

Course Description Form

1. Educational Institution:
Northern Technical University / Nimrud Technical Institute
2. Academic Department:
Department of Therapeutic Nutrition Techniques
3. Course Title:
Medical Terminology
4. Course Code:
TIMM109
5. Level / Academic Year:
First / 2025-2026
6. Date of Description Preparation:
21/10/2025
7. Available Attendance Modes:
In-person
8. Total Credit Hours / Units:
30 hours (2 theoretical) × 15 weeks
9. Course Coordinator (All names if multiple):
Name: Dr. Haitham Abdullah Rajab Email: mddazz84@ntu.edu.iq
10. Course Objectives:
• To enable the student to identify the basic elements of medical terminology formation (root, prefix, suffix, and combining form), and how to combine them to form and decode medical terms. (<i>Understand the role of nutritional elements in the prevention of chronic and infectious diseases</i>). • To enable the student to analyze medical terms related to each body system (cardiovascular, respiratory, digestive, muscular, etc.), and understand the relationship between the term and anatomical or pathological function. • To enable the student to correctly apply medical terminology in writing medical reports, describing cases, and communicating with the healthcare team, using common medical abbreviations.
11. Teaching and Learning Strategies:
• Dialogue and discussion strategy. • Brainstorming. • Self-learning.

- Assigning collaborative group work.
- Assigning reports.

12.Course Structure:

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 Hours	1. The student should know the concept of medical terminology and its importance. 2. The student should recall and understand the basic elements of forming a medical term.	Introduction to Medical Terminology • Definition of medical terminology and its importance in the health field. • Basic elements of a medical term (root, prefix, suffix, combining form). • Origins of medical terminology (Greek and Latin).	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
2	2 Theory	The student should explain the rules of building and dividing medical terms.	Rules of Building Medical Terms • Rules for linking roots, suffixes, and prefixes. • How to divide a medical term into its parts. • Defining a medical term by analyzing its parts.	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
3	2 Hours	1. The student should explain and interpret types of suffixes. 2. The student should apply suffixes in building terms.	Medical Suffixes - Part 1 • Surgical suffixes (e.g., -ectomy, -otomy, -plasty). • Diagnostic suffixes (e.g., -scopy, -gram, -graphy). • Examples and practical applications.	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
4	2 Theory	The student should demonstrate types of pathological and grammatical suffixes.	Medical Suffixes - Part 2 • Pathological suffixes (e.g., -itis, -osis, -oma,	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports

			-pathy). • Grammatical suffixes (converting words to nouns or adjectives). • Plural formation rules.		
5	2 Hours	The student should identify types of prefixes and their uses.	Medical Prefixes - Part 1 • Prefixes of position and direction (e.g., hypo-, hyper-, sub-, supra-). • Prefixes of number and measurement (e.g., mono-, bi-, tri-, multi-, micro-, macro-). • Examples and practical applications.	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
6	2 Theory	The student should differentiate between types of common medical prefixes.	Medical Prefixes - Part 2 • Prefixes of negation and opposition (e.g., a-, an-, anti-, contra-). • Prefixes of time and place (e.g., pre-, post-, peri-, intra-). • Other common prefixes (e.g., dys-, eu-, brady-, tachy-).	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
7	2 Hours	The student should identify terms of the musculoskeletal system.	Musculoskeletal System Terminology • Anatomical terms for bones, muscles, and joints. • Pathological terms (e.g., arthritis, osteoporosis, fractures). • Surgical and diagnostic terms.	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
8	2 Theory	Assessment of student understanding of basic medical terminology concepts.	Midterm Examination • Comprehensive review of previous topics (Weeks 1-7). • Assessment of ability to analyze	Review	Written Examination

			and build medical terms.		
9	2 Hours	1. The student should identify terms of the cardiovascular system. 2. The student should differentiate between terms of cardiovascular diseases.	Cardiovascular System Terminology - Part 1 • Anatomical terms for the heart and blood vessels. • Pathological terms (e.g., atherosclerosis, myocardial infarction, hypertension). • Surgical and diagnostic terms.	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
10	2 Theory	The student should be acquainted with terms of the respiratory and digestive systems.	Respiratory and Digestive System Terminology • Anatomical terms for the respiratory system (nose, trachea, lungs). • Anatomical terms for the digestive system (mouth, stomach, intestines, liver, pancreas). • Common pathological terms (e.g., pneumonia, peptic ulcer, hepatitis).	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
11	2 Hours	1. The student should explain terms of the urinary and reproductive systems. 2. The student should write a report on terms of one system.	Urinary and Reproductive System Terminology • Anatomical terms for the urinary system (kidneys, ureters, bladder, urethra). • Anatomical terms for the reproductive system (female and male). • Common pathological terms (e.g., cystitis, nephrolithiasis, STIs).	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports

12	2 Theory	Assessment of student understanding of medical terms by body systems.	Written Examination • Review of system terminology (cardiovascular, respiratory, digestive, urinary, reproductive). • Practical applications in analyzing terms.	Presentation, explanation, Q& interactive discussion, self-learning	Written Examination
13	2 Hours	The student should identify terms of the nervous and endocrine systems.	Nervous and Endocrine System Terminology • Anatomical terms for the nervous system (brain, spinal cord, nerves). • Anatomical terms for endocrine glands (pituitary, thyroid, adrenal, pancreas). • Pathological terms (e.g., diabetes, hypothyroidism, epilepsy).	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
14	2 Theory	1. Clarify terms of the immune and blood systems. 2. The student should be acquainted with terms of special senses.	Immune, Blood, and Special Senses Terminology • Blood and immune system terms (blood cells, hematological disorders). • Special senses terms (eye, ear). • Common medical abbreviations.	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports
15	2 Hours	Clarify how to document medical terms in health records.	Medical Terminology Documentation and Health Records • How to write medical reports using correct terminology. • Reading and analyzing medical records (operation	Presentation, explanation, Q& interactive discussion, self-learning	Daily oral, written, and practical tests, scientific reports

			reports, radiology reports, laboratory reports). • Practical applications in medical documentation.		
3. Course Evaluation					
Grade distribution out of 100 according to the tasks assigned to the student, such as daily preparation, daily oral tests, monthly or written exams, reports, etc					
4. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Electronic References, Websites			- The Language of Medicine (13th Edition, 2025) - Davi-Ellen Chabner		

رئيس القسم
د. محمد بن زهر



رئيس اللجنة العلمية
د. دينا عبد الرزاق عبد الله

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