Chapter 3: Teaching Overview

When students think of an “organ,” they probably think of a compact item like a heart or liver. In actuality, the skin is the largest organ of the body. What, then, makes the skin an organ? The answer is the same as what makes a heart or a liver an organ. It is a composition of the atoms, molecules, cells, tissues, etc., all working together to perform a specific function.

A significant amount of exercises have been provided working with the Case Reports in this, and all succeeding chapters. After writing their responses to the Case Report questions, students should be asked to discuss their answers in class. This encourages critical thinking and gives an opportunity to correct their pronunciation of terms as needed.

As with all lessons in this Lesson Planning Guide, you can and should modify them to best meet the needs of your students, your schedule, and your curricula.

Teacher to Teacher:

- There is a big emphasis on skin in today’s world. Some hot topics of discussion relating to the skin include the following: “young” skin, anti-aging creams, excessive cosmetic plastic surgery and botox, tanning salons, and the increasing incidence of skin cancer.

- It’s a good idea to have students do some outside research on the effects of the sun on our skin or ways to protect the skin from too much sun exposure.

Chapter 3: Learning Outcomes

Upon successful completion of the lessons in this chapter, your students will . . .

- Apply the language of dermatology to the anatomy and physiology of the skin and it’s associated organs.
- Comprehend, analyze, spell, and write the medical terms of dermatology so they can communicate and document accurately and precisely in any health care setting.
- Recognize and pronounce the medical terms of dermatology so they can communicate verbally with accuracy and precision in any health care setting.
- Understand the etiology and prognosis of common dermatologic conditions.

Note: These lessons are designed with ultimate flexibility in mind. When customizing the lessons for your own class, always choose activities that are most relevant to your curriculum, your students, and your teaching goals—especially if you do not have time to implement all of the provided activities into your class period.
Lesson 3.1: Functions and Structure of the Skin

Lesson 3.1 Learning Objectives:

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. List the layers of the skin.
2. Name the tissues in the different layers of the skin.
3. Identify the functions of the different layers.
4. Describe certain disorders affecting the superficial layers of the skin, including cancers.
5. Apply correct medical terminology to the anatomy, physiology, and disorders of the superficial layers of the skin.

Prepare Your Materials:

- Small paper bag containing 5 or 6 tactile objects – Examples of tactile objects might include pine cones, sandpaper, aluminum foil, feathers, velvet or fleece, artificial flowers, rocks, clay, cotton, marbles, etc. Try to have several items that will be easy for students to identify, as well as several that will be more difficult.
- Dry erase board (or chalkboard or butcher’s block paper)
- Lesson 3.1 PowerPoint® presentation – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e) in Lesson 3.1
- Lesson 3.1 Student Note-taking Handout – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
- Lesson 3.1 Questions Handout – Found on Instructor Resources, Online Resource Center, [www.mhhe.com/allanmedlanguage2e](http://www.mhhe.com/allanmedlanguage2e) in Lesson 3.1
### Instructor Lesson Plan: Chapter 3, Lesson 3.1

**Date:** ________________

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<tr>
<th>TIME</th>
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</table>
| **Warm-up** | 10 min | **Activity Description:** Introduction to the skin.  
Step 1: Walk around with the paper bag and allow students to reach inside without looking and try to guess what items are inside. Have students write down their guesses on a sheet of paper.  
Step 2: When each student has had a chance to feel the items inside the paper bag, ask volunteers to share what they think the items were.  
Step 3: One by one, take the items out of the bag and show them to students.  
Step 4: Ask students how they were able to identify the items in the bag. Suggested response: by touching them and recognizing their shape or feel.  
Step 5: Tell students they were using their sense of touch, which is just one of the functions of the integumentary system. | Paper bags containing several tactile objects: suggested items: feathers sandpaper crumpled tin foil tissue paper paper clips rubber bands ribbon business card mini pretzel peanuts in the shell dry pasta (shapes) | **LO 3** |
| **Introduction** | 5 min | **Step 1:** Ask students what some of the other purposes of skin are and list their responses on the dry erase board. Possible responses may include:  
- Protection from injury  
- Protection from germs  
- Keeping your insides in and things outside out  
- Moisture regulation  
- Temperature regulation  
- Sensory reception (the sense of touch)  
**Step 2:** Now, ask students to provide some examples of different injuries or diseases that can affect the skin and list their responses on the dry erase board. Possible responses may include:  
- Sunburn  
- Blisters  
- Burns from chemicals or heat  
- Allergies/rashes  
- Scrapes and cuts | Dry Erase Board or Chalkboard | **LO 1**  
**LO 2**  
**LO 3**  
**LO 4** |
### Instructor Lesson Plan: Chapter 3, Lesson 3.1

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<td></td>
<td><strong>Bruises</strong> &lt;br&gt;<strong>Skin cancer</strong> &lt;br&gt;<strong>Pimples, ingrown hairs, or boils</strong></td>
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<td></td>
<td>Step 3: Ask students how many of them have ever had one or more of these skin injuries or diseases (probably everyone will raise his or her hand).</td>
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<td>Step 4: Ask students if any of them have ever lost any skin, due to peeling of a sunburn, a blister, a scrape, or a cut. (Again, most everyone will raise his or her hand.) Ask students if they still have a patch of missing skin from any of these injuries or diseases (suggested response: no).</td>
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<td>Step 5: Students should conclude that the skin regenerates—and that we lose many dead cells from the top layer of our skin each day. When cells in this layer fall off or are rubbed off, those cells are replaced by the layer of skin just beneath them. New cells are constantly forming to replace lost cells from layers above.</td>
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<td>Step 6: Connect what students already know with what they will learn in the Lesson 3-1 lecture/discussion.</td>
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<tr>
<td>Lecture</td>
<td>20 min</td>
<td><strong>Lesson 3.1 Lecture/Discussion</strong>&lt;br&gt;Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”).</td>
<td>Lesson 3.1 PowerPoint Presentation</td>
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<tr>
<td>Active Learning &amp; Practice</td>
<td>15 min</td>
<td><strong>Activity Description:</strong>&lt;br&gt;Students will generate questions on the Lesson 3.1 material and pose those questions to other students for practice.</td>
<td>Lesson 3.1 Questions Handout</td>
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### Instructor Lesson Plan: Chapter 3, Lesson 3.1

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<td>questions later.</td>
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<td><strong>Step 3:</strong> Have groups exchange questions. Each group should answer the questions of another group on a separate sheet of paper.</td>
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<td><strong>Step 4:</strong> Continue exchanging question lists until all students or groups have had a chance to answer all other groups' questions on separate sheets of paper.</td>
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<td><strong>Step 5:</strong> Groups will grade the rest of the groups' responses to their questions. When all groups' question responses have been graded, they should be passed back so each group can see how they did on the other group's questions.</td>
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**Review**  
5 min  
**Step 1:** Go through the Lesson 3.1 exercises from the textbook as a group; explain or clarify anything that is difficult for students.  
**Step 2:** Reinforce correct pronunciation of each term as students read the exercises aloud.

**Lesson 3.1 Masters**

- Lesson 3.1 Questions Handout

**Answers to Lesson 3.1 Masters**

- Lesson 3.1 Questions Handout answers
Lesson 3.1 – Functions and Structure of the Skin

Directions: Write questions that will help your fellow students practice the medical terms covered in Lesson 3.1. The types of question to be written are listed below. Record your answers to these questions on a separate sheet of paper.

1. Multiple Choice - Write a question on the line below, and then write four options from which to choose when answering it. One of the four options should be correct, and the other three should not.

   Question: _____________________________________________________________________

   A. __________________________________________
   B. __________________________________________
   C. __________________________________________
   D. __________________________________________

2. True or False - Write a statement concerning a medical term below. The person answering the question will circle “True” or “False” to answer the question.

   Question: _____________________________________________________________________

   A. True
   B. False

3. Fill in the Blank - Write a sentence containing the term, but leave the term out so the person answering the question must fill it in.

   _____________________________________________________________________

4. Deconstruct Word Elements - Write a medical term on the line below. Those answering this question will be expected to break the term down into its elements—/, root/combining form, prefix, suffix. (do not add “etc”.)

   _____________________________________________________________________

5. Free Choice - Design your own type of question. Think of a creative way to test people’s understanding of the spelling, pronunciation, meaning, or use of one or more medical terms. Use the space here to construct your question or activity.

   _____________________________________________________________________

Please put as many lines in here as possible
Lesson 3.1 – Functions and Structure of the Skin – ANSWER KEY

Directions: Write your answers to the questions you created for your fellow students. Use this answer key to assist you in grading the other students’ answers to your questions.

1. Multiple Choice Answer: _______
   Question: ____________________________________________________________
   A. __________________________________________
   B. __________________________________________
   C. __________________________________________
   D. __________________________________________

2. True or False Answer: _______
   Question: ____________________________________________________________
   A. True
   B. False

3. Fill in the Blank Answer:
   Question: ____________________________________________________________
   Answer: _______________________

4. Deconstruct Word Elements Answer:
   Question: ____________________________________________________________
   Answer: ____________________________________________________________

5. Free Choice Answer:
   Question: ____________________________________________________________
   Answer: ____________________________________________________________
Lesson 3.2: Disorders of the Skin

Lesson 3.2 Learning Objectives:

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Describe common diseases of the skin.
2. Identify the different types of infections of the skin.
3. Define the types of pharmacologic agents used in the treatment of skin disorders.
4. Apply correct medical terminology to describe disorders of the skin.

Prepare Your Materials:

- Lesson 3.1 Review Crossword Puzzle – Create using terms from Lesson 3.1 (a quick search on the Internet will yield many sites at which you can type in your own terms and definitions and have a crossword puzzle generated automatically)
- Articles and pictures of skin disorders (to be brought in by students as per the Lesson 3.1 homework assignment)
- Lesson 3.2 PowerPoint® presentation – Found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e in Lesson 3.2
- Lesson 3.2 Student Note-taking Handout – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
- Examples of printed patient education materials – Check to see if area physicians or medical facilities will provide a few of these that you can show to students
## Instructor Lesson Plan: Chapter 3, Lesson 3.2

### Instructor Lesson Plan
Chapter 3—Lesson 3.2

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| **Warm-up & Review** | 10 min | Step 1: Distribute the Lesson 3.1 Review Crossword Puzzle to students.  
Step 2: Have students work on this crossword puzzle as individuals or in pairs.  
Step 3: When students are finished, go over the correct answers to ensure understanding. | Lesson 3.1 Review Crossword Puzzle | (Review Lesson 3.1 concepts) |
| **Introduction** | 5 min | Activity Description:  
Examine the articles and pictures of skin disorders brought in by students (from the Lesson 3.1 homework assignment.)  
Step 1: Ask students to share with the class the examples of skin disorders they were able to find in magazines, newspapers, or via the Internet. | Articles and pictures of skin disorders (to be brought in by students as per the Lesson 3.1 homework assignment) | LO 1  
LO 2  
LO 3  
LO 5 |
| **Lecture** | 20 min | Lesson 3.2 Lecture/Discussion  
Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”). | Lesson 3.2 PowerPoint Presentation | LO 1  
LO 2  
LO 3  
LO 4  
LO 5 |
| **Active Learning & Practice** | 10 min | Activity Description:  
Students will create patient education handouts on various skin disorders.  
Step 1: Explain to students that part of the job of health professionals is patient education.  
Step 2: Ask students if they have ever seen pamphlets, brochures, handouts, or articles in their physician’s office. Ask them to describe the types of information they have seen, and where they often see it (many times it is in a display on a table or in a pocket-type shelf on the wall; it is sometimes handed out by members of the health care team.) | Examples of printed patient education materials | LO 1  
LO 2  
LO 3  
LO 4  
LO 5 |
### Instructor Lesson Plan: Chapter 3, Lesson 3.2

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<td><strong>Step 3:</strong> Allow students to examine some examples of printed patient education materials. Ask them to identify their characteristics (e.g., they have a title, they are brief, they use bullets, they include artwork, etc.)</td>
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<td>LO 1</td>
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<td><strong>Step 3:</strong> Put students into groups and assign each group a skin disorder and an audience (e.g., parents of small children, caregivers of seniors, adult patients, etc.)</td>
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<td>LO 2</td>
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<td><strong>Step 4:</strong> Instruct students to create a patient education handout designed to inform the specified audience about the assigned skin disorder.</td>
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<td>LO 3</td>
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<td><strong>Review</strong> 5 min</td>
<td><strong>Step 1:</strong> Have each group present their patient education handout with the rest of the class.</td>
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<td><strong>Step 2:</strong> Discuss each group's use of the terminology with regard to accuracy, pronunciation, and precision. Also discuss whether or not the handout is appropriate for the intended audience.</td>
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<td><strong>Homework Assignment</strong></td>
<td>• Read Lesson 3.3.</td>
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<td>• Complete the exercises located within Lesson 3.2.</td>
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**Lesson 3.2 Masters**

(none)
Lesson 3.3: Accessory Skin Organs

Lesson 3.3 Learning Objectives:

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Name the associated skin organs.
2. Link the structures of the different organs to their functions.
3. Describe certain disorders affecting the associated skin organs.
4. Explain the etiology of certain disorders affecting the associated skin organs.
5. Apply correct medical terminology to the anatomy, physiology, and disorders of the associated skin organs.

Prepare Your Materials:

- 10 to 15 questions from Lesson 3.1 and 3.2 (use McGraw-Hill CONNECT (found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e to generate; select questions from Lessons 3.1 and 3.2)
- Dry Erase Board (or chalkboard, butcher's block paper, etc.)
- Lesson 3.3 PowerPoint® presentation – Found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e
- Lesson 3.3 Student Note-taking Handout – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes
## Instructor Lesson Plan

**Chapter 3—Lesson 3.3**

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</table>
| Warm-up & Review | 10 min  
**Activity Description:**
Review of Structure and Function of the Skin and Skin Disorders and Diseases.

**Step 1:** Ask students the 10 to 15 review questions from Lessons 3.1 and 3.2.

**Step 2:** Go over the correct answers to the exercises. Explain or re-teach any concepts or terms that cause confusion for students. | 10 to 15 questions from Lessons 3.1 and 3.2 | (Review Lesson 3.1 and Lesson 3.2 concepts) |
| Introduction | 5 min  
**Step 1:** Write the following words on the dry erase board:
- Pimples
- Sweat/body odor
- Nail fungus
- Dandruff
- Earwax
- Ingrown toenails

**Step 2:** Tells students that in addition to diseases and disorders of the skin, there are additional problems that can occur with accessory structures of the skin.

**Step 3:** Tell students to look at the list and try to determine what some of the “accessory organs and structures” of the skin might be. Suggested responses:
- Finger and toenails
- Hair follicles
- Sweat glands
- Sebaceous glands | Dry erase board (or chalkboard) | LO 1  
LO 2  
LO 3 |
| Lecture | 20 min  
**Lesson 3.3 Lecture/Discussion**
Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”). | Lesson 3.3  
PowerPoint Presentation | LO 1  
LO 2  
LO 3  
LO 4 |
| Active Learning & Practice | 10 min  
**Activity Description:**
Students will write a story utilizing medical terms from Lesson 3.3.

**Step 1:** Tell students it is time to activate their imaginations. Tell them they will | | LO 1  
LO 2  
LO 3  
LO 4 |
## Instructor Lesson Plan: Chapter 3, Lesson 3.3

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<td>write a story using at least 10 terms from Lesson 3.3.</td>
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<td><strong>Step 2:</strong> Take a minute or two to help students brainstorm story ideas. Tell them to think about how they might use dialogue (conversation), and what types of events might happen in their stories.</td>
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<td><strong>Step 3:</strong> Give students time to write their stories.</td>
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<td><strong>Step 4:</strong> If there is time, allow students to share their stories with the rest of the class. Alternatively, if students need more time to finish the stories, they could be finished as homework.</td>
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**Review**

| 5 min | **Step 1:** Allow students to work in pairs to complete the Lesson 3.3 exercises. | Textbook – Lesson 3.3 exercises | LO 1  
|       | **Step 2:** When students are finished, go over the answers to the exercises. Reinforce correct pronunciation while going over the answers. | LO 2  
|       | | LO 3  
|       | | LO 4  

**Homework Assignment**

- Read Lesson 3.4.
- Finish writing stories, if needed.

**Lesson 3.3 Masters**

(none)
Lesson 3.4: Burns and Injuries to the Skin

Lesson 3.4 Learning Objectives:

Your teaching objective for this lesson is to help your students accomplish these learning objectives:

1. Distinguish the four types of burns.
2. Describe the inflammatory process of the skin when it is injured.
3. Explain the process of healing and repair of the skin.
4. Select the correct medical terminology to describe wounds, burns, and the process of healing and repair.

Prepare Your Materials:

10-Question Review Quiz – Create with McGraw-Hill CONNECT (found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e) for use at the beginning of Lesson 3.4; select questions from Lessons 3.1 through 3.3.

Lesson 3.4 Case Report Handout – Found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e in Lesson 3.4

Lesson 3.4 PowerPoint® presentation – Found on Instructor Resources, Online Resource Center, www.mhhe.com/allanmedlanguage2e in Lesson 3.4

Lesson 3.4 Student Note-taking Handout – Create by selecting the “Handouts” option when printing the PowerPoint presentation; select 3 slides per page to print slides with blank lines to the right where students can take notes

Highlighters (optional)
### Instructor Lesson Plan: Chapter 3, Lesson 3.4

**Date:** ________________

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| **Warm-up & Review** | 10 min | Activity Description: Review of previous lessons in Chapter 3.  
**Step 1:** Pass out the 10-question review quiz (this quiz can also be done orally, simply asking each question and calling upon students for the answers.)  
**Step 2:** Once the quiz (or oral review) is finished, go over the correct answers to be certain students are ready to move on. | 10-question review quiz | (Review Lessons 3.1, 3.2, and 3.3 concepts) |
| **Introduction** | 5 min | **Step 1:** Read aloud (or ask a student) the Case Report for Lesson 3.4 concerning patient Steven Hapgood. This can be read from the text or using the Lesson 3.4 Case Report Handout.  
**Step 2:** Ask students to point out significant parts of the case, if they are aware of any. Encourage students to share anything they may already know about this type of situation and how it relates to the skin and injuries to the skin.  
**Step 3:** Remind students to listen for some of these terms during today’s lecture. | Textbook or Lesson 3.4 Case Report Handout | LO 4 |
| **Lecture** | 20 min | **Lesson 3.4 Lecture/Discussion**  
Reference the Speaker Notes for each slide to assist you in discussing the talking points. You can view or print “Notes Pages” to use during the lecture for easy reference (in PowerPoint, select “View,” then “Notes Page”). | Lesson 3.4 PowerPoint Presentation | LO 1  
LO 2  
LO 3  
LO 4 |
| **Active Learning & Practice** | 10 min | **Step 1:** Distribute the Lesson 3.4 Case Report Handout.  
**Step 2:** Arrange students into small groups or partners.  
**Step 3:** Instruct groups to re-read the Case Report, but this time, they should circle or underline (or highlight with a highlighter) any medical terms they recognize from the lecture/discussion (or previously assigned reading) as related to the skin, burns, and injuries to the skin. | Lesson 3.4 Case Report Handout | LO 1  
LO 2  
LO 3  
LO 4 |
**Instructor Lesson Plan: Chapter 3, Lesson 3.4**

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<td><strong>Step 4:</strong> Once each group has highlighted all of the appropriate terms, have them list the terms at the bottom of the handout and write a brief definition. Encourage students to discuss the terms within their groups to reinforce correct pronunciation.</td>
<td>Textbook – Chapter 3 Review exercises</td>
<td>LO 1 LO 2 LO 3 LO 4 (and Lessons 3.1, 3.2, and 3.3)</td>
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<td><strong>Step 5:</strong> After the terms have been defined, have students answer the questions on the handout.</td>
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<td><strong>Step 6:</strong> Once groups are finished with the handout, bring everyone back together and share answers. Ask students questions about the importance of these terms to the Case Report and the treatment that was given to the patient.</td>
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<tr>
<td>Review</td>
<td><strong>Step 1:</strong> Go through the Chapter 3 Review Exercises in the textbook as a large group, or with students working in small groups or as individuals.</td>
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<td><strong>Step 2:</strong> Do as many exercises in class as possible, and assign any remaining exercises as homework.</td>
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<td>Homework Assignment</td>
<td>• Review Chapter 3&lt;br&gt;• Complete remaining Chapter 3 Review Exercises as needed</td>
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**Lesson 3.4 Masters**

- Lesson 3.4 Case Report Handout
Case Report 3.4 – Burns and Injuries to the Skin

Directions:
(1) Read the Case Report below and underline or circle any medical terms.

(2) List and briefly define the identified terms below (use additional paper if needed). If you do not know a definition, look it up in the glossary.
(3) Then, answer the question at the bottom of the page.

(1) Medical Terms in Patient Documentation:
YOU ARE
A Burn Technologist employed in the Burn Unit at Fulwood Medical Center

YOUR PATIENT IS
Steven Hapgood, a fifty-two-year-old man admitted to the Fulwood Burn Unit with severe burns over his face, chest, and abdomen. After an evening of drinking, he had been smoking in bed and fell asleep. His next door neighbors in the apartment building smelled smoke and called 911. In the burn unit, his initial treatment included large volumes of intravenous fluids to prevent shock.

Steven's burns were mostly third degree. The protective ability of the skin to prevent water loss had been removed, as had the skin barrier against infection. The burned, dead tissue form an eschar that can have toxic effects on the digestive, respiratory, and cardiovascular systems. The eschar was surgically removed by debridement.

Your role:
Your role will be to participate in his care as a member of the Burn Unit team and to document the care and his response to it.

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<thead>
<tr>
<th>Medical Term</th>
<th>Definition</th>
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(3) Medical Terms Applied:
Explain what debridement is and why it was necessary in this patient’s case. (Students may need to use additional sources of information, or the Internet, to answer this question.)
Case Report 3.4 – Burns and Injuries to the Skin

(1) Read the Case Report below and underline or circle any medical terms.
(2) List and briefly define the identified terms below (use additional paper if needed). If you do not know a definition for a term, look it up in the glossary.
(3) Then, answer the question at the bottom of the page.

(1) Medical Terms in Patient Documentation:

YOU ARE
A Burn Technologist employed in the Burn Unit at Fulwood Medical Center

YOUR PATIENT IS
Steven Hapgood, a fifty-two-year-old man admitted to the Fulwood Burn Unit with severe burns over his face, chest, and abdomen. After an evening of drinking, he had been smoking in bed and fell asleep. His next door neighbors in the apartment building smelled smoke and called 911. In the burn unit, his initial treatment included large volumes of intravenous fluids to prevent shock.

Steven's burns were mostly third degree. The protective ability of the skin to prevent water loss had been removed, as had the skin barrier against infection. The burned, dead tissue forms an eschar that can have toxic effects on the digestive, respiratory, and cardiovascular systems. The eschar was surgically removed by debridement.

Your role:
Your role will be to participate in his care as a member of the Burn Unit team and to document the care and his response to it.

(2) Medical Terms Identified:

<table>
<thead>
<tr>
<th>Medical Term</th>
<th>(3) Medical Terms Applied:</th>
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<tbody>
<tr>
<td>Burns</td>
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<td>Chest</td>
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<td>Abdomen</td>
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<td>Intravenous</td>
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<td>Shock</td>
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<td>Third degree</td>
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<td>Eschar</td>
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<td>Toxic</td>
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<td>System</td>
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<tr>
<td>Debridement</td>
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</table>

Explain what debridement is and why it was necessary in this patient's case. (Students may need to use additional sources of information, or the Internet, to answer this question.)