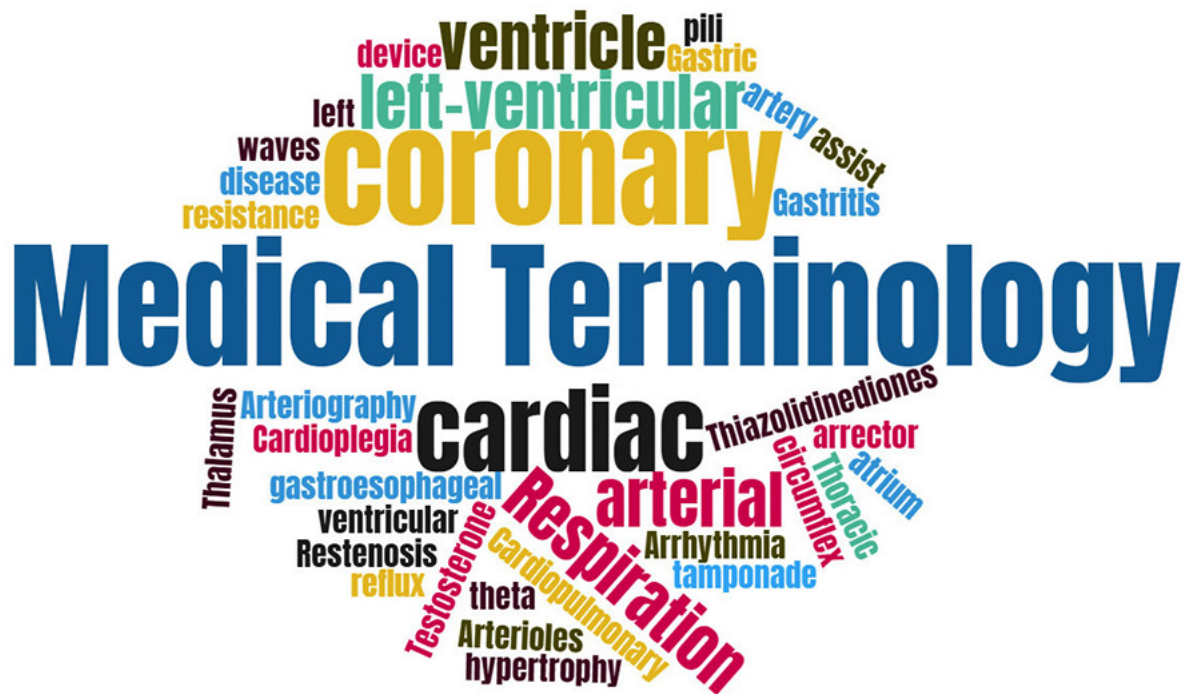




Medical Terminology

INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

Medical Terminology for Patient Care is a foundational course that builds the essential language skills needed for success in health careers. As the concentrator course in the Patient Care CTE Pathway, this course empowers students to accurately interpret, use, and apply medical terms related to anatomy, physiology, pathology, diagnostics, and treatment.

Through immersive, real-world learning experiences, students will break down complex medical vocabulary into word parts—prefixes, roots, and suffixes—and master the terminology used across various patient care settings such as hospitals, clinics, emergency response, and long-term care facilities.

By engaging in weekly applied practice, students will explore the terminology associated with each body system, medical specialty, and common disease condition. The course integrates ethical and cultural considerations in patient communication and emphasizes proper documentation and charting practices aligned with industry standards.

This course prepares students for the Capstone in Patient Care by strengthening their communication, documentation, and critical thinking skills—key competencies for internships, patient simulations, and certification opportunities in nursing, allied health, and emergency services.

Course Requirements

- Be proficient with the basic functions of word-processing software.
- Have access to a computer with internet that has virus-protection software.
- Use an acceptable web browser to access the course: Chrome, Safari or Firefox.
- Have access to your own digital camera or cell phone camera.
- Be able to transfer your images from your camera to your computer.

Course Goals

Course Goals:

Gain a foundational understanding of medical terminology through word parts (roots, prefixes, suffixes).

Apply medical terminology knowledge to identify and understand the structure and function of various body systems.

Utilize medical terminology to interpret medical records and reports.

Block Goals:

Unit 1: Intro to Healthcare Terminology

Block 1: Introduction to Medical Terminology - Identify the components of a medical term and understand how they build meaning.

Combining Forms and their Meanings - Recognize and define combining forms used in medical terms.

Suffixes/Prefixes - Understand the meaning and application of common medical suffixes and prefixes.

Unit 2: Body Structure and Directional Terminology

Block 2: Body Structure - Gain an understanding of the basic structure and organization of the human body.

Block 3: Positional and Directional Terms - Utilize directional terminology to accurately describe body parts and locations.

Unit 3-8: Focus on Specific Body Systems

Block 4: Muscles - Learn about the structure, function, and terminology related to the muscular system.

Block 5: Skeletal - Understand the structure, function, and terminology related to the skeletal system.

Block 6: Integumentary System - Gain knowledge about the structure, function, and terminology related to the integumentary system. (Similar goals can be formulated for Units 4-8 covering the remaining body systems)

Unit 7: Culminating Project

Block 15 & 16: Creative Final Project - Apply medical terminology knowledge in a creative project to demonstrate understanding.

Semester B

Unit 1: Endocrine System

Block 1: Anatomy of Physiology of Endocrine System

Goal: Describe the structure and function of the major endocrine system glands and their hormones.

Possible discussion topics: Differences between endocrine and exocrine systems, the role of hormones.

Block 2. Medical Terms to Pathophysiology

Goal: Apply medical terminology to understand endocrine system diseases and disorders.

Possible discussion topics: Medical specialties related to the endocrine system, common endocrine system diseases.

Block 3. Diagnostic Procedures

Goal: Identify medical terminology related to diagnosing endocrine disorders.

Possible discussion: Hormone tests and other diagnostic procedures.

Block 4. General Pharmacology

Goal: Explain how the endocrine system interacts with other body systems using medical terminology.

Possible discussion: The interconnectedness of body systems and how hormones influence them.

Unit 2: Transportation and Defense System

Block 7. The Body's Defense System

Goal: Describe the various barriers that protect the body from pathogens using medical terminology.

Possible discussion: The different lines of defense the body has.

Block 8. The Immune System

Goal: Explain the basic functions of the immune system with appropriate medical terminology.

Possible discussion: The difference between bacteria and viruses.

Block 9. Innate Immune System

Goal: Identify the components and effects of the innate immune system using medical terminology.

Possible discussion: Symptoms associated with the innate immune system's response.

Block 10. The Adaptive Immune System

Goal: Differentiate between the innate and adaptive immune systems using medical terminology.

Possible discussion: The development of immunity through the adaptive system.

Block 11. Castle of the Body Creative Project

Goal: Creatively demonstrate understanding of the immune system's function using medical terminology (through the project).

Unit 3: Development of Disease and Infection

Block 12. Development of Disease and Infection

Goal: Explain the process of disease development and infection using medical terminology.

Possible discussion: The different ways infections can occur.

Block 13. Discovery and Development of Vaccines

Goal: Describe the history and importance of vaccines using medical terminology.

Possible discussion: The research and development process for vaccines.

Unit 4: Culminating Project (Blocks 14-16)

Goal: Apply medical terminology knowledge in a comprehensive project to demonstrate understanding. (The specific focus might vary depending on the project type).

Course Description

Students learn to “slow down,” observe, and discover the interconnectedness of Art, Science and Nature in this semester-long course. Throughout the semester, students will learn the history and philosophy of science, and will practice the foundations of the scientific method through observations and nature journaling like the famous naturalists that have come before us.

Students will practice the art of “unplugging” from the busy and over-stimulating modernity we all live in, and learn to take their time to observe the natural world all

around; to see rather than just to look, and to learn to connect with the natural world, even if it's fragmented in urban and suburban environments. Students will document their observations with writing, drawing and painting, photography and a variety of other media on a daily basis.

Field studies, inference and data collection are all integral parts of this course. Students will move progressively deeper into the history of science and naturalism throughout the units of this course, and will end with a Nature Journal that is both a work of Art and Science.

Course Outline

Semester A

Unit 1: Intro to Healthcare Terminology

- Block 1: Introduction to Medical Terminology
 - DISCUSS: Building medical terms from word parts
 - SUBMIT: Introduction to medical terminology
 - SUBMIT: Combining forms and their meanings
 - SUBMIT: Suffixes/Prefixes

Unit 2: Body Structure and Directional Terminology

- Block 2. Body Structure
 - DISCUSS: Understanding the human structure
 - SUBMIT: Facts about the human body
 - SUBMIT: Facts: I learned this!
 - SUBMIT: Animal Cell
 - SUBMIT: Abdominopelvic quadrants
- Block 3. Block 3: Positional and Directional Terms
 - DISCUSS: Which side is that?
 - SUBMIT: Positional and directional terms
 - SUBMIT: Body Systems Quiz
 - SUBMIT: Operative Report

Unit 3: Musculoskeletal System and Integumentary System

- Block 4. Muscles
 - DISCUSS: Did you know: muscle
 - SUBMIT: Muscle actions
 - SUBMIT: Let's learn about the muscle
 - SUBMIT: Muscular System
 - SUBMIT: Combining forms, joints and muscles

- Block 5. Skeletal
 - DISCUSS: Skeletal System
 - SUBMIT: Emergency Room record
 - SUBMIT: Benefits of the Skeletal system
 - SUBMIT: Operating Room report
- Block 6. Integumentary System
 - DISCUSS: Functions of the Integumentary system
 - SUBMIT: Integumentary System Diagram
 - SUBMIT: Pathology of the Integumentary system
 - SUBMIT: Pathology of the Integumentary system

Unit 4: Gastrointestinal System

- Block 7. Gastrointestinal System
 - DISCUSS: Stacy's Cholelithiasis
 - SUBMIT: Terms related to the gastrointestinal system
 - SUBMIT: gastrointestinal system diagram
 - SUBMIT: Stacy's operative report

Unit 5: Urinary System

- Block 8. Urinary System
 - DISCUSS: Did you know?
 - SUBMIT: The three steps of urine formation
 - SUBMIT: Urinary disorders, stones, and diabetes

Unit 6: Blood, Lymphatic and Immune System

- Block 9. Blood System (Circulatory System)
 - DISCUSS: Components of Blood
 - SUBMIT: Circulatory system essay
 - SUBMIT: Circulatory system project
- Block 10. Lymphatic System
 - DISCUSS: SEL
 - DISCUSS: Lymphatic system, common diseases
 - SUBMIT: Disorders of the Lymphatic system
- Block 11. Immune System
 - DISCUSS: The immune system
 - SUBMIT: How your amazing immune system protects your health
 - SUBMIT: Why should I care about germs

Unit 7: Cardiovascular System

- Block 12. Cardiovascular System
 - DISCUSS: Cardiovascular system
 - SUBMIT: Cardiovascular system project

Unit 8: Special Senses, Eyes and Ears

- Block 13. Special Senses - Ear
 - DISCUSS: Special Senses
 - SUBMIT: Ear anatomy activity
 - SUBMIT: Auditory system project
- Block 14. Special Senses- Eye
 - DISCUSS: Keratitis or Uveitis
 - SUBMIT: Interesting facts
 - SUBMIT: Eye structure
 - SUBMIT: Eye disorders
- Block 15. Culminating project
 - WORK ON: Creative final project
- Block 16. Culminating project
 - SUBMIT: Creative final project

Standards:

CTE Standards

- 2.7 Recognize major word parts of medical terminology including roots, prefixes and suffixes (Covered in Unit 1)
- B5.3 Use roots, prefixes, and suffixes to communicate information (Covered in Unit 1)
- 10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector (Covered throughout the course with focus on various body systems)

Standard Category: Health Science

- 1.1 Demonstrate an understanding of the structure and function of the human body (Covered in Unit 2: Body Structure and Directional Terminology)
- 1.2 Explain the interrelationships between body systems (Covered throughout the course with focus on various body systems)
- 1.3 Identify signs and symptoms of common diseases and disorders (Covered in Units 4-8 with focus on specific systems)
- 1.4 Describe basic medical emergencies and interventions (Covered in Unit 3 and in discussions throughout the course)
- 1.5 Demonstrate appropriate communication skills in a healthcare setting (Covered in discussions throughout the course)
- 6.1 Demonstrate safe and sanitary practices in the healthcare environment (Covered in discussions throughout the course)

Standard Category: Employability Skills

- 7.1 Apply effective communication skills (Covered in discussions throughout the course)

- 7.2 Use critical thinking skills to solve problems (Covered in discussions and assignments throughout the course)
- 7.3 Demonstrate creativity and innovation (Covered in the culminating project)
- 7.4 Utilize technology effectively for information gathering and presentation (Covered in assignments and the culminating project)

Standard Category: Safety

- 9.1 Demonstrate safe work practices (Covered in discussions throughout the course)

Semester B

Unit 1: Endocrine System

- Block 1: Anatomy of Physiology of Endocrine System
 - DISCUSS: Endocrine System vs, Other Systems
 - DISCUSS: Glands and hormones
 - SUBMIT: Introductory Video & 5 Facts
 - SUBMIT: Pathophysiology Worksheet
- Block 2. Medical Terms to Pathophysiology
 - DISCUSS: Medical Specialties
 - DISCUSS: Endocrine System Disease and Discussion
 - SUBMIT: Pathology Worksheet
 - SUBMIT: Facts: I learned this!
- Block 3. Diagnostic Procedures
 - DISCUSS: Hormones
 - SUBMIT: Endocrine Disorder & Diagnostic
- Block 4. General Pharmacology
 - DISCUSS: Endocrine System Working With Other Systems
 - SUBMIT: Endocrine Yearbook Profile
- Block 5. Skeletal
 - WORK ON: Unit project
 - SUBMIT: Creative Project Part 1
- Block 6. Integumentary System
 - WORK ON: Unit project
 - SUBMIT: Creative Project Part 2

Unit 2: Transportation and Defense System

- Block 7. The Body's Defense System
 - DISCUSS: Barriers that Protect the Body
 - SUBMIT: Human Body Detective
 - SUBMIT: Bacteria vs Virus Activity

- Block 8. The Immune System
 - DISCUSS: Animals and Pathogens
 - SUBMIT: Fact about the Immune System
- Block 9. Innate Immune System
 - DISCUSS: Effects and Symptoms of the Innate Immune System
 - SUBMIT: Vocabulary Components of the Innate Immune System
 - SUBMIT: Innate Immune System Project
- Block 10. The Adaptive Immune System
 - DISCUSS: Adaptive Immune System vs Immune System
 - SUBMIT: Adaptive Immune System Activity
 - SUBMIT: Vocabulary Components of the Adaptive Immune System
- Block 11. Castle of the Body Creative Project
 - DISCUSS: The immune system
 - SUBMIT: Castle of the Body Project

Unit 3: Development of Disease and Infection

- Block 12. Development of Disease and Infection
 - DISCUSS: Infections
 - SUBMIT: Development of Diseases Reading and Facts
 - SUBMIT: Vocabulary for the Development of Disease
 - SUBMIT: The Infection Process
- Block 13. Discovery and Development of Vaccines
 - DISCUSS: Vaccines
 - SUBMIT: Vocabulary on Vaccine history and Research
 - SUBMIT: On the Shoulders of Giants
- Block 14. Culminating Project
 - WORK ON: Final project
- Block 15. Culminating project
 - WORK ON: Final project
- Block 16. Culminating project
 - SUBMIT: Creative final project

Standards:

1.1 Demonstrate an understanding of the structure and function of the human body (Covered in Units 1 and 2)

1.2 Explain the interrelationships between body systems (Covered in Unit 1: Block 4 and potentially in discussions throughout the course)

1.3 Identify signs and symptoms of common diseases and disorders (Covered throughout the course with a focus on the endocrine and immune systems)

1.4 Describe basic medical emergencies and interventions (Covered in discussions throughout the course)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making (Covered in discussions about medical specialties)

B5.3 Use roots, prefixes, and suffixes to communicate information (Covered in discussions and assignments throughout the course)

10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector (Covered throughout the course with focus on the endocrine and immune systems)

Other Standards Covered:

Science: Understanding of cells, bacteria, viruses (Covered in Unit 2: Block 7 and 8)

Critical Thinking: Analyzing and interpreting information (Covered in discussions, assignments, and projects throughout the course)

Communication: Presenting information effectively (Covered in presentations, projects, and discussions)

Method of Instruction

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner.

If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

Learner Expectations

- Check the course pages for directions and announcements every weekday.
- Check your email every weekday to see if your instructor has emailed you.
- Read the assigned readings on the weekdays you're directed to.
- Use available resources including teacher support.
- Create original work and submit it on time.

Discussion Board Posts

- Discussions are credit/no credit so just participating in them will earn you credit. If you are unable to answer the discussion questions just mention that and then share what you think of the video or ask a question about it. Your opinion matters so feel free to share it. :)

- Note: If you feel uncomfortable interacting with the other learners then please message me directly so I may accommodate you.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- I expect students to treat fellow students, their instructors, other faculty, and staff with respect. Any student or employee will tolerate no form of "hostile environment" or "harassment."

Grading:

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

Scoring Rubric

90-100	Mastered process and technique Strong composition Appropriate subject-matter Strong creative expression
80-89	Good-Very good process and technique Good-Very composition Shows some creative strength

	Appropriate subject-matter
70-79	Technique/composition needs improvement Fair quality composition Shows a little creativity or originality
60-69	Poor evidence of technique/composition Lacks creativity or originality Did not follow some directions
0-59	Incomplete Did not follow most or all directions Please redo and resubmit

Discussion Rubric

9-10	Response is long On-topic / relevant / varied structure No grammar / spelling errors
7-8	Response is ok length On-topic / relevant Minor grammar / spelling errors
5-6	Response is short Somewhat on-topic / relevant Many grammar / spelling errors
0-5	Response is too short Off-topic / not relevant Please redo

Honesty and Plagiarism

Plagiarism of any sort is prohibited. According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism. Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

Privacy Policy

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)

