

MEDICAL TERMINOLOGY



PURPOSE

To evaluate the knowledge of medical terminology and abbreviations of an individual preparing for employment in the health occupation field and to recognize outstanding students for excellence and professionalism.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs that include medical terminology as a component.

CLOTHING REQUIREMENTS

Class B: Healthcare Attire

- Official blue scrubs
- Scrubs should fit appropriately for all health contests and should be properly hemmed and wrinkle free. Only plain, white, collarless T-shirts may be worn underneath the scrubs. Hair must be pinned up and off the collar.
- White socks or skin-tone seamless hose

- Health-professionals white or black leather work shoes
- Shoes must be all-white or black leather (no canvas), completely enclosed (no open-toe or open-heel). Athletic-style shoes that meet the criteria are acceptable.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Contestants must wear official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. All necessary information and furnishings for judges and technical committee
2. Supplied by the contestant:
 - a. No. 2 pencil
 - b. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

SCOPE OF THE CONTEST

Core standards from the medical terminology portion of the National Health Care Core Skills Standards Project make up the category from which questions are developed for the Medical Terminology contest.

Knowledge Performance

This contest involves successful completion of a written medical terminology knowledge test. Content for the test is based on the Core Standards from the National Health Care Core Skills Standards Project. There will be additional questions related to professional development.

Skills Performance

Contestants will demonstrate knowledge of medical word roots, prefixes, suffixes, medical word building and medical abbreviations by successfully answering the questions.

Standards and Competencies

MT 1.0 — Exhibit knowledge of accepted medical word roots used in the health care industry

- 1.1 Demonstrate knowledge of the fundamental word roots used to build medical terms
- 1.2 Identify common word roots used for each body system
- 1.3 Demonstrate the use of common word roots used in disease pathology
- 1.4 Identify word roots used for diagnostic procedures

MC 2.0 — Exhibit knowledge of accepted medical prefixes used in the health care industry

- 2.1 Identify and give the meaning of selected prefixes that pertain to position or placement, numbers and amounts, and those that are descriptive and used in general

- 2.2 Demonstrate the use of common prefixes used in disease pathology
- 2.3 Identify prefixes used for diagnostic procedures

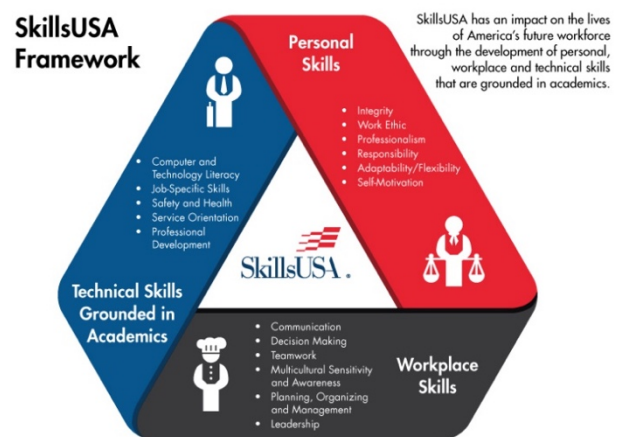
MT 3.0 — Exhibit knowledge of accepted medical suffixes used in the health care industry

- 3.1 Identify and give the meaning of selected suffixes that pertain to pathologic conditions
- 3.2 Identify suffixes used in diagnostic procedures
- 3.3 Identify suffixes used in surgical procedures and those that are used in general

MT 4.0 — Exhibit knowledge of accepted medical abbreviations used in the health care industry

- 4.1 Identify and give the meaning of selected prefixes that pertain to position or placement, numbers and amounts, and those that are descriptive and used in general
- 4.2 Identify and give the meaning of selected suffixes that pertain to pathologic conditions, those used in diagnostic and surgical procedures, and those that are used in general

MT 5.0 — SkillsUSA Framework



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

None Identified

Science Skills

- Understands the principles of heredity and related concepts
- Identify the organ systems of the human body and the major components of each system
- Understand the basic function of the human body systems
- Understand the processes of pathology of the human body systems

Language Arts Skills

- Demonstrate comprehension of a variety of formal and informal texts

- Demonstrate knowledge of appropriate reference material
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written presentations
- Demonstrate knowledge of appropriate reference material

Connection to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Science Standards

- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the nature of scientific knowledge

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Skills

- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification and strategies and their understanding of textual features (e.g., sound letter correspondence, sentence structure, context, graphics)
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.