



# Medicine

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2010 • This workbook was updated in April 2012.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: [Workbooks@USScouts.org](mailto:Workbooks@USScouts.org)

1. Discuss with your counselor the influence that EIGHT of the following people had on the history of medicine:

a. Hippocrates \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. William Harvey \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Antoine van Leeuwenhoek \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. Edward Jenner \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e. Florence Nightingale \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f. Louis Pasteur \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

g. Gregor Mendel \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h. Joseph Lister \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- i. Robert Koch \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- j. Daniel Hale Williams \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- k. Marie and Pierre Curie \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- l. Walter Reed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- m. Karl Landsteiner \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- n. Alexander Fleming \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- o. Charles Richard Drew \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- p. Helen Raussig \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- q. James Watson and Francis Crick \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- r. Jonas Salk \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.Explain the Hippocratic Oath to your counselor, and compare the original version to a more modern one. \_\_\_\_\_

Explain the Hippocratic Oath: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Compare the original version to a more modern one: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Discuss to whom those subscribing to the original version of the oath owe the greatest allegiance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Discuss the health-care provider-patient relationship with your counselor, and the importance of such a relationship in the delivery of quality care to the patient. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the role of confidentiality in this relationship. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do the following:
- a. Describe the roles the following people play in the delivery of health care in your state. (Note: Not all may exist in your state.)
    - 1. Allopathic physician \_\_\_\_\_  
\_\_\_\_\_
    - 2. Chiropractor \_\_\_\_\_  
\_\_\_\_\_
    - 3. Emergency medical technician \_\_\_\_\_  
\_\_\_\_\_
    - 4. Licensed practical/vocational nurse \_\_\_\_\_  
\_\_\_\_\_
    - 5. Medical assistant \_\_\_\_\_  
\_\_\_\_\_
    - 6. Medical laboratory technologist \_\_\_\_\_  
\_\_\_\_\_
    - 7. Nurse-midwife \_\_\_\_\_  
\_\_\_\_\_

- 8. Nurse practitioner \_\_\_\_\_  
\_\_\_\_\_
- 9. Occupational therapist \_\_\_\_\_  
\_\_\_\_\_
- 10. Optometrist \_\_\_\_\_  
\_\_\_\_\_
- 11. Osteopathic physician \_\_\_\_\_  
\_\_\_\_\_
- 12. Pharmacist \_\_\_\_\_  
\_\_\_\_\_
- 13. Physical therapist \_\_\_\_\_  
\_\_\_\_\_
- 14. Physician's assistant \_\_\_\_\_  
\_\_\_\_\_
- 15. Podiatrist \_\_\_\_\_  
\_\_\_\_\_
- 16. Psychologist \_\_\_\_\_  
\_\_\_\_\_
- 17. Radiologic technologist \_\_\_\_\_  
\_\_\_\_\_
- 18. Registered nurse \_\_\_\_\_  
\_\_\_\_\_
- 19. Respiratory therapist \_\_\_\_\_  
\_\_\_\_\_

b. Describe the educational and licensing requirements for five of those in 4a --other than 4a(1)- - practicing health care in your state.

Health Care Practitioner	Describe the educational and licensing requirements
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

5. a. Tell what is meant by the term "primary care" with regard to a medical specialty. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Briefly describe the types of work done by physicians in the following "core" specialties:

- 1. Internal medicine\* \_\_\_\_\_  
\_\_\_\_\_
- 2. Family practice\* \_\_\_\_\_  
\_\_\_\_\_
- 3. Obstetrics/gynecology\* \_\_\_\_\_  
\_\_\_\_\_
- 4. Pediatrics\* \_\_\_\_\_  
\_\_\_\_\_
- 5. Psychiatry \_\_\_\_\_  
\_\_\_\_\_
- 6. Surgery \_\_\_\_\_  
\_\_\_\_\_

b. Describe the additional educational requirements for these specialties.

- 1. Internal medicine\* \_\_\_\_\_  
\_\_\_\_\_
- 2. Family practice\* \_\_\_\_\_  
\_\_\_\_\_
- 3. Obstetrics/gynecology\* \_\_\_\_\_  
\_\_\_\_\_
- 4. Pediatrics\* \_\_\_\_\_  
\_\_\_\_\_
- 5. Psychiatry \_\_\_\_\_  
\_\_\_\_\_
- 6. Surgery \_\_\_\_\_  
\_\_\_\_\_

6. a. Briefly describe the types of work performed by physicians in FIVE of the following specialties or subspecialties:

- 1. Allergy/immunology \_\_\_\_\_
- 2. Anesthesiology \_\_\_\_\_
- 3. Cardiology \_\_\_\_\_
- 4. Colon and rectal surgery \_\_\_\_\_
- 5. Dermatology \_\_\_\_\_
- 6. Emergency Medicine \_\_\_\_\_
- 7. Endocrinology \_\_\_\_\_
- 8. Gastroenterology \_\_\_\_\_
- 9. Geriatric medicine \_\_\_\_\_

- 10. Hematology/oncology \_\_\_\_\_
- 11. Infectious disease \_\_\_\_\_
- 12. Nephrology \_\_\_\_\_
- 13. Neuro surgery \_\_\_\_\_
- 14. Neurology \_\_\_\_\_
- 15. Nuclear medicine \_\_\_\_\_
- 16. Ophthalmology \_\_\_\_\_
- 17. Orthopedic surgery \_\_\_\_\_
- 18. Otolaryngology/head and neck surgery \_\_\_\_\_
- 19. Pathology \_\_\_\_\_
- 20. Physical medicine and rehabilitation \_\_\_\_\_
- 21. Plastic, reconstructive, and maxillofacial surgery. \_\_\_\_\_
- 22. Preventive medicine \_\_\_\_\_
- 23. Radiology \_\_\_\_\_
- 24. Rheumatology \_\_\_\_\_
- 25. Thoracic/cardiothoracic surgery \_\_\_\_\_
- 26. Urology \_\_\_\_\_
- 27. Vascular surgery \_\_\_\_\_

b. Describe the additional educational requirements for the five specialties or subspecialties you chose in 6a.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7.  a. Visit a physician's office,\*\* preferably one who delivers "primary care." (This may be that of your counselor).

Discuss the components of a medical history and physical examination (an official BSA health form may be used to guide this discussion), and become familiar with the instruments used. \_\_\_\_\_

Medical history: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physical examination: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instruments used: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Describe the characteristics of a good diagnostic test to screen for disease (e.g. routine blood pressure measurement). \_\_\_\_\_  
\_\_\_\_\_

Explain briefly why diagnostic tests are not perfect. \_\_\_\_\_  
\_\_\_\_\_

c. Show how to take a blood pressure reading and a pulse reading.

8. Do the following:

a. Discuss the roles medical societies, the insurance industry, and the government play in influencing the practice of medicine in the United States.

Medical societies: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Insurance industry: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Government \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. Briefly tell how your state monitors the quality of health care within its borders, and how it provides care to those who do not have health insurance.

How your state monitors the quality of health care: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How it provides care to those who do not have health insurance: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 9. Compare and discuss with your counselor the health care delivery systems in the United States, Sweden, and China.

United States: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Sweden: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

China: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 10. Serve as a volunteer at a health-related event or facility in your community (e.g. blood drive, "health fair", blood pressure screening, etc.) approved by your counselor.

\* "Primary care" specialties

\*\* If this cannot be arranged, demonstrate to your counselor that you understand the components of a medical history and physical, and discuss the instruments involved.

**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Medicine#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Medicine#Requirement_resources)

## Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[ Inside front cover, and 5.0.1.4 ] — Unauthorized Changes to Advancement Program**  
***No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.***  
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[ Inside front cover, and 7.0.1.1 ] — The [‘Guide to Safe Scouting’](#) Applies**  
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[ 7.0.3.1 ] — The Buddy System and Certifying Completion**  
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[ 7.0.3.2 ] — Group Instruction**  
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.  
  
There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout— actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[ 7.0.3.3 ] — Partial Completions**  
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.