

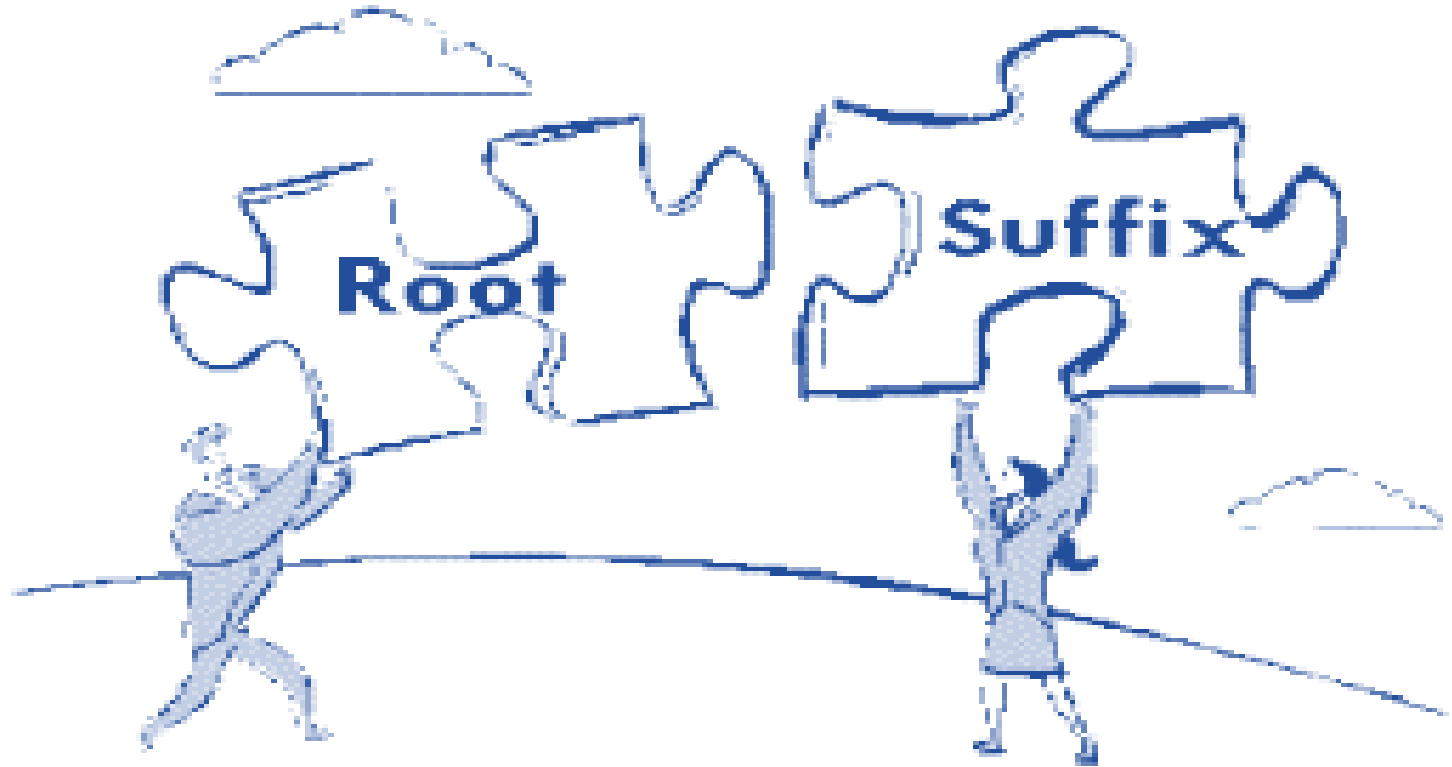
A
b
b
r
e
v
i
a
t
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o
n
s

Medical Terms



Prefix & Suffix

3 WORD PARTS



Three word parts

- **Word roots** contain the basic meaning of the term. They usually, but not always indicate the involved body part.
- Examples: Underline the word root. (look for the body part)

Neuroplasty

abnormal

abdominocentesis

gastritis

prenatal

Arteriomalacia

dysfunctional

appendectomy

tonsillectomy

Three word parts

- **Suffixes** usually, but not always, indicate the procedure, condition, disorder or disease. A suffix always come at the end of the word
- Examples: Square the suffix

Neuroplasty abnormal abdominocentesis gastritis prenatal

Arteriomalacia dysfunctional appendectomy tonsillectomy

' . ' .

Three word parts

- **Prefixes** usually, but not always, indicate location, time, number, or status. A prefix always come at the beginning of a word.
- Example: Circle the prefix (if there is one!)

Neuroplasty

abnormal

abdominocentesis

gastritis

prenatal

Arteriomalacia

dysfunctional

appendectomy

tonsillectomy

Rules for using Combining Vowels

- 1. A combining vowel is used when the suffix begins with a consonant.
- Example: neur/o (nerve) is joined with the suffix –plasty (surgical repair) the combining vowel O is used because –plasty begins with a consonant. Neur/o/plasty

Rules for using Combining Vowels

- 2. A combining vowel is not used when the suffix begins with a vowel (a,e,i,o,u).
- Example: when neur/o (nerve) is joined with the suffix – itis (inflammation), the combining vowel is not used because –itis begin with a vowel. Neuritis

Rules for using Combining Vowels

- 3. A combining vowel is always used when two or more root words are joined.
- Example: when gastr/o (stomach) is joined with enter/o (small intestine), the combining vowel is used with gastr/o. However, when the suffix –itis (inflammation) is added, the combining vowel is not used with enter/o because –itis begins with a vowel. Gastroenteritis

Rules for using Combining Vowels

- 4. A prefix does not require a combining vowel. Do not place a combining vowel between a prefix and the word root.

practice

- Circle the prefix, underline the word root, square the suffix, indicate combining vowel with //



Gastrosis

arteriosclerosis

prenatal

dysuria

Addiction

subcostal

hemorrhage

gastritis

Hypertension

neuroplasty

arteriostenosis

intravenous

Using your Packet, define the P/S/WR

- Using the packets A and B

- Row Review Prefixes and suffix charts



Review:

- **Word roots** contain the basic meaning of the term. They usually, but not always indicate the involved body part.
- **Suffixes** usually, but not always, indicate the procedure, condition, disorder or disease. A suffix always come at the end of the word
- **Prefixes** usually, but not always, indicate location, time, number, or status. A prefix always come at the beginning of a word.

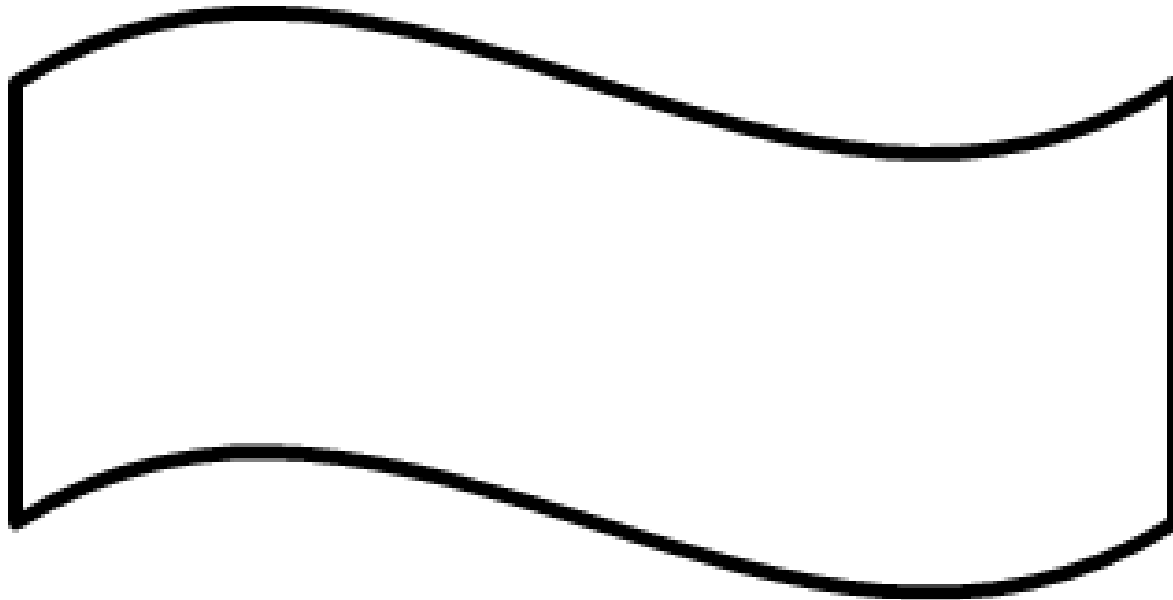
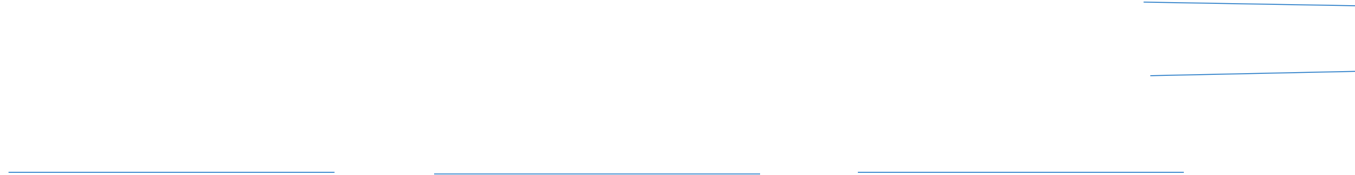
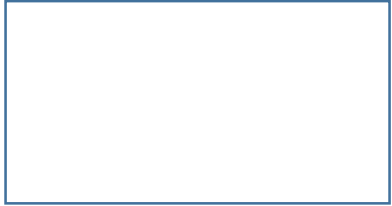
- Review ALL charts from packets

Taking Terms Apart

- To determine a word's meaning by looking at the component pieces, you must first separate it into word parts.
- 1. Always start at the end of the word, with the suffix, and work toward the beginning.
- 2. As you separate the word parts, identify the meaning of each. Identifying the meaning of each part should give you a definition of the term.
- 3. Because some word parts have more than one meaning, it also is necessary to determine the context in which the term is being used.

Practice

- Break this term down: otorhinolaryngology

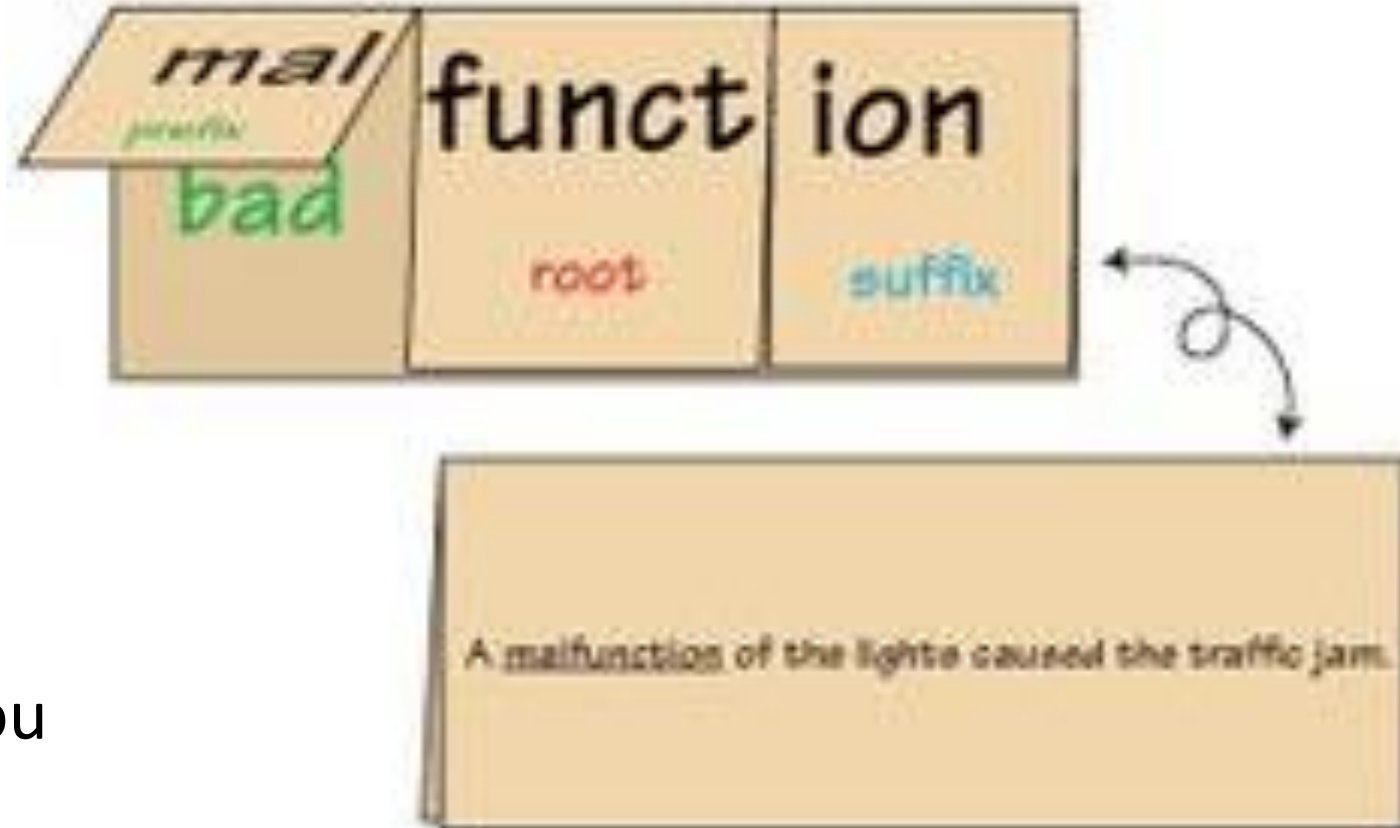


Practice

- Break down and define the Unit vocab terms in your packet
 - ALWAYS start with the suffix!

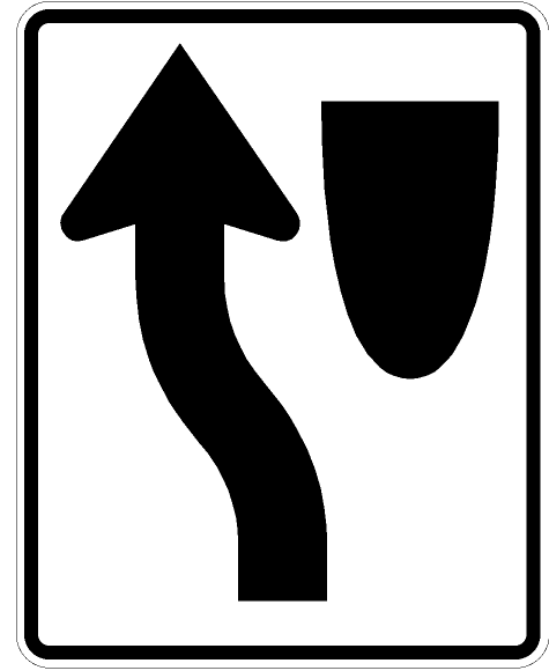
Flip card review:

- Using your Practice chart you just corrected pick 4 words:
 - Any words, yes there will be duplicates
- Please make sure you are defining them correctly
- Bring up to the front when you are finished



Pass left Review:

- Each student gets a flip card randomly.
- Study it! Memorize it! (correct if needed)
- Pass to the person on your left when teacher says (about every 7 -10 seconds)
 - Please do not pass before then, just hold on to your card
- Beginning students should have a pile of cards on their desks to pull from
- End students just make a pile of cards to be collected when finished



Medical abbreviations

- Using packets fill in the medical abbreviations



1. IV am pp and bl wk
Intravenous in the morning after eating and blood work

2. NPO til EKG, DAT am
Nothing by mouth until electrocardiogram, diet as tolerated in the morning

3. V/S q4h ASA ad lib
Take vital signs every 4 hours, aspirin as desired

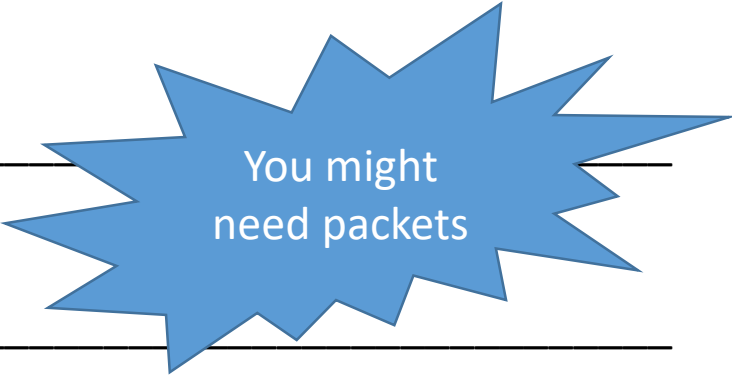
4. exam AU PRN qd
Examination of both ears as needed every day

Translate into abbreviated form

5. Give the patient aspirin as needed in the morning until examination
pt ASA PRN am til exam

6. Move patient four time a day to the chair
Move pt qid to chair

7. Check pulse and BP every hour, discontinue bed rest as desired.
Check P and BP qh, DC BR ad lib



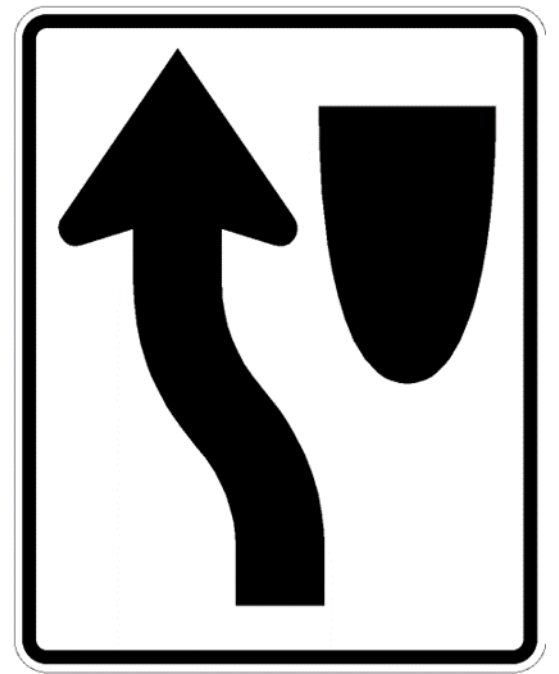
You might
need packets

Review time

1. **5 min Silent study** ALL word parts, definition, abbreviations
 1. On the test you will need to know individual definitions for word parts, definitions of whole words, abbreviations, and able to transcribe sentences (make a whole sentence into short hand and vice versa)
2. **3 min Buddy Study**

Pass left review

- Adding to the flip cards:
 - Each student get a notecard
 - Cut in half
 - Choose ANY 2 words out of the charts from packet (could be prefix, suffix, abbreviations...)
 - Place up front in bucket.
- Review: add the flip cards. Each student starts with a card, teacher says pass...



Quizlet review in library

- Click on the quizlet link from my teacher website
 - Click med terms
 - Click on link