

Summary of Updates to Medical Terminology, 2nd Edition

The following updates are included in [Medical Terminology, 2nd edition](#). These updates were based on faculty feedback received regarding the first edition and feedback received during the peer review process of the second edition:

- The first two chapters were enhanced to establish foundational concepts regarding word components and medical language.
- Each body system was separated into separate chapters with subsections to allow for easy navigation. Chapter numbers remain consistent with the first edition of the Student Companion. Each body system chapter contains the following sections:
 - Section 1: Introduction and Learning Objectives (based on WIDS performance criteria)
 - Section 2: Prefixes-word roots-suffixes that were originally contained in an H5P activity were placed in this section as lists. This modification improves accessibility for students using screen readers.
 - Section 3: This section was added to provide additional practice in breaking down medical terms into word components and building their definition. Flashcards for “Words That Can Be Easily Broken Down” from the first edition were placed in this section so students can practice creating definitions by breaking down the medical term into word components. Worksheets from the original Student Companion are also shared in this section as Google documents that students can easily view/download/print for additional practice.
 - Sections 4 and 5: These sections contain the anatomy and physiology content for each body system. Content was leveled for entry-level students who have not yet taken the General Anatomy course. Verbiage was modified using clear and inclusive language. Edited content was reviewed by an A&P instructor with experience teaching Medical Terminology and revisions were made to further promote student understanding.
 - Section 6 and 7: Dozens of new diseases/disorders and diagnostic tests/procedures were added with images to promote student understanding of terms. “Backwards design” was used to align content with flashcards and activities that were created for the first edition. ChatGPT was also used to identify the top 50-100 words used per body system and this information was used by nurse educators to expand discussion of common diseases/disorders and diagnostic tests/procedures.
 - The “Medical Specialists” section was expanded to include non-physician roles and related associate degree health programs.
 - A new glossary section was added at the end of each chapter that is aligned with bolded vocabulary terms throughout the chapter with definitions used in clinical practice.

- A new learning activities section was added at the end of each chapter that contains all of the learning activities for ease of navigation. The following updates were made to learning activities:
 - Original labeling activities and quiz questions from the first edition are included for each body system. Some quiz questions were modified to reflect updated content in the A&P sections.
 - New flashcards were created that contain all of the bolded medical terms discussed in the chapter (and summarized in the glossary). These flashcards include phonetic and audio pronunciations, as well as definitions used in clinical practice.
 - Additional practice activities were added that students can complete as an online, interactive activity or download and print as a worksheet. Feedback and answer keys are provided for students to check their work. Note: Instructors can also download these worksheets and modify them for use in their courses.
 - Learning activities related to “Abbreviations” were removed because current health care standards avoid the use of abbreviations in patient charts to prevent medical errors.
 - Original flashcards for “words that can be broken down” were moved to the 3 sections so students can practice defining terms according to their word components.
 - Pronunciations in all flashcards have been reviewed by a librarian and revised using Taber’s Encyclopedia and Merriam-Webster online medical dictionary. For each word on the flash cards, you will see the phonetic spelling written out along with the audio recording. The written pronunciation uses symbols to express whether a vowel is long or short. Long vowels are represented by a macron, or straight line, above the vowel (e.g. ā) . Short vowels are represented by a breve, or curved line, above the vowel (e.g. ě) . If there is no symbol above the vowel, it is implied that the vowel is short.
 - Note: Instructors have the capability to reuse/revise H5P activities in the book for use in their LMS. Instructions are provided in the Appendix called “Instructor Resources.”
- Open RN standards were used for formatting, such as call outs of tables and images, in-text citations, and use of inclusive pronouns. URLs are also provided in textboxes to credible websites where students can read additional supplementary information about selected topics.

Additional Specific Updates By Chapter

Here is a summary of additional specific updates made by chapter:

Chapter 1

- Additional information and practice activities are provided to explain how to break down medical terms into word components and build definitions.
- Lists of common prefixes, word roots, and suffixes across body systems were added.

Chapter 2

- Subsections were organized by order of discussion (systems, cavities, organs, tissues, etc)
- Examples are provided for anatomical positions in layman's terms

Chapter 8 - OB

- Although the first edition had many flashcards/H5P with terms related to OB, there was little related content in the textbook. Content on fertilization/OB was created and leveled for entry-level students.

Chapters 9 -10 - Cardiovascular and Blood

- Chapters were revised so content and vocabulary terms are discussed in the corresponding body system.

Chapter 11 - Lymph and Immune

- Although the first edition had many flashcards/activities related to the immune system, there was no related content within the text. Basic content introducing foundational concepts of the immune system was added and leveled for entry-level students.

Chapters 13, 14, and 16 - Muscular, Skeletal, and Nervous Systems

- There was some intermingled content across these 3 chapters that was placed in the corresponding body system.