



AH-105: MEDICAL TERMINOLOGY

Effective Term

Fall 2026

BOT Approval Date

01/15/2026

Discipline

AH - Allied Health

Course Number

105

Course Title

Medical Terminology

Short Title

Medical Terminology

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 164

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Face to face classes will meet at least once a week for 16 weeks.

Catalog Description

This course provides a comprehensive introduction to the language of medicine, teaching students to accurately interpret, construct, and apply medical terminology in academic, clinical, and professional settings. Through the study of prefixes, suffixes, and combining forms, students learn to analyze medical terms related to body systems, diseases, diagnostic procedures, and treatments, with emphasis on correct pronunciation, spelling, and contextual usage. Instruction includes interactive lectures, multimedia demonstrations, transcription exercises, case scenarios, and a variety of practice tools such as quizzes, flashcards, and dictation activities to reinforce understanding and retention. Students also engage in reflective activities that help them monitor progress and strengthen long-term comprehension. By the end of the course, students will be able to confidently interpret medical language and communicate medical information effectively to both professional and non-medical audiences.

Codes

TOP Code (CB 03)

1201.00* - *Health Occupations, General

CIP Code

51.0000 - Health Services/Allied Health/Health Sciences, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Health Services Director/Health Services Coordinator/College (Masters Required)	Or
Health (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective
1. Distinguish word roots and combining forms related to body systems and pathologies.
2. Document and identify organs of each body system and their functions using appropriate medical terminology.
3. Formulate terms related to body systems, examination positional terms, body planes, regions and cavities as used in the medical field.
4. Organize and apply appropriate medical terminology when defining and describing pathologies related to body systems.
5. Compare medical procedures, using relevant medical terminology, related to body systems.
6. Distinguish medical abbreviations used in the study of body systems and when used in patient charts or physicians orders.
7. Identify historical and social influences and factors including biased language related to race gender and disability.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will recognize word roots, combining forms, prefixes and suffixes used in medical terminology.
2. Students will synthesize medical terms and procedures using common roots, prefixes and suffixes.
3. Students will spell and pronounce medical terms and major anatomical structures and procedures related the various body systems.
4. Students will demonstrate cultural awareness in communicating with patients, patients' family, and clinicians using the correct medical terminology
5. Students will demonstrate an understanding of how diverse cultural backgrounds can influence the interpretation and application of medical terminology and how this knowledge impacts patient communication and care.
6. Students will recognize the impact of language and how differences in language, literacy and cultural norms can affect communication in health care settings

Content

Course Lecture Content

1. Introduction to Medical Terminology:
 - a. Pronunciation and spelling.
 - b. Word roots and word building, prefixes, suffixes, combining vowel form.
 - c. General grammatical rules. Abbreviations used in medical terminology.
 - d. Patient confidentiality.
2. Body Structure Overview:
 - a. Directional and positional terms.
 - b. Body planes, regions and cavities.
 - c. Word building relating to body structure.
3. The Systemic Approach: Specific word groupings relating to the pathologies, major disorders and procedures of each body system.
 - a. Integumentary System
 - b. Musculoskeletal System
 - c. Endocrine System
 - d. Cardiovascular System
 - e. Lymphatic and Hematic System
 - f. Respiratory System
 - g. Digestive System
 - h. Urinary System
 - i. Reproductive System
 - j. Nervous System
 - k. Special Senses: The Eye and The Ear

4. Special Topics and medical procedures
 - a. Pharmacology
 - b. Emergency Medicine
 - c. Mental Health
 - d. Diagnostic Imaging
 - e. Oncology
 - f. Surgery
 - g. Rehabilitation services
5. Abbreviations
6. Physician orders and patient charts
7. Sonography and/or radiology department
8. Describing pathologies
9. Understanding how language, including medical terminology can be used to effectively communicate equity and inclusion with a diverse clinical population.
10. Understanding health disparities, health equity and social determinants of health.
11. Define and discuss concepts to provide a foundation for why cultural context matter in medicine for each body system.

Methods of Instruction

Method

Activity

Integration

Students will each be given a patient electronic medical record report case study to evaluate for proper use of medical terminology and description of the examination findings.

DE Adaptations for MOI

The instructor will assign students a patient care electronic health record case study report from chapter content to evaluate for proper use and improper use of medical terminology and description. Students also learn how to use prefixes, suffixes and word roots to determine the meaning of new terms. Case studies and electronic health care record assignments will be accessible within the CMS and may be used to support key concepts and discussion in the online learning environment and face to face classes. The assignment will be posted on the CMS and students will submit their assignments online through the CMS to the instructor. The instructor will provide feedback to the students through the CMS making notations on student work.

Method

Film/video Viewing and Discussion

Integration

Students will be provided multimedia presentations/simulations/ film and videos embedded in the CMS discussion board to review what medical terminology was used properly or improperly by the health care provider. After viewing multimedia presentations/ simulations using a medical scenario students will review what medical terminology was used properly or improperly by the health care provider. Videos will be accessible within the CMS and used to support key concepts or stimulate discussion in the online and face to face learning environments. The multimedia presentations will be available through the CMS with links directly to the videos and film. The videos provided by the publisher, Pearson, are ADA and WCAG 2.0 compliant. Alternative assignments may be needed for some students.

DE Adaptations for MOI

Videos embedded in the PowerPoint presentations will be accessible through the CMS and can be used to prompt discussion questions in the online forum. The PowerPoint lectures will be available through the CMS with links directly to the videos. The videos provided by the publisher, Pearson, are ADA and WCAG 2.0 compliant. Alternative assignments may be needed for some students.

Method

Lecture

Integration

Students will be given access to weekly PowerPoint lectures, handouts, and models. Weekly lectures will introduce key concepts in medical terminology using a combination of instructional materials such as presentations, visuals, and demonstrations. These lectures will be delivered through recorded or streamed content accessible within the course site. The lectures present and review a chapter-by-chapter content introduction to medical terminology and body systems and will be accessible within the CMS and may be used to support key concepts and discussion in the online learning environment and face to face classes.

DE Adaptations for MOI

In the distance education format, students will have access to weekly PowerPoint lectures, handouts, and virtual models through the Course Management System (CMS). Lectures introducing key concepts in medical terminology will be delivered as recorded or streamed content, incorporating presentations, visuals, and demonstrations. The lectures provide a chapter-by-chapter introduction to medical terminology and body systems and are accessible at any time within the CMS to support learning, reinforce key concepts, and facilitate participation in online discussions or synchronous sessions, supplementing both online and face-to-face instruction as needed.

Method

Role Playing/Simulation

Integration

Class discussion and interpretation of a mock patient chart, checking patient lab results, diagnostic imaging results, signs and symptoms and previous history investigating how medical terminology was used by health care providers. The mock patient chart will include patients from various ethnic heritage and socioeconomic background.

DE Adaptations for MOI

Students will be required to participate in discussion questions through the CMS simulating the interpretation of a mock patient chart, checking patient lab results, diagnostic imaging results, signs and symptoms and previous history investigating how medical terminology was used by health care providers. The instructor will guide the discussion. The instructor will provide feedback through the CMS on discussion posts.

Method

Homework

Integration

Patient Case Based Methods

DE Adaptations for MOI

Present patient cases scenarios where socioeconomic status, language barriers, cultural beliefs, or system bias have impacted the patient care

Method

Directed Study

Integration

Reflective Practice and Journaling

DE Adaptations for MOI

The students will complete weekly chapter assignments, lecture and activities based and will journal based on reflection of key concepts, particular body system or area of medicine on the CMS. The journal will also include reflections and newly learned concepts about different cultures and bias in the field. This will be followed up where students will write a weekly journal related to assumptions, perceptions of illness or treatment and negative or biased connotation. The instructor will provide feedback at the end of the unit on the CMS.

Methods of Evaluation

Method

Exams/Tests

Integration

A midterm and final exam covering all material presented up to that point and a cumulative final exam covering content from the entire semester will be administered to evaluate students' ability to retain, analyze, and apply medical terminology.

DE Adaptations for MOE

In the distance education modality, both the midterm and final exams will be delivered and submitted through the Course Management System (CMS). Exams will assess the student's ability to retain, process, and correctly use medical terminology. The instructor will provide timely feedback through the CMS grading and comment tools.

Method

Projects

Integration

One group presentation using proper medical terminology to describe a patient history upon admittance to the hospital, exams ordered by the physicians, exam results, surgical procedures and findings, and patient outcome.

DE Adaptations for MOE

Online interactive assignments such as word search, word surgery, matching, labeling, review quizzes, and spelling challenge will be assigned, submitted and graded through the MyLab Medical Terminology program that is available with the etext. Alternative assignments may be needed for some students. The instructor will provide feedback through the CMS.

Method

Quizzes

Integration

Weekly quizzes and spelling tests to evaluate the student's immediate understanding of concepts in medical terminology.

DE Adaptations for MOE

Weekly quizzes and spelling tests will be administered and submitted through the CMS. Practice tests and review activities will be available to students through the online MyLab Medical Terminology program offered with the etext. Alternative assignments may be needed for some students. The instructor will provide feedback on quizzes through the CMS grading system.

Method

Homework

Integration

Written Homework and Case-Study Analyses will be evaluated by instructor using rubric point system on the CMS. Written homework and case-study analyses will require students to complete worksheets, terminology breakdowns, and brief responses to clinical scenarios provided by the instructor. These assignments assess the student's ability to deconstruct medical terms into their component parts, interpret physician orders, diagnostic reports, and treatment notes, and accurately apply medical terminology within simulated health-care documentation. Students will actively engage with instructional content through activities that require the application and translation of medical terminology in authentic contexts. For example, students will transcribe medical dictation reports, demonstrating comprehension of specialized language, and then rewrite those reports in plain language to communicate effectively with a non-medical audience.

Additional interactive exercises, such as self-check quizzes, flashcard drills, and multimedia tutorials, will reinforce mastery of word parts, pronunciation, and meaning. These activities ensure consistent, meaningful interaction with course materials and support ongoing skill development through active learning and immediate feedback."

Students will complete weekly vocabulary exercises designed to reinforce comprehension and accurate use of medical terminology. These assignments will be graded with instructor feedback, allowing students to evaluate their understanding and identify areas for improvement.

Students will use the completed worksheets to monitor their progress over time, reflect on their growth in mastering medical language, and set goals for continued development. This reflective practice encourages self-awareness as learners and supports deeper, long-term retention of course concepts. All of these methods will be evaluated using a point rubric system.

DE Adaptations for MOE

Written homework and case-study analyses will require students to complete worksheets, terminology breakdowns, and brief responses to clinical scenarios provided by the instructor. These assignments assess the student's ability to deconstruct medical terms into their component parts, interpret physician orders, diagnostic reports, and treatment notes, and accurately apply medical terminology within simulated health-care documentation.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Draw a diagram of the nine (9) regions and name each region with of the abdominal area. Using proper terminology describe what organs or vessels are found in each of the nine regions.

In groups, create models using clay depicting various types of bone fractures, label each model using proper terminology to describe and name the type of fracture.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Develop through group process, a project related to medical imaging and present it to the class and include pertinent medical imaging (ultrasound, CT, MRI or Nuclear medicine) and using appropriate medical terminology in the presentation.

Examine how the imaging examination helped in the patient diagnosis. Example: Patient arrives in the ER after a motor vehicle accident, the patient suffered blunt force trauma to the right abdomen and is now experiencing acute pain on the right side that radiates towards the right shoulder. What type of injury could have occurred, what is the correct medical term for the injury, and what would be the expected testing to confirm an injury.

Assignment Type

Reading

In-class and/or outside of class

Outside of class



Formative or Summative

Formative

Assignment

Research medical legal briefings and be prepared to share your responses on the topic:
"Must you always honor a treatment refusal?"

Determine how this scenario may play out based on the patient's cultural, socioeconomic or academic background.

Explain how a healthcare provider can provide a sense of equity, inclusion and respect for the patient's request.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Listen to the dictated transcription reports presented as accessible audio segments online in the CMS. Type the report according to the format provided in the audio assignment. Submit the report to your instructor.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Weekly Journal on topics pertaining to bias, healthcare, and other classroom relevant topics.

How assignment will be adapted in online format

Work will be submitted online at the end of the semester

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Medical record rewrite: Case study medical record containing clinical vignette containing potentially stigmatizing or biased terminology

How assignment will be adapted in online format

Students use the annotated tools within Canvas or other tools to highlight every instance of non-inclusive language.

Students will rewrite a section of the record to replace the highlighted terms with person-first language. Students will write a short paragraph explaining how the original phrasing could negatively impact patient care and why their changes Promote better communication and respect.

Course Materials

Textbooks

Bonnie F. Fremgen, Suzanne S. Frucht (2024). Medical Terminology: A Living language 8th Edition Prentice Hall. ISBN: 13:9780138052123

Other Resources

MyLab Mastering Medical Terminology: A Living Language. Pearson, (7th edition/e). Taber's Encyclopedia, Medical Dictionary

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Interactive group discussions and patient chart case study's will be used to address legal, ethical, and cultural issues in healthcare based on instructor provided case studies involving a patient from different cultural background who is experiencing a medical condition. Students will discuss how gender, culture/race and sexuality may influence patient care, and communication with patient family, staff and other medical personnel. A live and/or recorded lecture is provided to educate the student on cultural diversity and awareness.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The use of powerpoint presentation, audio-visual recordings, recorded and live lectures, demonstration of techniques, peer sharing, group presentations and student's written and oral presentations, and instructor feedback, are intended to create a variety of ways to cater to students with different learning styles. Small case study group discussions and interactions provide each student the opportunity to share their findings involving a patient from a different cultural background who is experiencing a specific medical condition.

Each group will analyze the case study, identifying potential communication challenges or cultural considerations that may impact the understanding and acceptance of medical terminology by the patient. The use of case studies and small discussion groups will then share their findings with the larger class, fostering a discussion about how cultural differences can influence communication and healthcare interactions.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work in groups and in discussion groups to create flowcharts and models and use medical terminology to label and explain the concept presented. Students work in groups to discuss the patient chart case study.

Explain how the course will incorporate instructor-to-student interaction.

The instructor guides students in the pronunciation of various medical terms used in each chapter and allows students to pronounce terms used for medical pathologies and procedures.

Explain how the course will incorporate student-to-content interaction.

Students will use their understanding of medical terminology to transcribe medical dictation reports and then rewrite the report in layman terminology so that the average person with no medical background can understand.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students are given weekly worksheets with vocabulary exercises which are graded by the instructor. Students can use these worksheets to assess their accuracy of the use of medical terminology, check their progress and reflect on their growth.

Key: 74