

Medical Terminology 101

Instructor's Booklet

YSMU

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Medical Terminology 101 Instructor Booklet

Medical Terminology 101 is a course designed to introduce learners to Basic Medical Terminology, Cardiovascular specific Terminology and Respiratory Terminology. The course utilizes a textbook, web page based lesson modules, various assessments and discussion threads.

Please note that any screenshots used in this document were current as of the creation of this document. The referenced resources may have been edited and/or updated after this document was created.

Section One: Medical Terminology 101 SharePoint Site

Step One: The course starts with a SharePoint Site for Medical Terminology 101. Go to this link:

<https://wclivetest.sharepoint.com/sites/edtc6940/YSMU/SitePages/Home.aspx>

Users will need their YSMU login credentials, which can be obtained from the YSMU IT Department.

Figure 1.1 is a screenshot of the Medical 101 SharePoint Site.

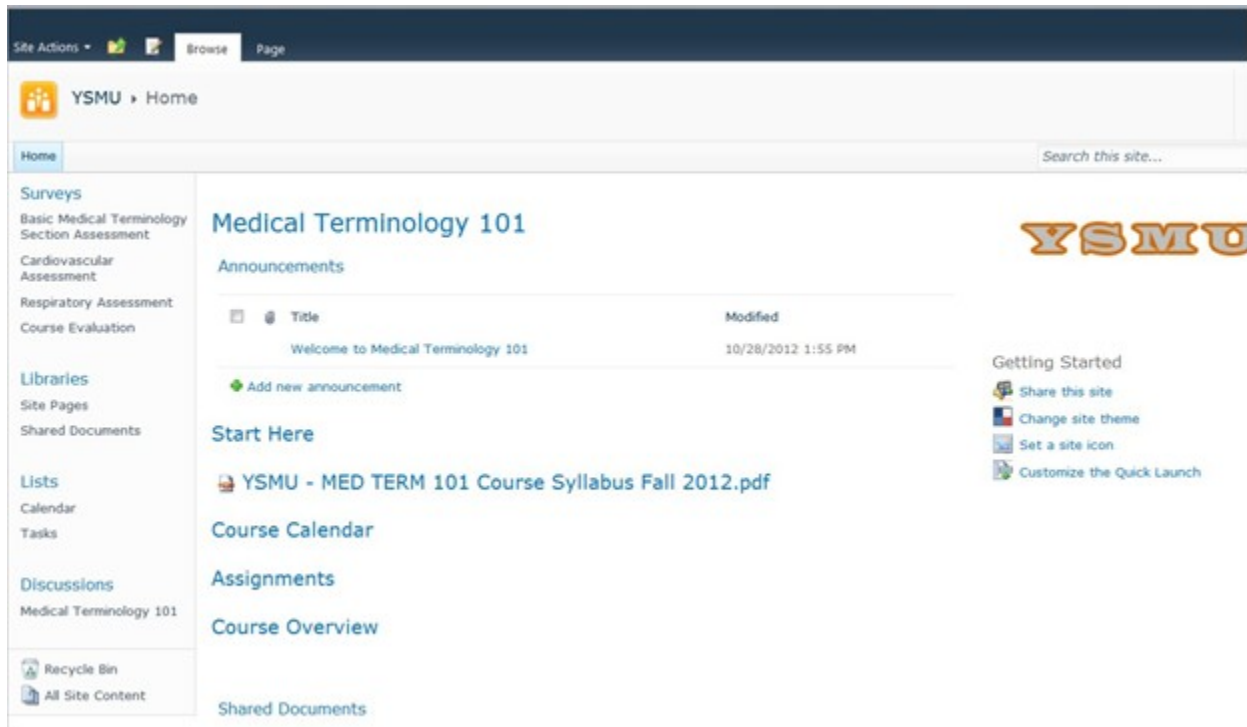


Figure 1.1

Step Two: Students should be instructed to reference the Announcements section for the course site for notifications of any news or changes. (Figure 1.2)



Figure 1.2

Step Three: Students should be instructed to click on the **Start Here** web link. (Figure 1.3) They should spend time reading the information on the web page to familiarize themselves with YSMU resources and policies.

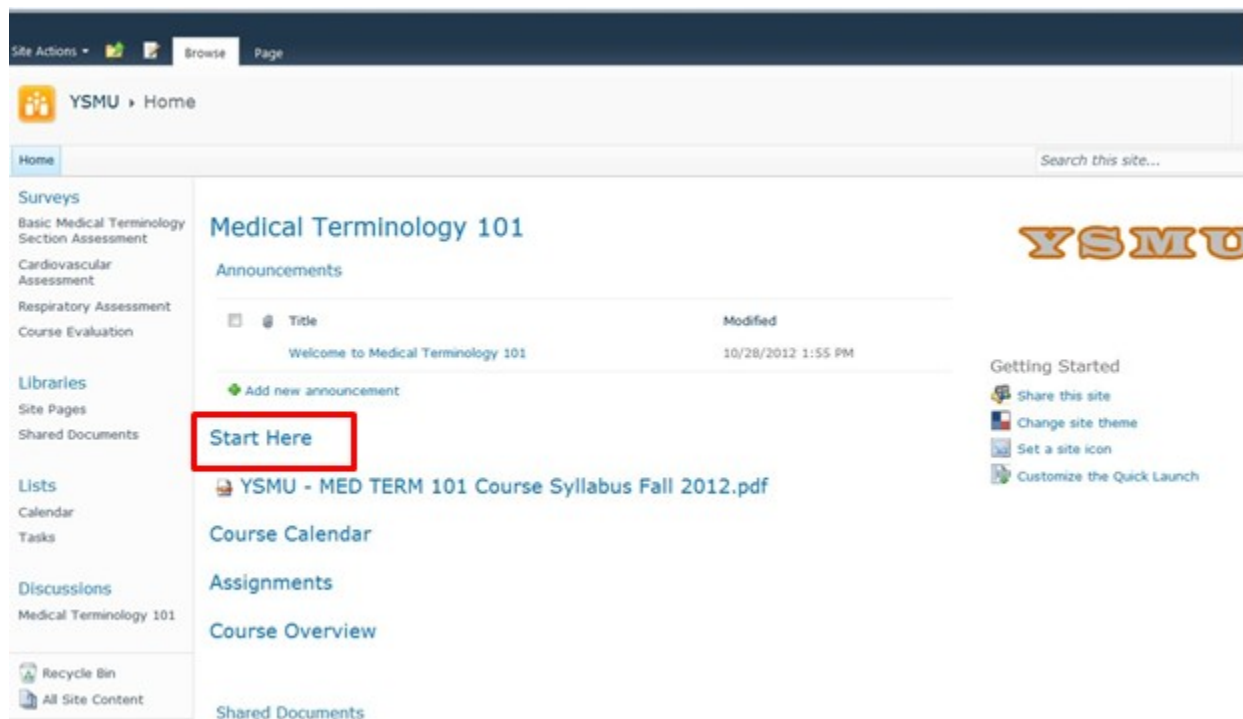


Figure 1.3

Figure 1.4 is a screenshot of the Start Here Web Page:

Medical Terminology

Start Here

Welcome to Medical Terminology 101

This course focuses on the foundations of medical terminology. It is broken into three modules; Basic Medical Terminology, Cardiology Medical Terminology and Respiratory Terminology. This course will be offered online only.

Next Steps

On the YSMU Medical Terminology 101 Site Page you will find links to the Course Syllabus, Course Calendar, Course Assignments and Course Overview Web page. Take time to review each of these links before proceeding to the Course Overview Web page. You can always go back to the Medical Terminology Site Page to reference this information. The Course Overview Web page is the starting page for the course lesson modules.

Technical Support Service an Accessibility

YSMU Technical Help Desk: 330-987-5432 or techdesk@ysmu.edu

YSMU Accessibility Guidelines: <http://www.ysmu.edu/webadv/accessibility.shtml>

SharePoint Accessibility: [Navigating SharePoint Tips and Tricks](#)

Student Support Services:

- **YSMU Homepage:** www.ysmu.edu
- **Department, Colleges, Schools, & Departments:** <http://cfweb.cc.ysmu.edu/webcontacts/webcontacts.cfm>
- **Financial Aid and Scholarships:** <http://cfweb.cc.ysmu.edu/finaid/index.cfm>
- **Center for StudentProgress:** <http://www.ysmu.edu/csp/disabilityservices/>
- **NCATE:** <http://www.ncate.org/>
- **YSMU Student Life:** <http://www.ysmu.edu/studentlife/>
- **YSMU Student Code of Rights, Responsibilities, & Conduct:** <http://www.ysmu.edu/thecode.pdf>
- **YSMU Office of Distance Education:** <http://www.ysmu.edu/distancelearning/>
- **YSMU Online Bookstore:** <http://www.ysmubookstore.com/>

Senate resolution on Due Process: The Ohio public university presidents approved a resolution affirming that all Ohio public university students should be afforded due process. This process involves the student meeting with the instructor to discuss the complaint. If the student does not secure a satisfactory resolution at this meeting, then he or she may carry the complaint successively to the appropriate department chair, the dean, and the provost. If the complaint involves a grade for an assignment or a course, only the instructor will have the authority to make a change.

How of Navigate this Course

Introduction & Orientation

YSMU's Center for Distance Education (CDE) offers a video for how to navigate through SharePoint. You can find the video here: [Navigating SharePoint Tips and Tricks](#). It is strongly recommended that all students watch the video and familiarize themselves with SharePoint.

Common Plug-Ins Needed for Online Courses

Common Plug-ins that are commonly required to view handouts and media files:

- **Adobe Acrobat Reader** -- This plug-in is required to view many documents and course materials. It is available free of charge at: <http://get.adobe.com/reader/>
- **RealPlayer** -- This plug-in allows playing of Real video files. Available free at: <http://www.real.com>. Just follow the links for downloading the free RealPlayer.

Figure 1.4

Please note that this is an abbreviated version of the web page for sample purposes only.

Step Four: Students should be instructed to review the Course Calendar. (Figure 1.5)

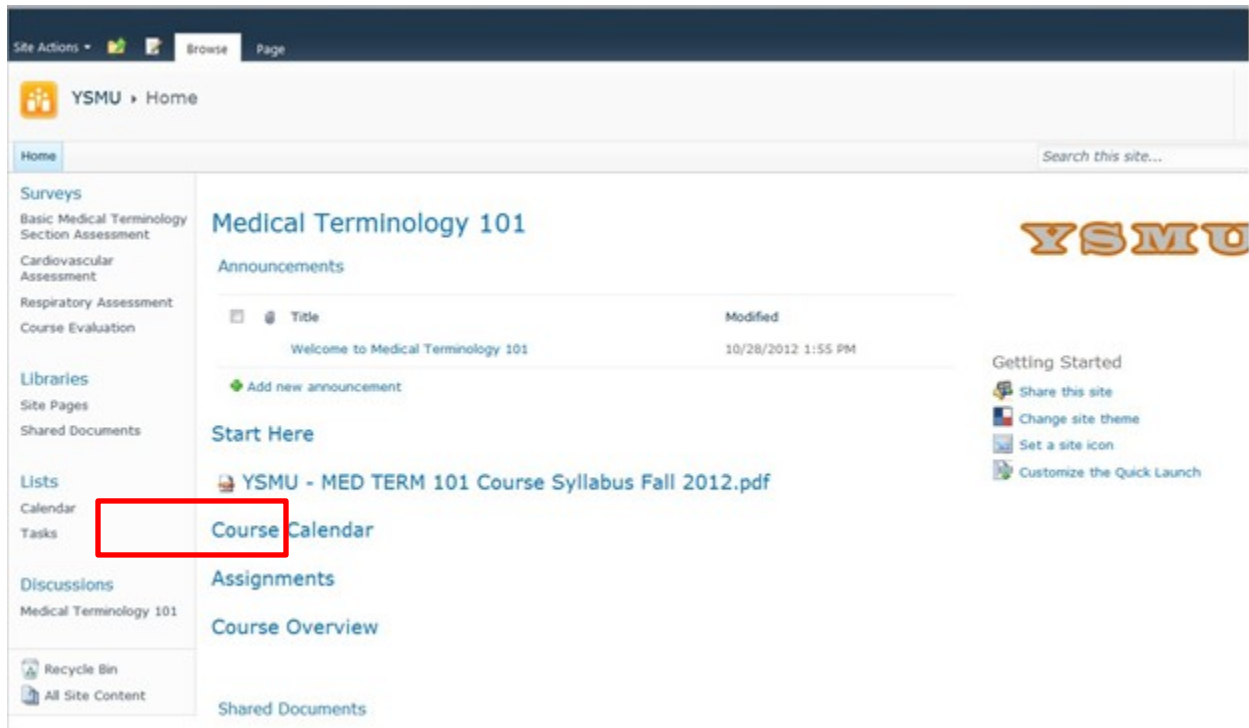


Figure 1.5

Figure 1.6 is a screenshot of the Course Calendar.

• Black print - topics covered
 • Blue print - Point at which an assignment is given. The week an assignment is given, the name of the assignment will contain an active link
 • Red print - Point at which an assignment is due
 • Green print - Indication of official cancelling of classes that impacts this course

Week OF	Lesson Module	Lesson Module Available	Lesson Module Activities Should be Completed By	Topics and Other Information
1/21/2013	1	1/23/2013	1/30/2013	Introduction to Course - Review Course Overview Web Page Read Chapters..... Answer Discussion Question - Introduce Yourself
1/28/2013	2	1/30/2013	2/6/2013	Review Basic Medical Terminology Web Page, including Web Resources Read Chapters... Final Assessment is assigned - Due March 6, 2013 by 5:00 p.m.
2/4/2013	3	2/6/2013	2/13/2013	Review Cardiology Medical Terminology Web Page, including Web Resources Read Chapters... Final Assessment continue working on
2/11/2013	4	2/13/2013	2/20/2013	Review Respiratory Medical Terminology Web Page, including Web Resources Read Chapters... Final Assessment continue working on
2/18/2013	5	2/20/2013	2/27/2013	Work Week
2/25/2013	6	2/27/2013	3/6/2013	Final Assessment due

Figure 1.6

Step Five: Students should be instructed to review the course Assignments (Figure 1.7)

The screenshot shows a Blackboard course page for 'Medical Terminology 101'. The page layout includes a top navigation bar with 'Site Actions', 'Browse', and 'Page' options. Below this is a header with the YSMU logo and a search bar. The main content area is divided into several sections: 'Announcements' with a table listing 'Welcome to Medical Terminology 101' (modified 10/28/2012 1:55 PM) and an 'Add new announcement' button; 'Start Here' with a link to 'YSMU - MED TERM 101 Course Syllabus Fall 2012.pdf'; 'Course Calendar'; 'Assignments' (highlighted with a red box); 'Course Overview'; and 'Shared Documents'. A left-hand navigation menu contains categories like 'Surveys', 'Libraries', 'Lists', 'Discussions', and 'Recycle Bin'. The 'Discussions' link is also highlighted with a red box. On the right side, there is a 'Getting Started' section with links for 'Share this site', 'Change site theme', 'Set a site icon', and 'Customize the Quick Launch'.

Figure 1.7

Figure 1.8 is a screenshot of the Assignments web page.



Course Assignments Overview

Listed below are the graded assignments for the course and when they are due. Instructions for completing the PDF exercises can be found here: [PDF Completion Instructions](#)

- Final Assessment (Final Project) (Due March 6, 2013 by 5:00 p.m.)
- Section Assessment - Basic Medical Terminology (Due February 6, 2013 by 5:00 p.m.)
- Section Assessment - Cardiology Medical Terminology (Due February 13, 2013 by 5:00 p.m.)
- Section Assessment - Respiratory Medical Terminology (Due February 20, 2013 by 5:00 p.m.)
- [Match Terminology PDF Assignment - Basic Medical Terminology](#) (Due February 4, 2013 by 5:00 p.m.)
- [Match Pathology PDF Assignment - Basic Medical Terminology](#) (Due February 4, 2013 by 5:00 p.m.)
- [Match Terminology PDF Assignment - Cardiology Medical Terminology](#) (Due February 11, 2013 by 5:00 p.m.)
- [Match Pathology PDF Assignment - Cardiology Medical Terminology](#) (Due February 11, 2013 by 5:00 p.m.)
- [Match Terminology PDF Assignment - Respiratory Medical Terminology](#) (Due February 18, 2013 by 5:00 p.m.)
- [Match Pathology PDF Assignment - Respiratory Medical Terminology](#) (Due February 18, 2013 by 5:00 p.m.)
- Filamentality - Basic Medical Terminology (Due February 4, 2013 by 5:00 p.m.)
- Filamentality - Cardiology Medical Terminology (Due February 11, 2013 by 5:00 p.m.)
- Filamentality - Respiratory Medical Terminology (Due February 18, 2013 by 5:00 p.m.)

Figure 1.8

Step Six: Students should be instructed that the course Discussion Threads are located on the Medical Terminology 101 SharePoint Site. (Figure 1.9)

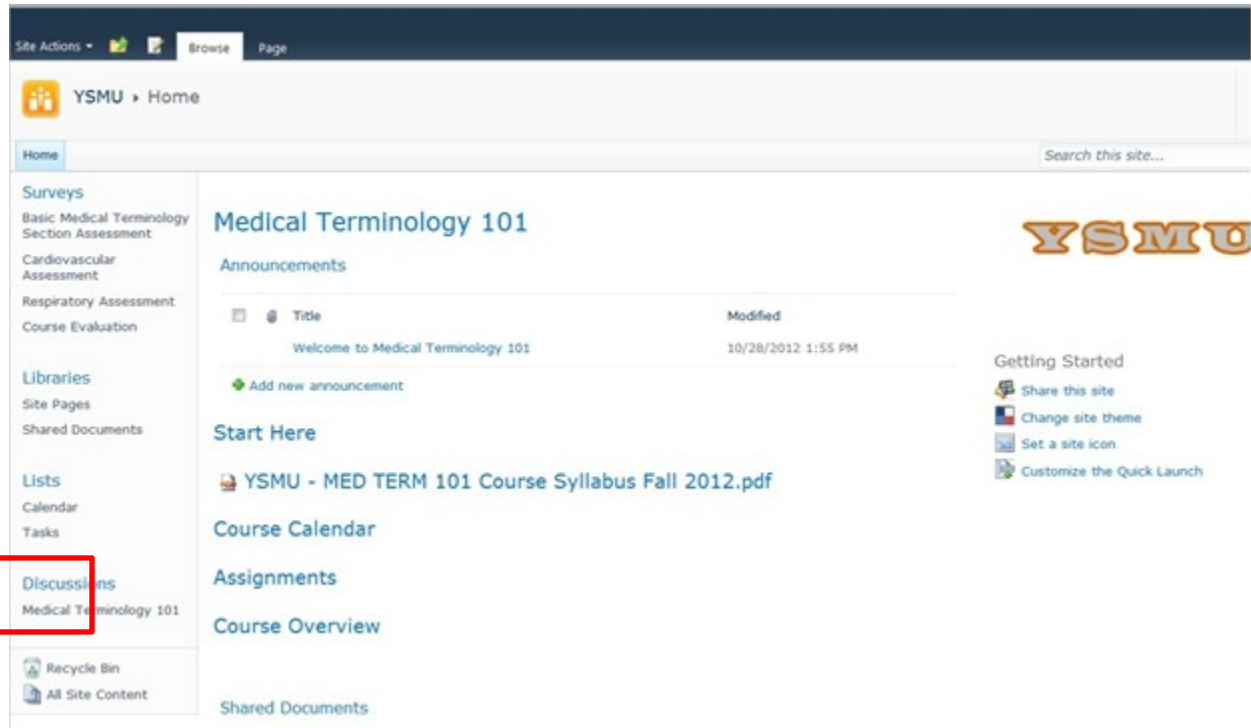


Figure 1.9

To access the Discussion Threads, students will click on the **Medical Terminology 101** Discussion Board quick link under **Discussions**. They will be presented with the Discussion Threads for Introduce Yourself and each of the lesson modules. (Figure 1.10) Students are required to answer each Discussion question (see Course Calendar) and respond to at least two of their classmate's answers. The answers should be meaningful and add to the content of the course. Rubrics have been created for each discussion question. The Rubrics are available on the Course Overview web page. You will post their discussion question grades to the Medical Terminology 101 grade book on <https://my.ymsu.edu>.



Figure 1.10

Step Seven: Students should be instructed that the section assessments for each of the lesson modules and the course evaluation are located on the Medical Terminology 101 SharePoint Site. (Figure 1.9)

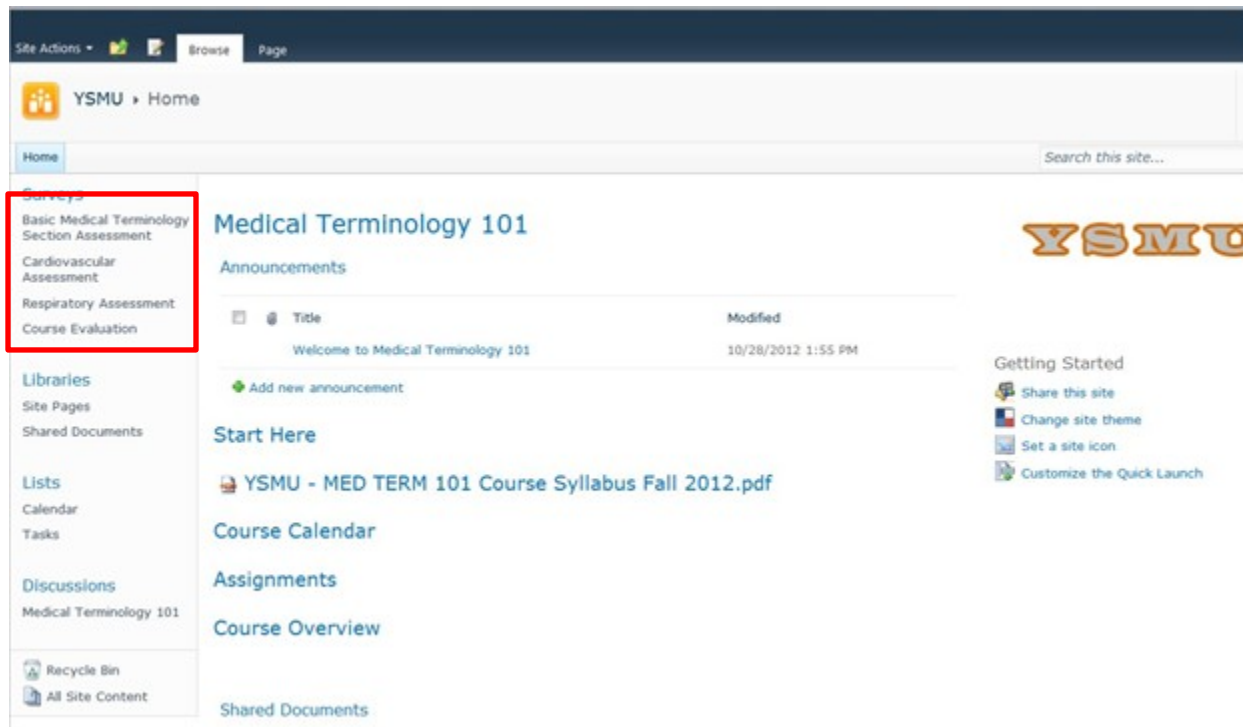


Figure 1.9

Once the student completes each lesson module assessment you will be able to view their answers and export the results to an Excel file if you choose. The answer key for each assessment is at the end of this document in the Answer Key section. You will post the assessment grades to the Medical Terminology 101 grade book on <https://my.ymsu.edu>.

The Course Evaluation will be available to students the last two weeks of the course. The student's names are kept confidential. The results of the Course Evaluation will be used by the Instructor and department to evaluate the effectiveness of the course and the instructor. Changes to the course material can and will be made based on the responses to the Course Evaluation questions.

Section Two: Course Web Pages

Several web pages have been created for the presentation of course content. The landing page for the course web pages is the **Course Overview** web page. To get to the Course Overview web page click the link on the Medical Terminology 101 SharePoint Site Page. (Figure 2.1)

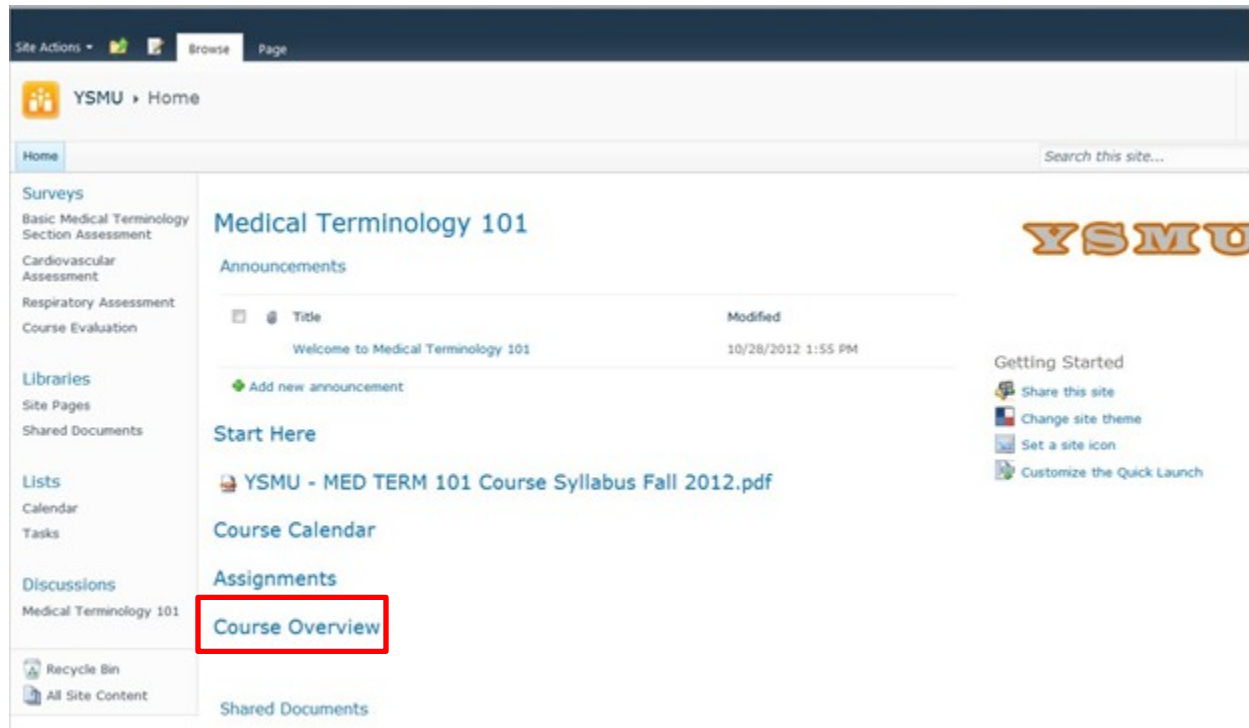


Figure 2.1

Course Overview

The **Course Overview** web page provides the student with an **Introduction** statement about the course and what they can expect to learn. There are links and descriptions of the three **Lesson Modules**. There are links to the Course **Assessments**. The Section Assessment for each of the learning modules and a link to the Final assessment. This is also the page that the student can find the **Rubrics** for all of the assignments that are not graded exams. A link to this web page is on all of the lesson module web pages so that students can get to it easily.

Figure 2.2 is a screenshot of the Course Overview web page.

Figure 2.2



Introduction

The purpose of this course is to give you a working medical terminology foundation that can be utilized in every medical field. It is important that you can recognize, recall and apply these basic medical terms in the appropriate situations.

Lesson Modules

[Basic Terminology](#)

In this lesson module you will learn the basic medical terminology that applies to all medical terminology for every facet of the medical profession. It contains a glossary of basic terminology, which includes audio pronunciation of bolded words, a PowerPoint, PDF exercises and a Section Assessment.

[Cardiology Terminology](#)

In this lesson module you will learn the medical terminology specific to Cardiology. It contains a glossary of core terminology, which includes audio pronunciation of bolded words, a Cardiology specific Case Study, a PowerPoint, PDF exercises and a Section Assessment.

[Respiratory Terminology](#)

In this lesson module you will learn the medical terminology specific to Respiratory. It contains a glossary of core terminology, which includes audio pronunciation of bolded words, a Respiratory specific Case Study, a PowerPoint, PDF exercises and a Section Assessment.

Assessments

[Basic Terminology](#)

[Cardiovascular Terminology](#)

[Respiratory Terminology](#)

[Final Assessment](#)

Rubrics

[Discussion Question - Introduction](#)

[Discussion Question - Case Studies](#)

[Filamentality - Basic Medical Terminology](#)

[Filamentality - Cardiovascular Medical Terminology](#)

[Filamentality - Respiratory Medical Terminology](#)

[Final Assessment](#)

Lesson Modules

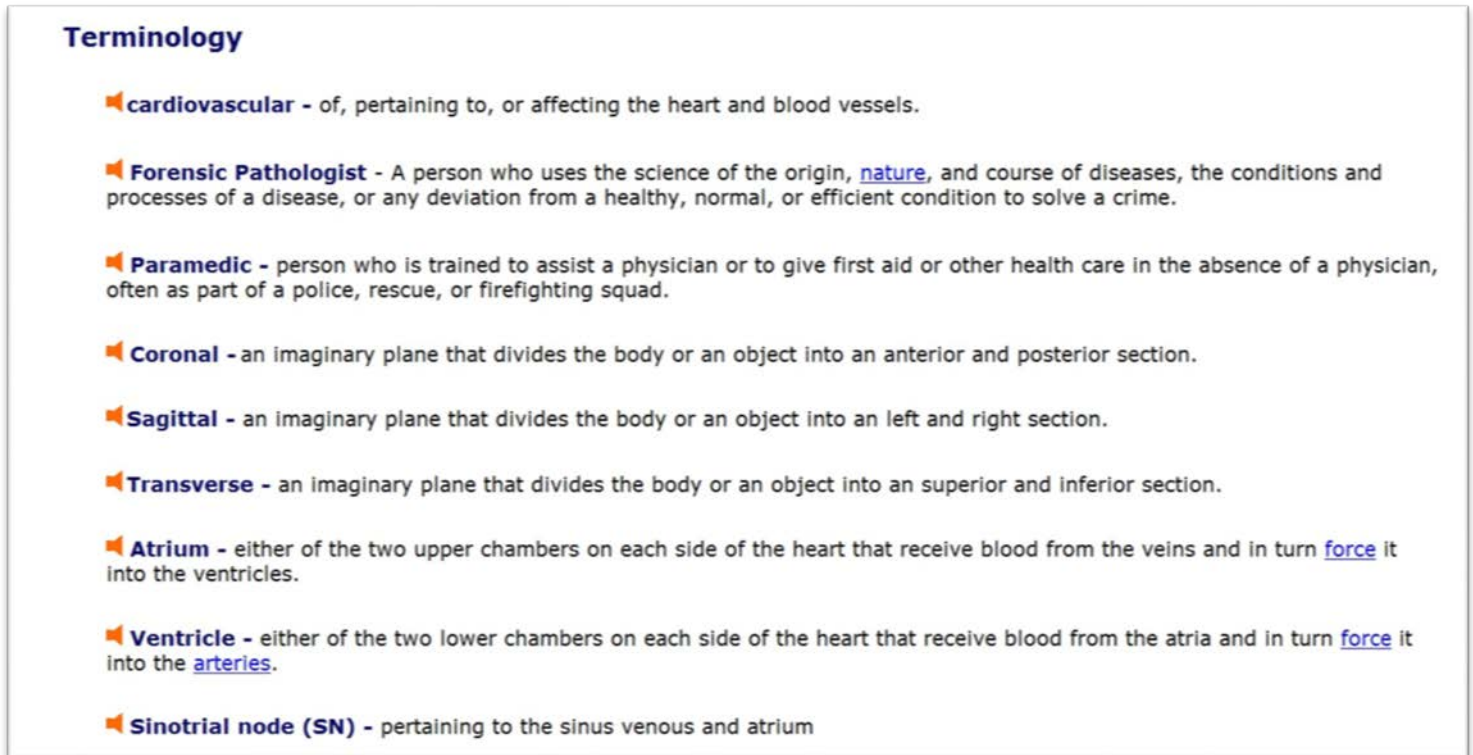
Each of the lesson module web pages has been set up the same to provide consistency for the student and limit their frustration when navigating through the course material. Each lesson module web page is separated into the following sections:

- Glossary of Terms
- Case Study
- PowerPoints with and without sound
- Activities
 - PDF exercises
 - Match Terminology
 - Match Pathology
 - Section Assessment (links to Assessment on Medical Terminology 101 SharePoint Site)
 - Filamentality
- Web Resources

Lesson Modules – Glossary of Terms

Each lesson module has a glossary of terms specific to that module. These terms are used throughout the lesson module in various ways to give the student the opportunity to be exposed to the term and establish an understanding of how the term is utilized in a real world situation. Beside each term is an orange speaker icon. When the student clicks on this icon they will hear a sound bite, which contains the correct pronunciation for the term.

Figure 2.3 is a screenshot of a lesson module *Glossary of Terms*.



The screenshot shows a section titled "Terminology" with a list of medical terms. Each term is preceded by a small orange speaker icon. The terms and their definitions are:

- cardiovascular** - of, pertaining to, or affecting the heart and blood vessels.
- Forensic Pathologist** - A person who uses the science of the origin, [nature](#), and course of diseases, the conditions and processes of a disease, or any deviation from a healthy, normal, or efficient condition to solve a crime.
- Paramedic** - person who is trained to assist a physician or to give first aid or other health care in the absence of a physician, often as part of a police, rescue, or firefighting squad.
- Coronal** - an imaginary plane that divides the body or an object into an anterior and posterior section.
- Sagittal** - an imaginary plane that divides the body or an object into an left and right section.
- Transverse** - an imaginary plane that divides the body or an object into an superior and inferior section.
- Atrium** - either of the two upper chambers on each side of the heart that receive blood from the veins and in turn [force](#) it into the ventricles.
- Ventricle** - either of the two lower chambers on each side of the heart that receive blood from the atria and in turn [force](#) it into the [arteries](#).
- Sinotrial node (SN)** - pertaining to the sinus venous and atrium

Figure 2.3

Lesson Modules – Case Study

Each lesson module has a case study specific to that module. The terms from the lesson module's glossary are used throughout the case study so that the student can see how the terms are applied in a real world situation. This helps the student apply the correct terms in the appropriate situation.

Figure 2.4 is a screenshot of a lesson module *Case Study*.

Case Study

George, Caliope, Alaina, and Leo were long time friends from Mayfield High School. Each planned to attend college after high school and they were all interested in the medical arts. George wanted to be a heart surgeon (**cardiovascular**), Caliope wanted to be a nurse, Alaina wanted to be **forensic pathologist** and Leo wanted to be a **paramedic**.

Throughout their years in high school, these four friends attended many job fairs and learning symposiums about medical careers. They learned what they needed to do and how they needed to prepare themselves for these careers. Classes in basic patient care as well as Basic Medical Terminology were required. These classes would give them knowledge of body planes; **coronal**, **sagittal**, and **transverse**. The classes would also introduce them to the different body systems and pathological processes of the human body.

During an EMS (emergency medical services), Leo learned about the heart and its compartments; the **atrium** and the **ventricles**. Leo learned that the **SN (sinotrial)** and the **AV (atroventricular)** nodes along with the **Purkinje fibers** provided the electrical impulses for the heart to beat. Leo learned about MI's (**myocardial infarctions**) and **hypertension**. The instructor explained how the Paramedics would use an **EKG (Electrocardiogram)** monitor to evaluate the heart rhythms. These heart rhythms are broken into pieces called the P-wave, the **QRS complex** and the T-wave, which demonstrate whether the patient is in normal sinus, **bradycardic**, or **tachycardic** rhythm.

Alaina and Caliope attended seminars on forensic sciences and nursing careers. They found a wide range of possibilities for Caliope in the nursing field. Caliope could be a surgical nurse, a cardiovascular nurse, a pediatric nurse, or a dialysis nurse. They learned about cell and tissue **necrosis**, **arteriosclerosis**, **aneurysms** that cause sudden death when they rupture. **Carcinoma**, **thrombus**, **ischemia**, and **cardiomegaly** all can be treated by nurses and investigated by a forensic pathologist. The girls found quite a bit of overlapping information in their seminars.

George attended many career fairs with Leo and they too shared much the same information. Cardiovascular surgeons deal with fixing the heart and the great vessels and a paramedic fights to keep them working. George and Leo learned about the **pericardium** and the three layers of the heart muscle; the **endocardium**, the **myocardium**, and the **epicardium**. They learned about the major vessels, the **aorta** and the **pulmonary veins and arteries**, which create a pathway for blood to flow to and from the heart.

Figure 2.4

Lesson Modules – PowerPoints

Each lesson module has at least two PowerPoints that are specific to that module. Figure 2.5 is an example of what the PowerPoint will look like. Figure 2.6 is an example of a PowerPoint slide without sound. Figure 2.7 is an example of a PowerPoint slide with sound. (Note the speaker icon in the bottom right corner of the slide). The PowerPoints provide a more in depth description of the lesson module topic and provide the student with additional opportunities to build their medical vocabulary and actually hear how the terms are pronounced. The PowerPoints also include the root portions of the medical terms.

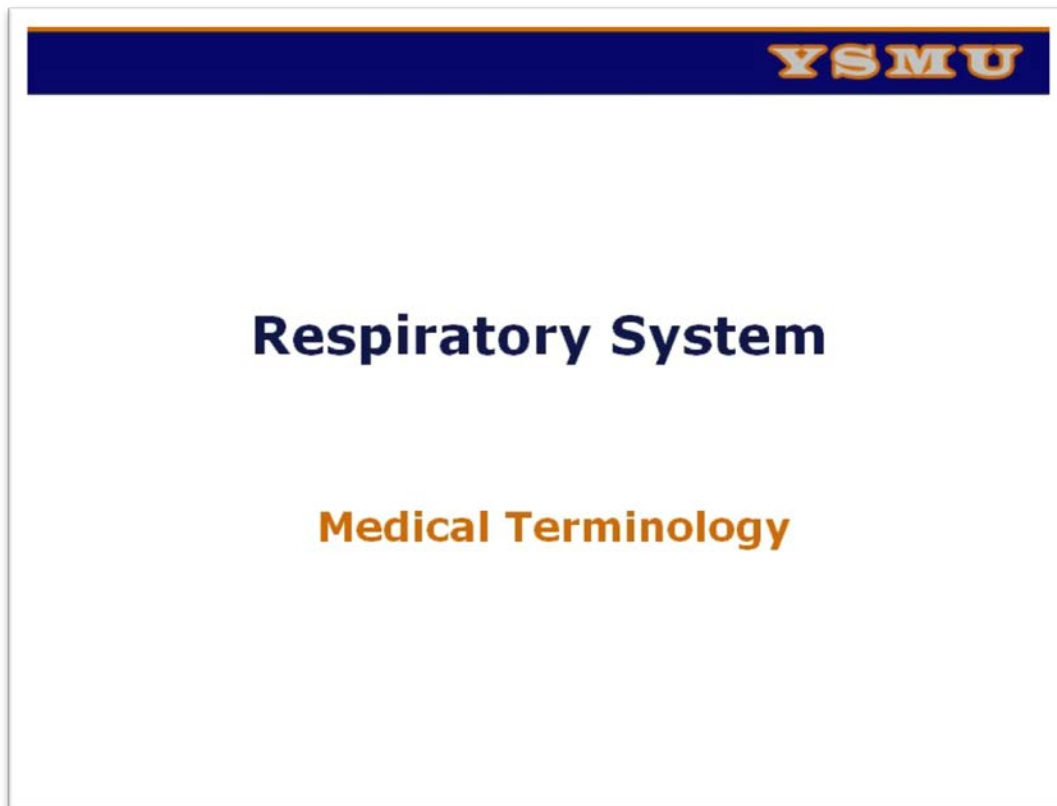


Figure 2.5

Combining Forms

Bronch/o
Bronchi/o

bronchus (airway)

bronchoscope (an instrument used to visualize the airway)

bronchiectasis (dilation or expansion)

Figure 2.6

Combining Forms

Bronch/o
Bronchi/o **airway**

bronchus (airway)

bronchoscope (an instrument used to visualize the airway)

bronchiectasis (dilation or expansion)



Figure 2.7

PDF Exercises

Each lesson module has two PDF based exercises that are specific to that module; Match Terminology and Match Pathology. Figure 2.8 is an example of a subset of a Match Terminology exercise. Figure 2.9 is an example of a subset of a Match Pathology exercise.

Basic Match Terminology

Match the term in Column I with its meaning in Column II

Column I	Column II
1. Paramedic	___ A. The principal deflection in the electrocardiogram, representing ventricular depolarization – ventricular contraction
2. Saggital	___ B. an artery conveying venous blood from the right ventricle of the heart to the lungs
3. Necrosis	___ C. elevation of the blood pressure, especially the diastolic pressure
4. Pulmonary Artery	___ D. a permanent cardiac or arterial dilatation usually caused by weakening of the vessel wall
5. endocardium	___ E. degenerative changes in the arteries, characterized by thickening of the vessel walls and accumulation of calcium with consequent loss of elasticity and lessened blood flow

Figure 2.7

Basic Terminology Match Pathology

Match the pathological term in Column I with its meaning in Column II

Column I

1. bradycardic

2. cardiomegaly

3. EKG Electrocardiogram

4. carcinoma

5. tachycardic

6. sinotrial node (SN)

Column II

___ A. a malignant and invasive epithelial tumor that spreads by metastasis and often recurs after excision; cancer.

___ B. pertaining to the sinus venous and atrium

___ C. the membranous sac enclosing the heart

___ D. a slow heartbeat rate, usually less than 60 beats per minute

___ E. of, pertaining to, or affecting the heart and blood vessels

___ F. the main trunk of the arterial system, conveying blood from the left ventricle of the heart to all of the body except the lungs.

Figure 2.8

Step by step instructions are also included with each lesson module to explain to the student how to complete the editable PDF so that it can be returned to the instructor via email. Figure 2.9 shows where the instructions are on the lesson module web page.

Activities

Terminology Exercises

Instructions: Download each PDF below, complete it based on the Case Study above. Email your answers to the instructor. [PDF Completion Instructions](#)

Figure 2.9

Section Assessment

Each lesson module has a Section Assessment that is specific to that module. The Section Assessment link on the lesson module web page links to the Medical Terminology 101 SharePoint Site. Figure 2.10 shows where the Section Assessments are located on the Medical Terminology 101 SharePoint Site.

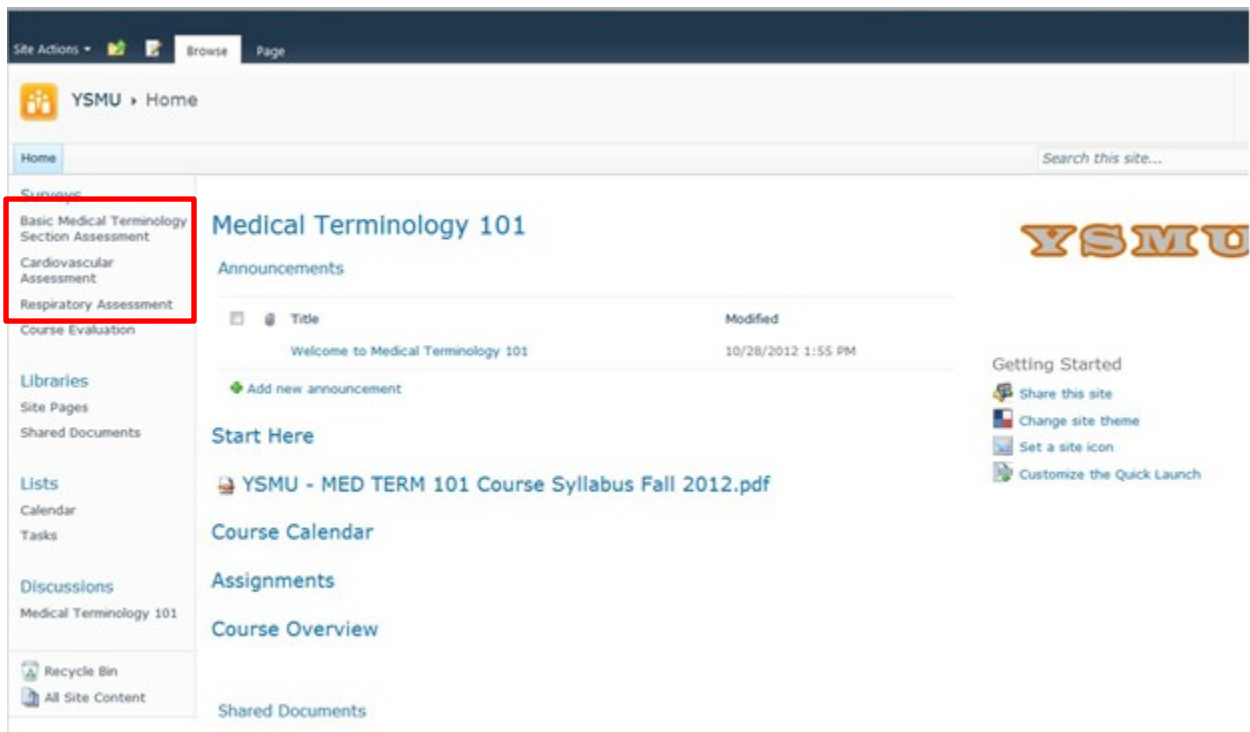


Figure 2.10

Filamentality

Each lesson module has a Filamentality web page that is specific to that module. The Filamentality web page contains links to activities and gives the student more exposure to the module topic. Figure 2.11 is an example of a Filamentality web page for one of the lesson modules.

Basic Med Term WebQuest An Internet WebQuest on Basic Med Term

created by cdgialouis1264
YSMU

[Introduction](#) | [The Task](#) | [The Process](#) | [Conclusion](#) |

Introduction

Imagine that you and a team of learners are presented with the task of describing an elephant. You are each blindfolded and guided to an elephant. Each of you touches a different part of the animal. Based upon what each of you explored, each will have a different point of view about elephants. Which is the truth? When we study complex topics, there is usually a lot more to a topic than we learn after a quick exploration. In the following WebQuest, you will use the power of teamwork to learn all about Basic Med Term. Each person on your team will become an expert on some aspect of Basic Med Term and then you will come together at the end to share and get a better understanding of the topic as a whole.

Task

Your team has been assigned a specific role. You will use the links provided as well as other resources (library, etc) to become experts on your roles. You and your team will work together to create a Group Report that presents your team's answer to the Quest(ion). By completing this WebQuest, you should achieve the following goals: 1) develop an interest in the study of Basic Med Term; 2) use the power of the Internet for advanced exploration; 3) learn information about key aspects of Basic Med Term; 4) realize that complex topics can be looked at from various perspectives; 5) formulate and support an opinion based on your roles; and 6) work with teammates to determine a combined action plan.

Process

You will be working together as a group exploring web sites that your teacher has selected. You should start with the pages that are labelled 'Background Information' before dividing into groups. Each group has their own Task [complete](#) and a separate set of web sites to use. There is a task organizer and an evaluation rubric in Background Information to guide your work.

Phase 1 - Background Information

These sites are important because they will provide basic information about the topic as a whole. Everyone should explore these sites before starting your Task.

Phase 2 - Roles

These roles were chosen because they each define the most important elements of Basic Med Term. Each of you has been assigned a particular role with links and instructions below. Here are the general instructions for all of you. Please see your specific instructions and questions below.

INSTRUCTIONS:

1. Two members from each WebQuest team will explore one of the roles below.
2. Read through the files designated for your group. You can print out pages and underline the parts that you feel are important or cut and paste from the webpage into a word processor.
3. Remember to include the URL of the page you take information from so you can return to it and use it as a citation.
4. Focus what you've learned into one main opinion that answers the Big Quest(ion) or Task.

Flashcards:

- [Students Survive 2 Thrive](#)

The student will use the flash cards on this site to find the words that define seven (7) colors and the numbers 1,2,3,and 4.

The student will be required to list the seven (7) colors they find and their corresponding definitions, as found on the flashcards in the word document created for this Basic Medical Terminology Filamentality assignment.

The student will then be required to list the four (4) numbers (1,2,3,and 4)and their corresponding definitions, as found on the flashcards in the word document created for this Basic Medical Terminology Filamentality assignment.

Hangman :

- [ProProfs.com/Hangman](#)

The students will play the hangman game and make note of the eight words they find in the game. Once the student has all eight (8) words they will list them in a word document that was created for this Basic Medical Terminology Filamentality assignment and write a paragraph about how the words are related.

C

Please note that this is an abbreviated version of the web page for sample purposes only.

Lesson Modules – Web Resources

Each lesson module has a list of web resources, which are links to sites that are module specific. Figure 2.12 is an example of web link resources for the cardiovascular lesson module. Students should be required to visit each of the links to add to their medical vocabulary and application of medical terms.

<http://www.proprofs.com/quiz-school/quizshow.php?title=medical-terminology-cardiovascular-system&quesnum=1>

www.flashcardexchange.com/cards/medical-terminology-cardiovascular

http://msjensen.cehd.umn.edu/webanatomy/cardiovascular/cvs_med_terms_1.htm

<http://quizlet.com/8060/medical-terminology-ch-8-cardiovascular-system-b>

<http://quizlet.com/907593/medical-terminology...5-terms-the-cardiovascular>

<http://www.texasheartinstitute.org/HIC/Gloss/>

Figure 2.12

Medical Terminology		Basic Terminology	
Terminology	Case Study	Power Point	Activities

Terminology

- ▶ **cardiovascular** - of, pertaining to, or affecting the heart and blood vessels.
- ▶ **Forensic Pathologist** - A person who uses the science of the origin, [nature](#), and course of diseases, the conditions and processes of a disease, or any deviation from a healthy, normal, or efficient condition to solve a crime.
- ▶ **Paramedic** - person who is trained to assist a physician or to give first aid or other health care in the absence of a physician, often as part of a police, rescue, or firefighting squad.
- ▶ **Coronal** - an imaginary plane that divides the body or an object into an anterior and posterior section.

Case Study

George, Caliope, Alaina, and Leo were long time friends from Mayfield High School. Each planned to attend college after high school and they were all interested in the medical arts. George wanted to be a heart surgeon (**cardiovascular**), Caliope wanted to be a nurse, Alaina wanted to be **forensic pathologist** and Leo wanted to be a **paramedic**.

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PowerPoint

[Basic Terminology](#)

[Basic Terminology Part 1 with Sound](#)

Activities

Terminology Exercises

Instructions: Download each PDF below, complete it based on the Case Study above. Email your answers to the instructor. [PDF Completion Instructions](#)

[Match Terminology](#)

Filamentarity

Filamentarity - Basic Medical Terminology

[Assignment Instructions PDF](#)

Web Resources

The following are links to various web sites and activities that relate to Cardiovascular Medical Terminology. When you click the link it will open a new web page. To get back to this page click the 'X' to close the page you were accessing.

<http://quizlet.com/subject/medical-terminology>

<http://quizlet.com/759301/medical-terminology-350-flash-cards/>

Section Three: Answer Keys

The lesson module exercises and assessment should be used to assess the student's progress and for the providing the student with feedback in reference to their progress.

Basic Medical Terminology Lesson Module

PDF Exercises

Match Terminology

- | | | | |
|----|---|-----|---|
| 1. | F | 9. | P |
| 2. | H | 10. | L |
| 3. | M | 11. | E |
| 4. | B | 12. | A |
| 5. | O | 13. | C |
| 6. | K | 14. | D |
| 7. | I | 15. | G |
| 8. | J | 16. | N |

Match Pathology

1. D
2. G
3. I
4. A
5. H
6. B
7. C
8. F
9. E

Section Assessment

1. D
2. C
3. C
4. D
5. C
6. B
7. A
8. B
9. C
10. D
11. D
12. B
13. C
14. C
15. B
16. A
17. B
18. D
19. C
20. B
21. D
22. A
23. B
24. B
25. D

Cardiovascular Medical Terminology Lesson Module

PDF Exercises

Match Terminology

- | | | | |
|----|---|-----|---|
| 1. | K | 9. | A |
| 2. | P | 10. | D |
| 3. | L | 11. | O |
| 4. | S | 12. | N |
| 5. | H | 13. | L |
| 6. | Q | 14. | I |
| 7. | F | 15. | R |
| 8. | C | 16. | B |

Match Pathology

- | | |
|----|---|
| 1. | E |
| 2. | B |
| 3. | D |
| 4. | G |
| 5. | A |
| 6. | C |

Section Assessment

1. B
2. D
3. B
4. C
5. C
6. B
7. A
8. A
9. B
10. C
11. C
12. B
13. A
14. B
15. B
16. C
17. B
18. C
19. B
20. D
21. A
22. C
23. A
24. D
25. A

Respiratory Medical Terminology Lesson Module

PDF Exercises

Match Terminology

- | | | | |
|----|---|-----|---|
| 1. | E | 9. | P |
| 2. | G | 10. | N |
| 3. | A | 11. | F |
| 4. | I | 12. | O |
| 5. | B | 13. | H |
| 6. | M | 14. | L |
| 7. | C | 15. | D |
| 8. | J | 16. | K |

Match Pathology

1. D
2. G
3. I
4. B
5. H
6. B
7. C
8. F
9. A

Section Assessment

1. D
2. C
3. A
4. C
5. B
6. B
7. A
8. C
9. D
10. D
11. B
12. C
13. D
14. B
15. D
16. A
17. C
18. D
19. C
20. B
21. C
22. C
23. B
24. B
25. A