the surgeon detailing an operation; includes pre- and postoperative diagnosis, specific details of surgical procedure itself, and how the patient tolerated the procedure 10. **Anesthesiologist's Report** Relates details regarding substances (such as medications and fluids) given to the patient, the patient's response to anesthesia, and the vital signs during surgery 11. **Pathologist's Report** Report given by a pathologist who studies tissue removed from the patient 12. **Discharge Summary** Comprehensive outline of the patient's entire hospital stay; includes condition at time of admission, admitting diagnosis, test results, treatments and patient's response, final diagnosis, and follow-up plans	
10 mins **LO 9**	**IX. Recognize the different healthcare settings in the United States.** **Text Pages:** 15 A. **Acute Care or General Hospitals** Provide services to diagnose (laboratory, diagnostic imaging) and treat (surgery, medications, therapy) diseases for a short period of time B. **Specialty Care Hospitals** Provide care for very specific types of diseases (e.g., psychiatric hospital) C. **Nursing Homes or Long-Term Care Facilities**	**Teaching Tips** ● Have students identify local healthcare facilities of each type. **Independent Study** ● **Text Practice Exercises:** – G. Healthcare Settings ● **MyLab Medical Terminology:** – Learning module – Review games – Practice exam

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Minutes	Concepts for Lecture	Teaching Notes
	Provide a long-term care for patients who need extra time to recover from illness or injury before returning home, or for persons who can no longer care for themselves D. **Ambulatory Care, Surgical Centers, or Outpatient Clinics** Provide services that do not require overnight hospitalization; services range from simple surgeries to diagnostic testing or therapy E. **Physicians' Offices** Provide diagnostic and treatment services in private office setting F. **Health Maintenance Organizations** Provide a wide range of services by a group of primary-care physicians, specialists, and other healthcare professionals in a prepaid system G. **Home Health Care** Provide nursing, therapy, personal care, or housekeeping services in patient's own home H. **Rehabilitation Centers** Provide intensive physical and occupational therapy; include inpatient and outpatient treatment I. **Hospices** Provide supportive treatment to terminally ill patients and their families	**Competency Assessments** ● Quiz 1C – Chapter Review ● **Test Bank:** – True/false questions – Multiple-choice questions – Matching questions – Short-answer questions
5 mins **LO 10**	**X. Understand the importance of confidentiality.** **Text Pages:** 16 A. Healthcare workers must have a firm understanding of confidentiality. B. Information relating to the patient must be considered privileged, meaning you have a moral and a legal responsibility to keep all information about a patient confidential. C. Proper authorization forms must be signed by the patient before	**Independent Study** ● **Homework Assignment:** Have students conduct an Internet search and obtain an article about the impact of HIPAA Privacy Rule on a healthcare facility. **Competency Assessments** ● Quiz 1C – Chapter Review

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Minutes	Concepts for Lecture	Teaching Notes
	any information may be given out. D. Health Insurance Portability and Accountability Act of 1996 (HIP AA) set federal standards that provide patients with more protection of their medical records and health information, better access to their own records, and greater control over how their health information is used and to whom it is disclosed.	

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