



Medical Terminology

Primary Career Cluster:	Health Science
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C14H07
Prerequisite(s):	None
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	None
POS Concentrator:	This course can be used as an elective for any Health Science program of study but does not count toward concentrator status.
Programs of Study and Sequence:	This course can be used as an elective for any Health Science program of study but does not count toward concentrator status.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Available Student Industry Certifications:	None
Teacher Endorsement(s):	577, 720, 721, 722
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Organizational Leadership, Prepared Speaking, HOSA Service Project, Creative Problem Solving, and HOSA Service Project.

For more ideas and information, visit Tennessee HOSA at <http://www.tennesseehosa.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. For application of this course content, students may:

- Participate in an abbreviated internship in a health care setting to practice using medical terminology.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Medical Terminology is a course designed to provide students with the opportunity to develop working knowledge of the language of healthcare professionals. Students will acquire vocabulary-building and problem-solving skills by learning prefixes, suffixes, roots, combining forms, and abbreviations commonly used in medical fields. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Upon completion of this course, proficient students will be able to apply problem-solving skills to the documentation of medical phenomena and will be able to communicate fluently in the language of medicine when working in healthcare settings.

Program of Study Application

This course can be used as an elective for any Health Science program of study but does not count toward concentrator status. For more information on the benefits and requirements of implementing these programs in full, please visit the Health Science website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-health-science.html>

Course Standards

- 1) History of medical language: Interpret the **historical development of the medical language**, illustrating the Latin and Greek origination of the medical terms used today. Detail the **importance of historical events** in medicine and **their relationship to modern medical language**. **
- 2) Word parts and their role in the formation of medical terms: Identify and explain the **definitions and roles of the four types of word parts** (word roots, combining forms, combining vowels, suffixes, and prefixes) in forming medical terms. Apply knowledge of word forms and structures to **interpret unfamiliar medical terms** throughout this course. Research the **origins of eponyms**; then differentiate between **medical eponyms, acronyms, and abbreviations**.
- 3) Safe use of abbreviations and symbols: Research and summarize the **precautions surrounding the use of abbreviations and symbols** within the healthcare profession. Explain and demonstrate the **importance of clear, proper documentation** when filling out a patient/client chart or other patient document. For example, explain why using appropriate abbreviations is so important when prescribing the correct dosage for a patient's medication (i.e., writing "mg" for milligrams).
- 4) Interpreting a text using prefixes, suffixes, abbreviations, and symbols: Examine a **professional medical journal or mock patient documents** specifically related to an unfamiliar disease, phenomenon, diagnosis, or area of medical research. Demonstrate the ability to locate medical terms and define the **prefixes, suffixes, abbreviations, and symbols** to arrive at a professional understanding of the topic discussed. Interpret and synthesize the text into an original summary, review, or other written or verbal analysis of the topic, demonstrating **mastery of unfamiliar terms**.
- 5) Terminology of body planes, cavities, directional terms, body systems: Evaluate multiple evidenced-based research articles. Document the **correlation of diseases and/or disorders** discussed in the articles with terminology associated **with anatomical positions, body planes, cavities, directional terms, body systems, and symbols**.
- 6) Terminology related to body systems: Analyze and interpret **vocabulary related to pathology, diagnostic, and therapeutic medical terms, as well as abbreviations of the body systems** below, by evaluating professional texts featuring such terms. Demonstrate

mastery of medical terminology use and accurate spelling in each area through verbal and written explanation.

- a. Cells, tissues, and glands
- b. Genetics
- c. Integumentary
- d. Respiratory
- e. Cardiovascular
- f. Musculoskeletal
- g. Endocrine
- h. Nervous
- i. Lymphatic/immune and hemolytic
- j. Gastrointestinal
- k. Urinary
- l. Special senses
- m. Reproductive

Interpret, analyze, and accurately spell **vocabulary linked to diagnostic procedures and pharmacology** in the following areas: therapeutic services, diagnostic medicine, biotechnology services, emergency medical services, cardiovascular services, and dental services. Demonstrate the **skills involved when interpreting a prescription or complex diagnostic procedure** by explaining the terminology, abbreviations, and symbols to a classmate in language that is easy to understand.

The following may reside in the student's portfolio:

- a. Artifacts that demonstrate student proficiency

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Additional Notes

**Informational artifacts include but are not limited to brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include but are not limited to charts, rubrics, drawings, and models.