This study guide contains additional medical reports or summaries so you can see medical terms in context. Read the reports/summaries and try to put into your own words what is happening and define the medical terms.

**EVALUATION**

**Tests:** Represent a way to evaluate progress of a student in a course. They don't say anything about you as a person. Try not to give yourself negative messages: "I can't do it; I can't remember; there's something wrong with me". Please do not wait until you are going down for the third time before asking for help. Individuals learn in different ways and at different speeds. You do have to be actively involved in the learning.

You are asked to complete a mid-term evaluation which gives you an opportunity to let me know what’s working and what isn’t; what you would like included, etc.

**Class Participation:** Because of the lack of direct contact, it's essential that students phone in. This class will not be as interactive as many of you would like, but please feel free to share study tips you have found helpful; articles read; ask questions; ask for pronunciation assistance. My observation is that students who consistently are "on line" do better on the tests and final, simply because we review prior to each of them.

**OTHER RESOURCES**

**Public library:** Check the videotape selection. One excellent series is called The Brain; Episode 2 covers vision and movement; episode 3 the hypothalamus. You may also find tapes on different body systems.

**Television:** the American Medical Association has cable programs which highlight new surgical techniques for disease processes. On the other hand, most of you have seen more than one television show which utilized cardioversion.

**Publications:** Many non-medical publications feature articles or short news items on pathology or treatments (i.e. Self, Time, Newsweek, Good Housekeeping, etc.). For example, the September 27, 1999 issue of Newsweek was devoted to where health begins. Health magazine is an excellent source of new information on various diseases and treatments.

**Internet:** You don't have to physically go to the library because you can use the University's computer system to access library databases. One of the most popular database options is CCL which is a listing of periodicals. If you are using a search engine

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(AltaVista, Yahoo), you can limit your search by: "Parkinson's" +current+treatment. I have found updated information on a variety of conditions such as diabetes, Alzheimer's, multiple sclerosis, etc.

Alliances: There may be a branch of American Association of Retired People (AARP) in your area; they are an excellent source of materials on current medications and treatment for chronic diseases besides publishing an excellent journal called Modern Maturity. Dental clinics and ambulatory care sites may have pamphlets on certain diseases and prevention of same.

Frankly, it's almost impossible to turn on the radio or television, pick up a magazine or newspaper, and not find something on disease processes, wellness issues, and treatments.
Chapter 1-4

The first four chapters in your text are extremely important because they provide you with the working vocabulary used in the health care system.

Prefix: word beginning (think of precede - going ahead)
Suffix: word ending (think of sufficient - complete)
Combining vowel: links the root to the suffix or to another root
Combining form: combination of the root and the combining vowel

Some medical term conventions:

Reading medical terms:
- generally, start at the end and read toward the beginning of the term
- drop the combining vowel before a suffix beginning with a vowel
- keep the combining vowel between two roots

I find that while there are no hard and fast rules, the format that permits the easiest pronunciation of the term usually dictates which root goes first, as in *gastroenteritis* (rather than *enterogastritis*).

**Plus:** the digestive path is through the stomach to the intestines.

Just a reminder that you can’t always use the literal translation of a medical term. For example, *anemia* literally means *without blood*. The correct meaning for this term is a decreased number of erythrocytes (red blood cells) or a decrease in the hemoglobin (iron bearing red blood cells). Anemic patients were so pale; they looked like they were “without blood” (think Dracula).

Chapter 1: Try to do all the exercises at the end of each chapter, but these exercises are particularly helpful: Practical Application, p. 13. **Exercises B, D, E, G, I, J, L, O.**

Read Chapter 2. Pay attention to the progression from cells to tissues to organs to systems.
Know regions and quadrants on p. 46-47; divisions of the back p. 48. Study Section 4 on p. 49.
Positional and directional terms p. 50-51. **Exercises C, E, F, and H and M.**

Chapter 3 – Suffixes

We will return to the Appendices in this chapter as we progress through the text. **Practical Applications, p. 91. Exercises: A, B, D, F, H, J and L.**

Chapter 4 - Prefixes

Again, we will return to the Appendices as we progress through the text. **Practical Applications, p. 124. Exercises: A, B, C, F, G, I and K.**