

its the use of highly specific imaging protocols.

Finally, I think the book's organization could be improved upon by grouping the chapters on CT separately from those on MRI. That organization scheme might be more appealing to a radiologist, whereas grouping by disease category may be more practical for the clinician seeking information on how to appropriately image a particular condition.

Nevertheless, **Functional Imaging of the Chest** provides an up-to-date and detailed description and illustration of various applications in functional chest imaging. Current and evolving techniques are presented, and the text sets the stage for future applications and developments in the field. Although thoracic radiologists and pulmonary physicians will probably find the text most relevant to their respective practices, any medical professional with an interest in pulmonary disease and thoracic imaging will find this text valuable.

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Medical Terminology Systems: A Body Systems Approach, 5th Edition. Barbara A Gylys MEd CMA-A and Mary Ellen Wedding MEd MT(ASCP) CMA. Philadelphia: FA Davis. 2005. Soft cover, illustrated, 559 pages, audio CD (Interactive Medical Terminology v.2.0), \$47.

Medical Terminology Simplified: A Programmed Learning Approach by Body Systems, 3rd Edition. Barbara A Gylys MEd CMA-A and Regina M Masters RN CMA MEd. Philadelphia: FA Davis. 2005. Soft cover, illustrated, 597 pages, audio CD, \$39.95.

Most health-care professionals begin their careers by learning the "foreign language" that we call medical terminology. Struggling with medical terminology makes it difficult for any student or new health-care professional to communicate effectively in the health-care setting. Many texts today, including **Medical Terminology Systems: A Body Systems Approach**, provide students with all of the necessary terminology tools to succeed in their journey toward a health-care career.

Medical Terminology Systems: A Body Systems Approach is a well-recognized medical terminology textbook/workbook that is used in many different learning institutions. It is an up-to-date text that utilizes a combination of visual, audio, and computer programs to enhance student learning. This approach reaches out to different learning styles and gives educators additional options to teach medical terminology effectively and efficiently.

The first 3 chapters focus on the basic elements of medical terms, suffixes, and prefixes. The remaining chapters are each devoted to a specific body system, much like an anatomy and physiology textbook.

Each chapter is sequenced in the following way: objectives, key terms, anatomy and physiology, medical word elements, pathology, diagnostic and symptomatic with related terms, diagnostic and therapeutic procedures, pharmacology for the specific system, abbreviations, learning activities, and medical-record activities. This format is easy to follow and builds upon itself as the reader works through the chapters, providing a consistent learning process.

One feature that stands out is the book's use (new to this edition) of full-page color illustrations of the specified system in each chapter. These illustrations detail basic anatomy and physiology as well as pathology and current therapeutic techniques that enhance the readers' ability to apply new medical terms.

Another feature is that each chapter has 4 "learning activities." After the reader works through the objectives, key terms, and the medical-word-elements sections, the learning activity has the reader write in the new terms on a fill-in-the-blanks illustration. Then the reader moves on in the chapter and works through the other learning activities.

In addition to the learning activities, each chapter has 2 medical-record learning activities that the reader can work through in sections as well. Each involves a patient scenario that asks the reader to define common medical terms used in patient care. These scenarios are a great way to introduce and familiarize the health-care student with chart review and patient assessment, using a general SOAP (subjective, objective, assessment, plan) format.

This book has a thorough index that supports each of the chapters in the text. In addition, there are separate indexes for terms related to genetic disorders, diagnostic im-

aging procedures, pharmacology, and oncology. There is also a very thorough and complete glossary of medical word elements.

Overall, the type is clear and easy to read, and the color illustrations enhance the text. There are some typographical errors, but nothing that detracts the reader from successfully working through each chapter.

Also included is an audio CD and an interactive medical terminology computer program. The audio CD, which is new to this edition, can be played on a computer or a home or car CD player. I found its audio approach to learning medical terminology easy to follow, and it covers each of the chapters in the text.

The computer program has various activities to enhance learning. It allows the user to pick any chapter and work through learning activities similar to those in the text. The program also includes crossword puzzles, matching, and word-jumble games, and it gives access to Taber's Cyclopedic Medical Dictionary.

For instructors of medical terminology, medical transcription, and medical assisting, there is an additional disk available, which includes PowerPoint presentations, an electronic bank of test questions, and an activity pack with suggested readings and various activities. Another feature is a comprehensive list of medical abbreviations, including abbreviations prohibited by the Joint Commission on Accreditation of Hospital Organizations. All of these additional multi-media learning tools and updated features greatly enhance the text by providing additional options for different learning styles.

The authors have done an excellent job of improving the effectiveness of the text by incorporating full-page color illustrations. They have also done a nice job staying current with legal issues, such as the aforementioned prohibited abbreviations, and they also enhanced the sections on drugs.

This text provides the essentials for building a strong foundation of medical terminology and is ideal for anyone beginning a career as a health-care professional. The text is intended to be part of a medical terminology didactic course, combining lecture with reading, learning exercises, audio instruction, and computer-based instruction, but it is complete enough to be used as a self-paced textbook/workbook as well. I wish I had had this text as I began my career.

As an instructor of respiratory care, I think there is no need to use a text of this sort as a primary source for instruction. Many students entering programs in respiratory care, nursing, radiology, and physical therapy have already completed multiple medical terminology courses. It would serve well as a reference and/or a review text as students continue on in their schooling and careers.

For instructors of medical terminology, medical assisting, medical transcription, etc, **Medical Terminology Systems: A Body Systems Approach** is an exceptional, primary textbook/workbook and reference text, and deserves to be on the shelf of anyone who teaches in such programs. The authors are experts and have provided a very effective tool for students and instructors.

Medical Terminology Simplified: A Programmed Learning Approach by Body Systems, by the same authors, is a medical-terminology workbook geared for self-paced self-instruction. Now in its third edition, this popular workbook is easy to read and work through. It uses the same full-page, color illustrations seen in its "mother" text, **Medical Terminology Systems: A Body Systems Approach**, which detail basic anatomy, physiology, pathology, and therapies, enhancing the reader's ability to apply new medical terms to the whole body system. Overall, the basis of the chapters and text are the same (objectives, key terms, anatomy and physiology, medical word elements, pathology, diagnostic and symptomatic with related terms, diagnostic

and therapeutic procedures, pharmacology for the specific system, abbreviations, learning activities, and medical-record activities). The first difference I noted was in the table of contents. The workbook condenses into one chapter the first 3 chapters of the mother text (basic word elements of medical terms, suffixes, and prefixes) and combines that information with user instructions for effectively working through each chapter.

The biggest difference between the 2 texts is the greater emphasis on written learning activities in **Medical Terminology Simplified**, which is aided by 2 audio CDs and the medical-terminology integrated-learning computer program. Each chapter contains numerous combined reading/writing activities designed to guide the learner through the exercises.

Another difference is the amount of information in the audio CDs and how often they are referenced throughout the workbook. After completing a section, the learner is instructed to refer to the "listen and learn" portions of the discs, in order to master the information covered. As a self-learning workbook, the use of the audio CDs is mandatory to effectively learn and successfully work through the chapters.

There are also a few small differences in content, structure, and order of the appendixes, but all in all the books are more similar than they are different.

One feature of the workbook, which is essential for many health-care professionals today, is a Spanish translations appendix.

Medical terms and pronunciations from each chapter are provided in Spanish. For a future edition I would suggest including Spanish translations and pronunciations on the CD.

As with **Medical Terminology Systems**, I believe **Medical Terminology Simplified** also provides the essentials for building a strong foundation of medical terminology; it is ideal for anyone beginning a health-care career, and I think it is thorough and complete enough for self-guided learning. I do wonder why the authors produced 2 very similar texts on the same subject. **Medical Terminology Systems** is geared for didactic instruction in the classroom but is complete enough to be used as a self-learning textbook/workbook. **Medical Terminology Simplified** is designed as a self-learning workbook but could easily be used by instructors in the classroom setting. I think either book is an excellent choice for instructors of medical terminology, medical assisting, medical transcription, et cetera.

I like the Spanish translation sections in the self-learning workbook, and I believe it should be included in both texts and the pronunciations should be provided on the audio CDs. As a respiratory care instructor, I will definitely incorporate the Spanish section into my teaching.

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