



Essential Medical Terminology

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THIRD EDITION

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JONES AND BARTLETT PUBLISHERS
Sudbury, Massachusetts
BOSTON TORONTO LONDON SINGAPORE

World Headquarters

Jones and Bartlett Publishers
40 Tall Pine Drive
Sudbury, MA 01776
978-443-5000
info@jbpub.com
www.jbpub.com

Jones and Bartlett Publishers
Canada
6339 Ormindale Way
Mississauga, Ontario L5V 1J2
Canada

Jones and Bartlett Publishers
International
Barb House, Barb Mews
London W6 7PA
United Kingdom

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the health care provider or reader is responsible for determining FDA status of the drug, reading the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications, and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

Library of Congress Cataloging-in-Publication Data

Stanfield, Peggy.

Essential medical terminology / Peggy Stanfield, Y.H. Hui, and Nanna Cross. -- 3rd ed.

p. ; cm.

Includes bibliographical references and index.

ISBN-13: 978-0-7637-4913-2

ISBN-10: 0-7637-4913-3

1. Medicine--Terminology. 2. Medicine--Terminology--Problems, exercises, etc. I. Hui, Y. H. (Yiu H.) II. Cross, Nanna. III. Title.

[DNLM: 1. Terminology--Problems and Exercises. W 15 S785e 2008]

R123.S678 2008

610.1'4--dc22

2007013273

6048

Production Credits

Executive Editor: David Cella

Editorial Assistant: Lisa Gordon

Production Director: Amy Rose

Production Editor: Renée Sekerak

Associate Marketing Manager: Jennifer Bengtson

Manufacturing and Inventory Coordinator: Amy Bacus

Cover Design: Kristin E. Ohlin

Composition and Text Design: Shawn Girsberger

Printing and Binding: Malloy Incorporated

Cover Printing: Malloy Incorporated

Printed in the United States of America

11 10 09 08 07 10 9 8 7 6 5 4 3 2 1

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Preface to the First Edition

Essential Medical Terminology is a brief, user-friendly text designed to aid students in mastering the medical vocabulary and terms they will encounter in allied health, nursing, and medical careers. The terms have been selected on the basis of their utility, practical value, and application to the real world of the healthcare work environment.

The intended audience includes students in nursing, nursing assistants/aides, vocational/practical nurses, medical secretaries, medical technologists, medical librarians, medical assistants, physician's assistants, and other persons in the allied health and paramedical fields. This book is designed for use in a one-quarter or one-semester course. It provides students with the basic principles of medical terminology and teaches vocabulary by applying terms in practice examples.

Although many instructors have expressed satisfaction with our 1989 text, *Medical Terminology: Principles and Practices*, others prefer a smaller book because their students need only a general knowledge of medical terminology. Therefore, we were ready when the publishers expressed an interest in a more compact textbook. To accomplish this goal, we have made a careful selection of the most essential terms, exercises, illustrations, and other instructional materials that are of maximum benefit to those students required to take a general survey course of medical terminology.

After much hard work, we have succeeded in producing a book that has fewer than 300 pages. This condensed edition has many unique features that distinguish it from other medical terminology texts:

1. The selection of medical terms is unique, and although some terms are found in other books, many are not.
2. Half of the book is devoted to practice exercises or self-instructional modules.

3. The amount of descriptive text is minimal, allowing students to concentrate on learning the key terms.
4. Although the frame format is common in some texts, we have not adopted that didactic mode. Rather, we present medical terminology as it applies to the major body systems.
5. Students will find that learning by way of the major body systems is a meaningful and unifying method of mastering medical terminology and solidifying previously learned concepts of anatomy and physiology.

The book is organized into five units: Unit I: Word Parts and Medical Terminology (Chapters 1–3); Unit II: Special Root Words (Chapters 4–6); Unit III: General Application and Medical Terminology (Chapters 7–8); Unit IV: Abbreviations (Chapters 9–10); and Unit V: Medical Terminology and Body Systems (Chapters 11–20). With the exception of Chapter 1, all chapters contain two components: Lesson One: Materials to Be Learned, and Lesson Two: Progress Check.

This unique text is accompanied by both traditional and modern supplementary teaching materials.

Instructor's manual. This booklet provides a spectrum of information: clinical case histories, practice tests, and student activities. It serves two important objectives: a wide selection of teaching materials and a reduction in class preparation time. For example, by using clinical case histories to supplement a complex topic in the classroom, the instructor can usually elicit enthusiastic participation and enliven classroom presentations.

Full-color pictures of body systems. We have included a full-color atlas of human anatomy, which details the major body systems, special senses, and skin. It provides an anatomic reference for all the medical terms in the text.

Our intention was to create a textbook that would serve the needs of both instructor and student. We strove to create a text that is both concise and thorough, thematically unified, easy to read, beautifully illustrated, and fully supplemented with supporting material to assure mastery of the material. We hope that both instructor and student will find the book a satisfactory and rewarding experience in teaching and learning medical terminology.

We are especially interested in suggestions for improvement. We want to make this an even better book in the next edition.

Preface to the Second Edition

When we started to write the *First Edition* of this book in preparation for its publication in 1990, we were concerned about the large number of competitors in the market. Our concern was even more intense when we were preparing the *Second Edition*. No fewer than five new competitive books with the same coverage appeared during the 5-year interval. Fortunately for us, though, our method of presentation and the contents in the *First Edition* were preferred by many instructors and their students. This was substantiated by the large number of college adoptions. We are also flattered that many of the features of the *First Edition* have been incorporated into other medical terminology books. Now, with our foot firmly in the door, we present our new edition. We are confident you will find the *Second Edition of Essential Medical Terminology* to be an even more useful learning tool.

The new edition includes updated coverage, improved exercises, and a more accurate and uniform presentation. This new emphasis is found throughout the text. The major changes, which are designed to streamline the presentation, are summarized as follows:

1. Objectives are listed for each of the five units.
2. All general word parts are grouped together and presented in Unit I.
3. A review chapter on root words is provided in Unit IV, immediately before the body systems.
4. The content of the body systems chapters in Unit V now more closely matches the content of earlier chapters.
5. Each chapter in Unit V starts with an overview of one of the major body systems.
6. This *Second Edition* includes 100 flash cards, which can be cut out and used by students. A fun way to use these cards is for pairs of students to study together.
7. The bibliography has been updated to include new references.

The book is organized into five units: Unit I: Word Parts and Medical Terminology (Chapters 1–2); Unit II: Root Words, Medical Terminology, and Patient Care (Chapters 3–6); Unit III: Abbreviations (Chapters 7–8); Unit IV: Review (Chapter 9); and Unit V: Medical Terminology and Body Systems (Chapters 10–19). All chapters contain two components: Lesson One: Materials to be Learned, and Lesson Two: Progress Check.

We have retained the full-color atlas of human anatomy, which details the major body systems, special senses, and skin, that appeared in the first edition. It provides an anatomic reference for all the medical terms in the text.

This unique text is accompanied by both traditional and modern supplementary teaching materials.

For the instructor, there is a complete instructor's manual with transparency masters. In addition, a complete video series, *Medical Terminology with Vikki Wetle, RN, MA*, is available to accompany this text. This program includes 14 tapes covering word structure; basic body parts and the body as a whole; abbreviations, diagnosis, and pharmacology; and an in-depth study of the body systems. Please contact your local Jones and Bartlett sales representative or the marketing department.

Our intention was to create a textbook that would serve the needs of both instructor and student. We strove to create a text that is both concise and thorough, thematically unified, easy to read, beautifully illustrated, and fully supplemented with supporting material to assure mastery of the material. We hope that both instructor and student will find the book a satisfactory and rewarding experience in teaching and learning medical terminology.

We are especially interested in suggestions for improvement. We want to make this an even better book in the next edition.

Preface to the Third Edition

We are pleased to be able to provide you with this updated and revised *Third Edition* of *Essential Medical Terminology*. The health professions are the fastest growing career choices today, and we salute those students who choose to offer their services to others.

It is our intention to provide you with the words and descriptions that are the foundation for your practice in the health field.

We have several new additions to this *Third Edition* which we hope will facilitate your learning of the language of medicine.

- Specific learning objectives for each chapter
- Expanded overviews with some reference to anatomy and physiology of each system
- Additional medical terms including many new clinical disorders
- New chapter on cancer medicine
- Extra practice exercises and test questions
- Consolidation of some chapters and rearrangement of others to enable quicker access to certain sections
- New tables, new figures, and new references
- New CD-ROM that includes interactive flashcards, crossword puzzles, and additional exercises.

Your instructors, in addition to their role as educators, are the key professionals who will correct any deficiency in this book.

Peggy Stanfield
Nanna Cross
Y. H. Hui

Acknowledgments

We would like to acknowledge those individuals who have helped move this edition from manuscript to publication. First to Dave Cella and assistant Lisa Gordon, thank you for providing us with assistance, encouragement, and support. Thanks also to the production staff whose dedicated work and professionalism is evident in the quality of their work.

We sincerely thank our reviewers who offered many valuable suggestions. Your comments were very helpful, and we incorporated as many of them into this edition as allocated page space would permit.

We do want to extend our appreciation to many students and their instructors for continued use of *Essentials* through the first two editions. We have tried to provide you with the updates and new information that you have asked for. We hope our mutual relationships continue with this *Third Edition* and beyond.

We also thank Mr. James Keating of Watsonville, Oregon. As the original acquisition editor of the *First Edition*, he gave us an unusual opportunity to educate many students for nearly 20 years. We are indebted to him and his vision.

How to Use This Book

Essential Medical Terminology, Third Edition, fits all types of medical terminology courses. It can be the primary text in either a one- or two-semester course.

One instructional mode other than formal classroom lecturing is as follows. The instructor serves as a supervisor and assigns materials in the text for self-study. The instructor may or may not enforce the following: class meetings between instructor and students, supervised or unsupervised tests, and preparation of tests with questions similar to those in the book.

The text offers a great deal of flexibility to instructors. Our recommendation is to progress through the table of contents as written. In any learning process, studying the information progressively provides sequence of thought and assures that one does not overlook critical information.

The student, especially one studying independently of a formal class lecture, should read each chapter thoroughly and complete all exercises.

GENERAL GUIDELINES

We also offer the following guidelines to both instructors and students:

1. Read the table of contents to determine the syllabus or match up the contents to a prepared syllabus.
2. After studying the basis of pronunciation, students may start with any of the remaining chapters in Units I to IV. The chapters on body systems (10–19) can be taught in any order.
3. For each chapter after Chapter 1, the study procedure is simple. Read the materials to be learned a few times and proceed with the progress check. Students might want to repeat or review chapter materials before taking a test.
4. Once a chapter is started, finish it before proceeding to the next one.
5. Complete each chapter from beginning to end. Do not begin randomly within a chapter.

6. The instructor may assign selected case studies from the instructor's manual either for class participation or for outside assignments.
7. When students begin Unit V, Medical Terminology and Body Systems, they will find that each chapter contains an overview of the body system. Each body system can be studied in more depth from an anatomy and physiology textbook.
8. We encourage students to develop their own methods of memorizing unfamiliar words. Word associations are useful. Flash cards are a useful adjunct to study. Studying in pairs is also helpful for most students.
9. Students should review completed materials as often as possible to refresh their memories.
10. All answers to progress checks are provided in Appendix A. Most instructors prefer that students not look at the answers until they have completed the assigned exercise.

PRONUNCIATION

Instructors vary in their opinions about including pronunciation in a medical terminology text. We believe including the pronunciation for each medical term benefits students. The recognition of a medical term is best accomplished by learning its pronunciation. It is important that students pronounce each new word correctly. Here are a few tips for learning the pronunciation of medical terms:

1. Study the guidelines for pronunciations in Chapter 1. The instructor may or may not assign additional material from outside sources for this chapter.
2. Remember the syllable(s) to be emphasized in each word. This component of the word is underlined in this book.
3. Attend the spelling lesson, if any, conducted by the instructor.
4. Exchange dictating and spelling practice with other students.

ABBREVIATIONS AND MEDICAL DICTIONARY

Instructors should recommend a medical dictionary for students. These dictionaries vary in comprehensiveness and price. The instructor can suggest the dictionaries most suitable for students and their eventual careers.