**Root Word Review**

1. aden
2. arter
3. arthr
4. bio
5. bronch
6. carcin
7. cardi
8. cephal
9. cerebr
10. chem
11. chol
12. cost
13. cranio
14. cyst
15. cyt
16. derm
17. enter
18. erythro
19. gast(ro)
20. gingi
21. gloss
22. hem (a,ato,o)
23. hepat
24. hemi
25. hydro
26. hyster
27. lingu
28. lith
29. mamm(o)
30. my(o)
31. nephr
32. ren
33. neur
34. ocul
35. opthalm
36. osteo
37. pneum
38. psych
39. rhin
40. thorac
41. trach

**Skill: Height and Weight**

|  |  |
| --- | --- |
| **Equipment:** | Upright scale, notepad, pen. |

|  |  |  |
| --- | --- | --- |
| \_\_\_\_ | 1. | Greet and identify client. |
| \_\_\_\_ | 2. | State your name and title. |
| \_\_\_\_ | 3. | Explain procedure and obtain permission. |
| \_\_\_\_ | 4. | Wash hands. |
| \_\_\_\_ | 5. | Balance scale (level scale with both weights at zero) before patient steps on the scale and raise height rod. |
| \_\_\_\_ | 6. | Assist to remove shoes, sweaters, or extra clothing and step on scale platform. |
| \_\_\_\_ | 7. | Move weights to client’s estimated weight. |
| \_\_\_\_ | 8. | Adjust weights until scale is balanced. |
| \_\_\_\_ | 9. | Record client’s name and weight on note pad/paper. |
| \_\_\_\_ | 10. | Lower height bar until it rests on head. |
| \_\_\_\_ | 11. | Record number of inches indicated. |
| \_\_\_\_ | 12. | Assist to step down from scale and to put on shoes and other clothing as needed. |
| \_\_\_\_ | 13. | Return weights to extreme left on scale. |
| \_\_\_\_ | 14. | Wash hands.  \_\_\_\_ 15. Record weight and height on adolescent growth chart. |

**Skill: Bleeding**

|  |  |
| --- | --- |
| **Equipment:** | Sterile gauze squares, latex gloves, roller bandages, scissors, tape |

|  |  |  |
| --- | --- | --- |
| \_\_\_\_ | 1. | Practiced standard precautions throughout procedure. Put on gloves! |
| \_\_\_\_ | 2. | Identified self and got consent to help. |
| \_\_\_\_ | 3. | Applied direct pressure to wound using thick dressing or sterile gauze. |
| \_\_\_\_ | 4. | Elevate wound above level of heart if no fracture suspected, maintaining direct pressure to the wound. |
| \_\_\_\_ | 5. | Applied additional dressing over dressings already on wound. |
| \_\_\_\_ | 6. | Used roller bandage to hold dressings in place. |
| \_\_\_\_ | 7. | Tied off ends of bandage by placing the ties directly over dressings. |
| \_\_\_\_ | 8. | Made sure pressure bandage is secure. |
| \_\_\_\_ | 9. | Checked to be sure bandage is not too tight by checking distal pulse or capillary refill. |
| \_\_\_\_ | 10. | Reassured victim. |
| \_\_\_\_ | 11. | Removed gloves and washed hands. |

1. or

**Transcription Activity**

A medical transcriptionist uses a word processor to enter data that have been dictated by a physician or other health care professionals. The information and data they work with includes physical examination reports, consultation findings, progress notes and radiology reports.

Try your hand at interpreting medical transcription.

Your patient has a copy of her medical record and is attempting to read it. She asks you to help her understand what it says. Translate the following transcribed notes from medical terminology into laymen’s terms, then answer the questions at the bottom of the page.

Note: In addition to your prior learning of medical abbreviations, you will need to use Chapter 7 in *Health Science Career Exploration* to interpret the admission notes in the box below.

Pt. is admitted to the ICU via w/c c/o SOB. History of COPD et ASHD. Labs ordered as follows: STAT ABG et CBC. T-101 0F, Ax P – 96, R – 30, BP 130/80. VS ordered q2h. Medication given: ASA 10 gr supp. Pt. may amb ad lib; HOB 🡩 when resting. O2 via nasal cannula @2L/min. NPO due to N&V. Start IV with D5W in prep for CT scan. Add 20 mEq KCL to IV. RT to see for evaluation and nebulizer tx ordered qid. Sputum C&S to R/O TB due to possible recent exposure at church. U/A also ordered. Pt. also c/o LLQ pain et states no BM since last Wed. SSE to be given per NA. Adm Dx: COPD, R/O URI, TB.

* 1. How important is it to understand medical terminology and abbreviations in the career of medical transcription?
  2. Would you enjoy a career as a medical transcriptionist? Why or why not?

2.

**Medical Photography**

In this assignment, you will use digital photography to illustrate the health professions by taking a photo of a health professional, editing the photo using computer software technology (optional), and then presenting the digital picture in class using a data projector or in print format.

The photo should portray something about the profession or the skills of the professional. Each photo must be printed on photo paper, 8 ½” x 11” or smaller. The photo should be contained in clear page protector and must include a one-page narrative description of the professional in the photo.

For the presentation, you will have one minute to describe the profession and what is happening in the picture. You are not permitted to use written notes during the presentation.

3.

|  |  |  |
| --- | --- | --- |
| **Medical Illustration** | 1. Provide a textbook used in AHS1 or MS1 for each student, and have students browse the text, paying special note to illustrated drawings. 2. Have each student sketch a simple diagram (without tracing) and hold a contest for the best drawing, or other fun categories to recognize students. 3. Debrief with the whole class – talking about the career of medical illustrator and students’ reactions to drawing body parts. | * This activity is designed to stimulate artistic abilities, creativity, and for fun! This activity is not intended to be graded, but rather to be rewarded, and stimulate discussion about a career as a medical illustrator. * Suggested topics to sketch include: hair follicle, nail structure, long bone, skeletal muscle attachment, etc. * A |