

A top-down view of various medical supplies on a light blue background. At the top, a black stethoscope is partially visible. To its right is a white medical device with a black tube. On the left, there are several white pills and a small metal mesh. At the bottom, there are more white pills, a white container, and a roll of white tape. A clipboard with a silver clip is on the left side, and a portion of a laptop keyboard is visible on the right.

Akademia Bialska im. Jana Pawła II

**A handbook of
the practical
study of
English for
Nurses**

Dorota Kowalczyk

Wydanie II uzupełnione

Biała Podlaska 2024

Akademia Bialska im. Jana Pawła II

A HANDBOOK OF THE PRACTICAL STUDY OF ENGLISH FOR NURSES

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Dorota Kowalczyk

Biała Podlaska 2024

Wydawca

Akademia Bialska im. Jana Pawła II

Recenzja

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INTRODUCTION/WPROWADZENIE

The text of the script is intended for Nursing students. It has practical applications, used in two key aspects of education in this field. What I mean is a glossary of vocabulary and exercises using medical vocabulary and specialist knowledge. The exercises are my own. I developed them through experience while working with students.

Niniejszy skrypt jest przeznaczony dla studentów Pielęgniarstwa. Ma on wymiar praktyczny, wykorzystany w dwóch najważniejszych aspektach kształcenia studentów tego kierunku. Mam na uwadze glosariusz słownictwa i ćwiczenia z użyciem słownictwa medycznego i wiedzy specjalistycznej. Ćwiczenia są mojego autorstwa. Opracowałam je wykorzystując doświadczenie podczas wieloletniej pracy ze studentami.

Dorota Kowalczyk

1. HUMAN BODY

1.1. PARTS OF HUMAN BODY

The head

Hair – the mass of thin thread-like structures on the head of a person, or any of these structures that grow out of the skin of a person.

Forehead – the flat part of the face, above the eyes and below the hair.

Eye – one of the two organs in your face that are used for seeing.

Eyebrow – the line of short hairs above each eye in humans.

Eyelid – either of the two pieces of skin that can close over each eye.

Eyelash – any of the short hairs that grow along the edges of the eye.

Ear – the organ that enables hearing.

Nose – the part of the face that sticks out above the mouth, through which you breathe and smell.

Cheek – the soft part of your face that is below your eye and between your mouth and ear.

Mouth – the opening in the face of a person or animal, consisting of the lips and the space between them, or the space behind containing the teeth and the tongue.

Lip – one of the two soft parts that form the upper and lower edges of the mouth.

Chin – the part of a person's face below their mouth.

Neck – the part of the body that joins the head to the shoulders.

Trunk

Trunk – the main part of a person's body, not including the head, legs, or arms.

Thorax/chest – the part of the vertebrate body between the neck and the abdomen.

Abdomen – the lower part of a person's, containing the stomach, bowels, and other organs.

Buttock – one of two round, fleshy mounds of tissue behind the pelvis.

Upper extremity/upper limb

Upper extremity – the part of the body that includes the arm, wrist, and hand.

Shoulder girdle – the bony ring, incomplete behind, which serves for the attachment and support of the upper limbs.

Shoulder – one of the two parts of the body at each side of the neck that join the arms to the rest of the body.

Backbone – the row of connected bones that go down the middle of the back and protect the spinal cord.

Arm – either of the two long parts of the upper body that are attached to the shoulders and have the hands at the end.

Forearm – the lower part of the arm, between the wrist and the elbow (= the middle of the arm where it bends).

Elbow – the part in the middle of the arm where it bends.

Hand – the part of the body at the end of the arm that is used for holding, moving, touching, and feeling things.

Wrist – the part of the body between the hand and the arm.

Palm – the inside part of your hand from your wrist to the base of your fingers.

Finger – any of the long, thin, separate parts of the hand, especially those that are not thumbs.

Finger nail – the hard, slightly curved part that covers and protects the top of the end of a finger.

Thumb – the short, thick finger on the side of your hand that makes it possible to hold and pick things up easily.

Lower extremity/lower limb

Hip – the area below the waist and above the legs at either side of the body, or the joint that connects the leg to the upper part of the body.

Thigh – the part of a person's leg above the knee.

Knee – the middle joint of the leg that allows the leg to bend.

Calf – the thick curved part at the back of the human leg between the knee and the foot.

Leg – one of the parts of the body of a human or animal that is used for standing or walking.

Ankle – the joint between the foot and the leg, or the thin part of the leg just above the foot.

Foot – the part of the body at the bottom of the leg on which a person or animal stands.

Heel – the rounded back part of the foot.

Toe – any of the five separate parts at the end of the foot.

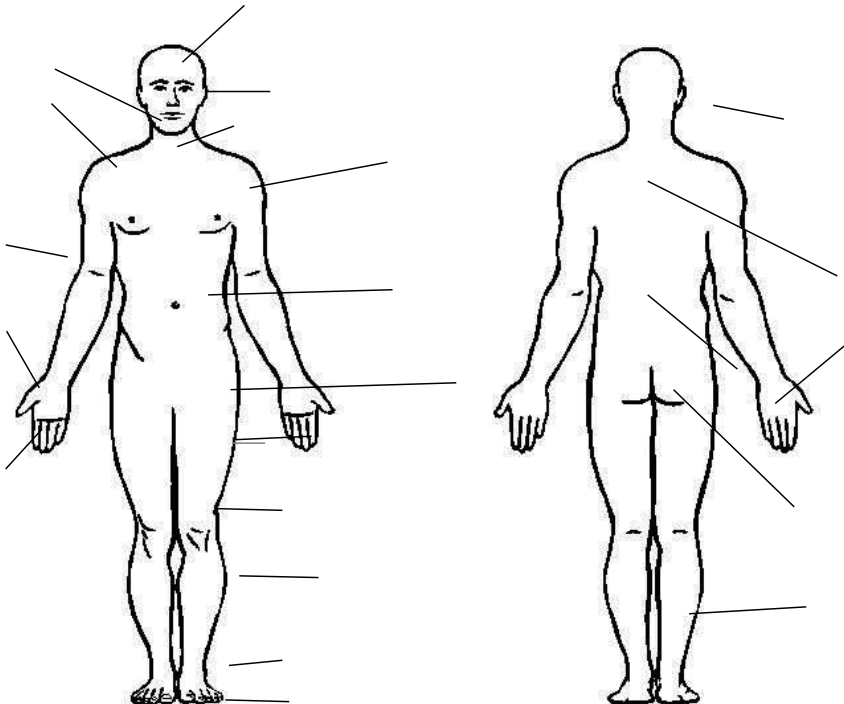
Toe nail – the hard, slightly curved part that covers and protects the end of a toe.

Instep – the curved upper part of the foot between the toes and the heel, or the part of a shoe or sock that fits around this.

Sole – the bottom part of the foot.

Exercise 1.

Name the parts of the body.



Exercise 2.

Write in the vowels to the words given.

- 1. F _ r _ h _ _ d
- 2. E _ _ l _ s h
- 3. _ n k l _
- 4. W r _ s t
- 5. F _ n g _ r
- 6. _ l b _ w
- 7. _ n s t _ p
- 8. _ _ r _ _ r m
- 9. H _ _ l
- 10. T h _ m b

Exercise 3.

Find words in the snake and create 5 sentences with them.

Trunkabdomenshoulderforearmwristthighcalfchinheelbowinstep

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Exercise 4.

Match words with their definitions.

1. Eyelash		A. the lower part of the arm, between the wrist and the elbow (= the middle of the arm where it bends)
2. Chin		B. the curved upper part of the foot between the toes and the heel, or the part of a shoe or sock that fits around this
3. Trunk		C. the part of the body between the hand and the arm
4. Shoulder girdle		D. the part of a person's leg above the knee
5. Wrist		E. the bony ring, incomplete behind, which serves for the attachment and support of the upper limbs
6. Thigh		F. the part of the body at the bottom of the leg on which a person or animal stands
7. Foot		G. the rounded back part of the foot
8. Instep		H. the main part of a person's body, not including the head, legs, or arms
9. Forearm		I. any of the short hairs that grow along the edges of the eye
10. Heel		J. the part of a person's face below their mouth

Exercise 5.

Choose the correct answer.

1. The PUPIL is the part of the
A. hand B. foot C. eye D. ear
2. The SOLE is the part of the
A. hand B. foot C. eye D. ear
3. The CALF is the part of the
A. hand B. leg C. eye D. ear
4. The WRIST is the part of the
A. hand B. foot C. eye D. ear
5. The IRIS is the part of the
A. hand B. foot C. eye D. ear
6. The HEEL is the part of the
A. hand B. foot C. eye D. ear

7. The PALM is the part of the
A. hand B. foot C. eye D. ear
8. The NIPPLE is the part of the
A. hand B. breast C. eye D. ear
9. The THUMB is the part of the
A. hand B. foot C. eye D. ear
10. The SHIN is the part of the
A. hand B. leg C. eye D. ear

Exercise 6.

Mark the sentences True or False. Correct the false ones.

1. Feet don't have fingers.
2. The last teeth to come through are wise teeth.
3. Tummy is an informal word for the stomach.
4. Eyelashes grow above the eyes, while eyebrows grow along the edges of the eyelids.
5. A ring finger is the longest finger on the hand.
6. There are two shoulder girdles in the human body.
7. We sit on our buttocks.
8. A heel is the part of the hand.
9. Joints usually connect two bones.
10. The smallest part of structure of human organism is a tissue.

Exercise 7.

Work in pairs find 7 mistakes in the extract given. Correct them.

Human body has a complex structure. It is built up of millions of cells which form organs and systems. The human body consists of three main parts: the head, the trunk, upper and lower joints. The neck is located above the face on the head. The neck joints the head to the trunk. It is the smallest part of the body and consists of two minor cavities: the thorax and the abdomen. The diaphragm lies below these cavities. The area between the shoulders and the buttocks is the back.

The upper extremities are connected to the neck by the shoulder girdle. The upper extremity is composed of three segments: the arm, the forearm, the

hand with four fingers and the thumb. The lower extremities also consists of three parts: the thigh, the leg, the foot with fingers.

What are the joints of the upper and lower extremities?

The upper extremity:

.....

The lower extremity:

.....

Exercise 8.

Work in pairs. Ask your partner 4 questions about the position of the parts of the body, use the following words: *above, below, on the side, between.*

- 1.
- 2.
- 3.
- 4.

Exercise 9.

Choose 5 new/the most difficult words from the unit and write sentences with them.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 10.

Which parts of the body do you deal with in your work? How?

.....
.....
.....
.....
.....
.....

1.2. BODY CAVITIES

Cranial cavity

Cranial cavity – the space within the skull that accommodates the brain.

Skull – a bone framework enclosing the brain of a vertebrate; the skeleton of a person's head.

Brain – an organ of soft nervous tissue contained in the skull, functioning as the coordinating centre of sensation and intellectual and nervous activity.

Facial skeleton – it comprises the facial bones that may attach to build a portion of the skull.

Thoracic cavity

Thoracic cavity – a space inside your thorax (chest) that contains your heart, lungs and other organs and tissues.

Thorax/chest – the part of the body of between the neck and the abdomen, including the cavity enclosed by the ribs and breastbone and containing the chief organs of circulation and respiration; the chest.

Ribs – the bony framework of the thoracic cavity.

Sternum – the long flat bone that forms the centre front of the chest wall.

Spinal column – the bones, muscles, tendons, and other tissues that reach from the base of the skull to the tailbone.

Heart – a hollow muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation.

Lungs – one of a pair of organs in the chest that supplies the body with oxygen, and removes carbon dioxide from the body.

Oesophagus – the part of your body that carries the food from the throat to the stomach.

Diaphragm – the thin muscle below the lungs and heart that separates the chest from the abdomen.

Abdominal cavity

Stomach – an organ that is part of the digestive system. It helps digest food by mixing it with digestive juices and turning it into a thin liquid.

Large intestine – the long, tube-like organ that is connected to the small intestine at one end and the anus at the other.

Small intestine – a long tube-like organ that connects the stomach to the large intestine.

Liver – a large organ located in the upper abdomen. It cleanses the blood and aids in digestion by secreting bile.

Duodenum – the first part of the small intestine. It connects to the stomach. The duodenum helps to further digest food coming from the stomach.

Gall bladder – the pear-shaped organ found below the liver. Bile is concentrated and stored in it.

Spleen – similar in structure to a large lymph node, it acts primarily as a blood filter.

Pancreas – an organ in the body that produces insulin and substances that help to digest food.

Pelvic cavity

Pelvis – the large bony frame near the base of the spine to which legs are attached in humans.

Urinary bladder – a membranous sac that serves for the temporary retention of urine.

Urethra – the tube through which urine leaves the body. It empties urine from the bladder.

Ureter – the tube that carries urine from the kidney to the bladder.

Rectum – the last several inches of the large intestine closest to the anus.

Anus – the opening where the gastrointestinal tract ends and exits the body.

Ovary – one of a pair of female glands in which the eggs form and the female hormones oestrogen and progesterone are made.

Oviducts (Fallopian tubes) – one of two long, slender tubes that connect the ovaries to the uterus.

Uterus – the hollow, pear-shaped organ in a woman's pelvis. The uterus is where a foetus (unborn baby) develops and grows.

Vagina – the muscular canal that goes from the uterus to the outside of the body. During birth, the baby passes through the vagina.

Exercise 1.

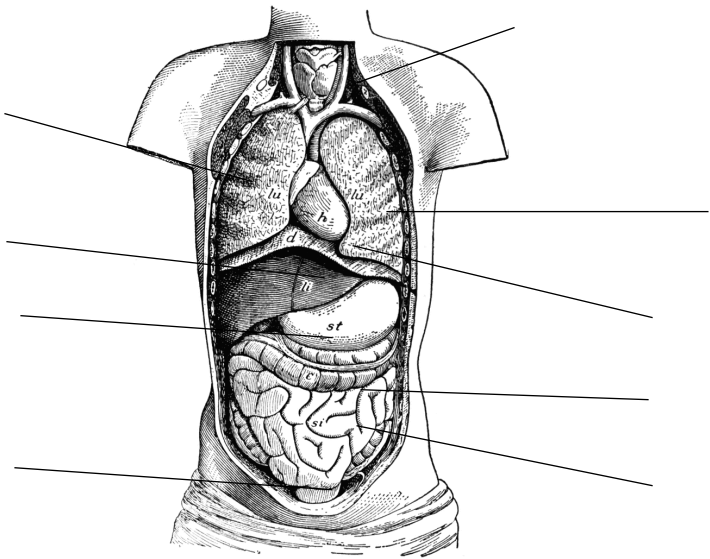
Divide words given into 3 groups in any way that seems appropriate to you.

skull, small intestine, spleen, anus, stomach, chest, rectum, pelvis, gallbladder, ribs, sternum, ovary, pancreas, uterus

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Exercise 2.

Label the human body organs.



Exercise 3.

Match Polish names of the parts of the body with their English counterparts.

- | | |
|--------------------|-----------------------|
| 1. bile duct | a) jelito grube |
| 2. bladder | b) kręgosłup |
| 3. gall bladder | c) krtań |
| 4. large intestine | d) miednica |
| 5. larynx | e) pęcherz moczowy |
| 6. pancreas | f) przewód żółciowy |
| 7. pelvis | g) śledziona |
| 8. spine | h) tchawica |
| 9. spleen | i) trzustka |
| 10. windpipe | j) pęcherzyk żółciowy |

Exercise 4.

Match the following parts of the body with the jumbled definitions on the right.

1. Kidney 2. Lung 3. Liver 4. Heart
 5. Brain 6. Intestine 7. Appendix
 8. Tonsils 9. Rib 10. Stomach
 11. Jaw 12. Throat

- A. Organ in the head which controls thought and feeling.
 B. Long pipe leading from the stomach which takes waste matter from the body.
 C. Two small, fleshy organs in the throat.
 D. Baglike organ in which food is broken down for use by the body.
 E. One of twenty four bones protecting the chest.
 F. One of a pair of organs which separate waste liquid from the blood.
 G. One of two bony parts of the face in which teeth are set.
 H. Large organ which cleans the blood.
 I. One of a pair of breathing organs in the chest.
 J. Passage from the back of the mouth down inside the neck.
 K. Short organ of little use which leads off the large intestine.
 L. Organ in the chest which controls the flow of blood by pushing it round the body.

Exercise 5.

Put the organs listed below into the correct column.

trachea, stomach, kidneys, lungs, bladder, brain, heart, rectum, oesophagus, ureter, sternum, liver, duodenum, ribs, sacrum, aorta, ovaries, pulmonary arteries, uterus

The cranial cavity	The thoracic cavity	The abdominal cavity	The pelvic cavity

Exercise 6.

Decide if the sentences are true or false. Correct the false ones.

1. There are three main cavities in human body.
2. The cranial cavity is situated in the head and contains brain.
3. The thoracic cavity is protected by the ribs, the sternum and spinal column.
4. The abdominopelvic cavity, which is the largest cavity in the body lies over the diaphragm.
5. The contents of abdominal cavity include the stomach, small and large intestines, the liver, the pancreas, the spleen and the kidneys.
6. The contents of the pelvis are: the urinary bladder, the lower part of the large intestine, the rectum and reproductive organs in a male.
7. The trachea extends from the pharynx to the heart.
8. The optic nerve is situated in in cranial cavity.
9. The heart is located on the left site in the thoracic cavity.
10. The oesophagus extends downwards to the liver.

Exercise 7.

Finish the sentences that are true for you.

1. In my job I usually deal with patients who have health problems with organs in cavity, such as
2. In my job I meet people who have pain in because
3.
4. I often suffer from pain in..... because I never
5.
6. The organ(s) in cavity is/are the most complicated to treat as
7.
8. I should take care of because
9. In my ward we use as the best remedy for
10. We never administer for disorders because of

Exercise 8.

Work in pairs. Ask each other 5 questions about the location of some organs in cavities. Use the following words: be, lie, consists of, run, be located.

1.
2.
3.
4.
5.

Exercise 9.

Choose 5 new/the most difficult words from the unit and write sentences with them.

1.
2.
3.

- 4.
- 5.

Exercise 10.

Work in pairs. Brainstorm the most common health problems/ disorders related to organs in each body cavity.

- Cranial cavity –
.....
- Thoracic cavity –
.....
- Abdominal cavity –
.....
- Pelvic cavity –
.....

1.3. BODY SYSTEMS

The respiratory system – it includes the nose, mouth, throat, voice box, windpipe, and lungs. Air enters the respiratory system through the nose or the mouth. If it goes in the nostrils the air is warmed and humidified.

Nose – the prominent structure between the eyes that serves as the entrance to the respiratory tract and contains the olfactory organ.

Pharynx – the hollow tube inside the neck that starts behind the nose and ends at the top of the trachea (windpipe) and oesophagus (the tube that goes to the stomach).

Trachea/windpipe – the airway that leads from the larynx (voice box) to the bronchi.

Bronchi – the two large tubes that carry air from your windpipe to your lungs.

Bronchioles – a tiny branch of air tubes in the lungs.

Lungs – the pair of spongy, pinkish-grey organs in your chest.

The cardiovascular system – the heart and many blood vessels in your body.

Heart – this organ pumps blood through the blood vessels of the circulatory system.

Atrium – the upper chamber of each half of the heart.

Ventricle – a chamber of the heart, having thick muscular walls, that receives blood from the atrium and pumps it to the arteries.

Vein – the thin tubes in your body through which your blood flows towards your heart.

Artery – the tubes in your body that carry blood from your heart to the rest of your body.

Blood vessels – the narrow tubes through which your blood flows.

Blood – a tissue with red blood cells, white blood cells, platelets, and other substances suspended in fluid called plasma.

The digestive system – the organs that take in food and liquids and break them down into substances that the body can use for energy, growth, and tissue repair.

Mouth – the opening and cavity in the lower part of the human face, surrounded by the lips, through which food is taken in and vocal sounds are emitted.

Tongue – the fleshy muscular organ in the mouth of a mammal, used for tasting, licking, swallowing, and (in humans) articulating speech.

Salivary glands – a gland in the mouth that produces saliva.

Pharynx (throat) – the membrane-lined cavity behind the nose and mouth, connecting them to the oesophagus.

Oesophagus – the part of your body that carries the food from the throat to the stomach.

Stomach – a muscular organ located on the left side of the upper abdomen. The stomach receives food from the oesophagus.

Gall bladder – the pear-shaped organ found below the liver. Bile is concentrated and stored in it.

Liver – a large lobed glandular organ involved in many metabolic processes.

Duodenum – the first part of the small intestine. It connects to the stomach. The duodenum helps to further digest food coming from the stomach.

Diaphragm – dome-shaped, muscular and membranous structure that separates the thoracic (chest) and abdominal cavities.

Spleen – similar in structure to a large lymph node, it acts primarily as a blood filter.

Pancreas – an organ in the body that produces insulin and substances that help to digest food.

Thyroid – a butterfly-shaped gland that sits low on the front of the neck that makes thyroid hormone and calcitonin.

Large intestine – the long, tube-like organ that is connected to the small intestine at one end and the anus at the other.

Small intestine – it receives food from the stomach and sends it on to the large intestine, or colon.

Colon – the longest part of the large intestine.

Rectum – the last several inches of the large intestine closest to the anus.

Anus – the opening of the rectum (last part of the large intestine) to the outside of the body.

The urinary system – the organs that make urine and remove it from the body.

Kidney – either of a pair of small organs in the body that take away waste matter from the blood to produce urine.

Ureter – the tube that carries urine from the kidney to the bladder.

Bladder – a muscular membranous sac in the abdomen which receives urine from the kidneys and stores it for excretion.

Urethra – the duct by which urine is conveyed out of the body from the bladder, and which in male vertebrates also conveys semen.

The reproductive system – the system of organs and parts which function in reproduction.

Ovaries – a female reproductive organ in which ova or eggs are produced, present in humans and other vertebrates as a pair.

Fallopian tubes – (in a female mammal) either of a pair of tubes along which eggs travel from the ovaries to the uterus.

Uterus – the organ in the lower body of a woman where offspring are conceived and in which they gestate before birth; the womb.

Cervix – the narrow passage forming the lower end of the uterus.

Vagina – the muscular tube leading from the external genitals to the cervix of the uterus in women.

Prostate – a gland in the male reproductive system.

Testes – a typically paired male reproductive gland that produces sperm and secretes testosterone.

Penis – a male erectile organ of copulation by which urine and semen are discharged from the body and that develops.

The nervous system – the bodily system that in vertebrates is made up of the brain and spinal cord, nerves, ganglia, and parts of the receptor organs and that receives and interprets stimuli and transmits impulses to the effector organs.

Brain – central nervous system enclosed in the skull and continuous with the spinal cord.

Spinal cord – the cord of nervous tissue that extends from the brain lengthwise along the back in the spinal canal, gives off the pairs of spinal nerves, carries impulses to and from the brain.

Nerves – a bundle of fibres that receives and sends messages between the body and the brain.

Peripheral nervous system – the nervous system outside the brain and spinal cord.

Cranial nerves – 12 pairs of them branch off the brain.

Spinal nerves – 31 pairs of them branch off the spinal cord.

Exercise 1.

Write in the vowels to the words given.

1. P _ R _ P H _ R _ L S _ S T _ M
2. F _ L L _ P _ _ N T _ B _ S
3. _ T _ R _ S
4. S P _ N _ L C _ R D
5. _ N _ S
6. D _ _ D _ N _ M
7. B L _ _ D V _ S S _ L S
8. _ R T _ R _
9. T H _ R _ _ D
10. C _ R V _ X

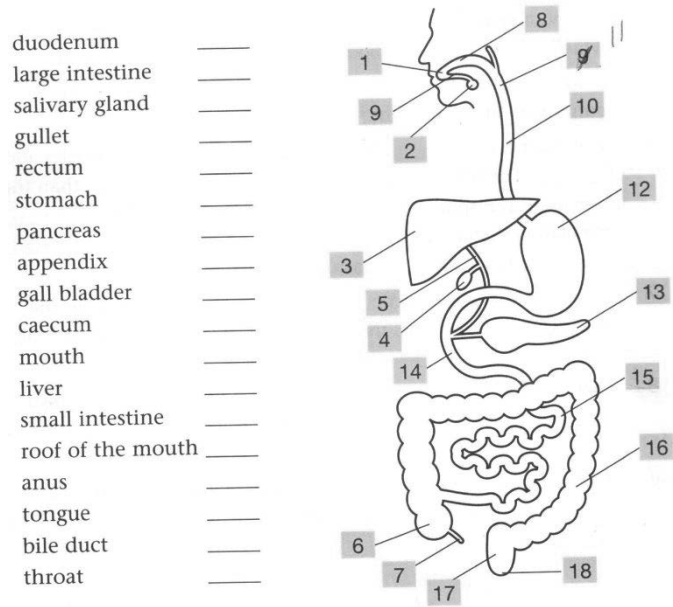
Exercise 2.

Which body system are the following medical terms connected with?

- 1. Ovaries, vagina, testes – system.
- 2. Urea, bladder, urethra – system.
- 3. Bronchus, mucus, pharynx – system.
- 4. Gallbladder, duodenum, anus – system.
- 5. Atrium, ventricle, vessels – system.
- 6. Spleen, thyroid, intestines – system.

Exercise 3.

Label the diagram.



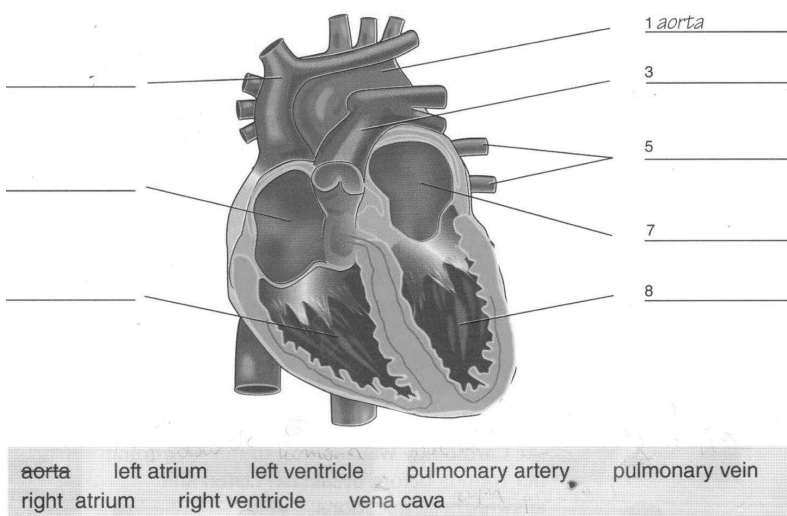
Exercise 4.

Match the beginning of sentences with the appropriate ending.

1. From the nose and mouth, air flows
2. The trachea divides
3. The respiratory tract is lined with
4. During heavy exercises, the depth and rate of ventilation.....
5. The larynx is also known as
6. Air flows into the lungs when
 - A. into the larynx and windpipe.
 - B. into the right and left bronchi.
 - C. a layer of sticky mucus.
 - D. increases dramatically.
 - E. the voice box or Adam's apple.
 - F. the chest wall and diaphragm move to increase the volume of the thorax.

Exercise 5.

Label the heart diagram with the words in the box.



Source: Grice T., Greenman J., (2018). *English for careers Nursing 2*. Oxford: Oxford University Press.

Exercise 6.

Complete the information about the function of the heart with the words from the box.

What the does heart do?

The heart is a muscle that blood around the body. The blood through to the other organs and takes food and oxygen to them. The blood then to the heart via the veins.

CIRCULATES/ PUMPS/ RETURNS

The chambers of the heart.

Inside the heart there are four chambers. The two upper chambers are called the They receive and collect blood. The two lower chambers of the heart are called the They pump blood out of the heart into the of other parts of the body.

ATRIA/ CIRCULATORY SYSTEM/ VENTRICLES

The blood flow

Blood enters the right atrium of the heart from the superior and inferior The heart then pumps blood into the right ventricle. From there the blood goes into the lungs through the, where it is filled with oxygen. The oxygen- rich blood returns to the heart through pulmonary veins into the left atrium. From there the blood is pumped into the left ventricle which then pumps it into the rest of the body through

AORTA/ PULMONARY ARTERY/VENA CAVA

Source: Wright R., Spada M. S., (2011). Nursing 2. England: Pearson

Exercise 7.

Use the words in capitals to form a word that completes the sentences.

1. Proper techniques of are very important for the nervous system. RELAX
2. It is difficult to cope with situations in our life. STRESS
3. and can be reduced by proper lifestyle. NERVE, EXCITE
4. There are no differences between these two working systems. STRUCTURE
5. A 15-minute exercise done every day is enough to keep fit. ENERGY

Exercise 8.

Match words with their definitions.

1. Ureters		A. an organ which produces spermatozoa (male reproductive cells)
2. Testes		B. lower, narrow end of the uterus that connects the uterus to the vagina
3. Cervix		C. each of the functional units in the kidney
4. Urethra		D. the duct by which urine passes from the kidney to the bladder
5. Ovaries		E. the duct by which urine is conveyed out of the body from the bladder, and which in male vertebrates also conveys semen
6. Fallopian tubes		F. a gland surrounding the neck of the bladder in male mammals and releasing a fluid component of semen
7. Prostate		G. (in a female mammal) either of a pair of tubes along which eggs travel from the ovaries to the uterus
8. Nephron		H. a female reproductive organ in which ova or eggs are produced, present in humans and other vertebrates as a pair

Exercise 9.

Match the description to the system.

reproductive system, nervous system, digestive system, immune system, cardiovascular system

1.

The heart and blood vessels make up this system. The heart is a pump forcing blood into a network of blood vessels allowing it to travel to organs and delivery sites requiring oxygen gas for respiration nutrients and the removal of waste substances.

2.

This system resembles a long tube with attached organs. Ingested food is broken down into constituent nutrient molecules that are then absorbed into the bloodstream. Indigestible remains are then digested.

3.

The system is a protection mechanism composed of specialised cells, cell products, tissues, organs and processes within an organism that protect against pathogens.

4.

The human body has a system of organs that work together for the purpose of reproduction. The biological purpose of this process is the continuation of life.

5.

The system is made up of a network of specialised cells, tissues and organs that coordinate and regulate the responses of the body to internal and external stimuli.

Source: <https://www.sciencelearn.org.nz/resources/1885-body-systems>

Exercise 10.

Choose 5 new/the most difficult words from the unit and write sentences with them.

1.
2.
3.
4.
5.

Human body systems - video

<https://www.youtube.com/watch?v=aHrGC65A9QI>

Questions to the video

1. How many systems are there in a human body?
2. What are the major organs involved with each system?
3. What are major functions of each system?
4. Can you think of internal/external stimuli that cause response?

1.4. DISORDERS/DISEASES OF BODY SYSTEMS

Respiratory system disorders/diseases

Fever – a rise of body temperature above the normal.

Sore throat – a condition marked by pain in the throat, typically caused by inflammation due to a cold or other virus.

Cough – a sudden, sharp-sounding expulsion of air from the lungs acting as a protective mechanism to clear the air passages or as a symptom of pulmonary disturbance.

Catarrh (runny nose) – a condition in which a lot of mucus is produced in the nose and throat, especially when a person has an infection.

Hoarseness – the quality of a person's voice when it sounds rough, often because of a sore throat or a cold.

Upper respiratory tract infection – irritation and swelling of the upper airways with associated cough and no signs of pneumonia.

Bronchitis – an illness in which the bronchial tubes become infected and swollen, resulting in coughing and difficulty in breathing.

Pneumonia – a serious illness in which one or both lungs become red and swollen and filled with liquid.

Circulatory system disorders/diseases

Myocardial infarct (MI) – heart attack/ heart infarct.

High blood pressure (hypertension) – it is persistently high pressure in the arteries.

Stroke – it occurs when an artery to the brain becomes blocked or ruptures, resulting in death of an area of brain tissue due to loss of its blood supply (cerebral infarction).

Atherosclerosis – arteries become narrowed or clogged with fatty material, mainly cholesterol.

Digestive system disorders/diseases

Gastritis – inflammation of the lining of the stomach, but the term is often used to cover a variety of symptoms resulting from stomach lining inflammation and symptoms of burning or discomfort.

Hepatitis – inflammation of the liver, due usually to viral infection but sometimes to toxic agents.

Gastroenteritis – infection or irritation of the digestive tract, particularly the stomach and intestine.

Gastric cancer – stomach cancer.

Duodenum ulcer – erosion of a small crater in the mucous membrane of the duodenum.

Diarrhoea – an abnormally frequent discharge of semisolid or fluid faecal matter from the bowel.

Constipation – it is an acute or chronic condition in which bowel movements occur less often than usual or consist of hard, dry stools that are painful or difficult to pass.

Bloating – abdominal distention from swallowed air or intestinal gas from fermentation.

Urinary system disorders/diseases

Urinary tract infections – a condition in which bacteria invade and grow in the urinary tract (the kidneys, ureters, bladder, and urethra). Most urinary tract infections occur in the bladder or urethra.

Urinary tract stones – stones (calculi) are hard masses that form in the urinary tract and may cause pain, bleeding, or an infection or block of the flow of urine.

Reproductive system disorders/diseases

Pelvic inflammatory disease (PID) – it is an infection of one or more of the upper reproductive organs, including the uterus, fallopian tubes and ovaries.

Ovarian cyst – noncancerous (benign) ovarian growths include cysts (mainly functional cysts) and tumours. Most noncancerous cysts and tumours do not cause any symptoms, but some cause pain or a feeling of heaviness.

Menstrual irregularities – an alteration in the regular timing of the menstrual periods. This is normal at the beginning of the menstrual life (menarche) and before the menopause.

Infertility – the inability of a couple to achieve a pregnancy after repeated intercourse without contraception for 1 year.

Polyps of uterus – Cervical polyps are common fingerlike growths of tissue that protrude into the passageway through the cervix. Polyps are almost always benign (noncancerous).

Erosion of cervix – cells that line the inside of your cervix grow on the outside. These cells are redder and are more sensitive than the cells typically on the outside, which is why they may cause symptoms, like bleeding and discharge.

Female reproductive system cancers – they can occur in any part of the female reproductive system—the vulva, vagina, cervix, uterus, fallopian tubes, or ovaries. These cancers are called gynaecologic cancers.

Exercise 1.

Write in the vowels to the words given.

- 1. H _ _ R S _ N _ S S
- 2. P N _ _ M _ N _ _
- 3. G _ S T R _ T _ S
- 4. B L _ _ T _ N G
- 5. _ R _ N _ R _ T R _ C K _ N F _ C T _ _ N
- 6. _ V _ R _ _ N C _ S T
- 7. F _ V _ R
- 8. _ N F _ R T _ L _ T _
- 9. S _ R _ T H R _ _ T
- 10. _ R _ S _ _ N _ F C _ R V _ X

Exercise 2.

Match words from the first column with the words from the second to make phrases related to the unit. Make sure you understand all the phrases.

sore	irregularities	
cervix	throat	
uterus	infection	
menstrual	polyps	
urinary	cyst	
duodenum	erosion	
ovarian	ulcer	

Exercise 3.

Cross out the odd one out.

1. ovarian cyst infertility pelvic inflammatory disease
bloating
2. hepatitis gastritis duodenum ulcer urinary tract
infections
3. stroke atherosclerosis myocardial infarction erosion of cervix
4. hoarseness sore throat bronchitis constipation
5. blood vessels arteries joints
6. disorders diseases illnesses discomfort
7. respiratory digestive diseases reproductive

Exercise 4.

Match the symptoms with the disorder.

1. A lot of mucus is produced in the nose and throat
 2. Irregular timing of the menstrual periods
 3. High pressure in the arteries
 4. Frequent discharge of semisolid or fluid faecal matter from the bowel
.....
 5. Common finger like growths of tissue in the cervix
 6. Irritation and swelling of the upper airways
- A. upper respiratory tract infection
 - B. catarrh
 - C. polyps of uterus
 - D. menstrual irregularities
 - E. diarrhoea
 - F. hypertension

Exercise 5.

Cover the glossary and think of the symptoms of the following disorders/ diseases.

- 1. Sore throat –
- 2. Pneumonia –
- 3. Stroke –
- 4. Hepatitis –
- 5. Duodenum ulcer –
- 6. Urinary tract stones –
- 7. Ovarian cyst –
- 8. Infertility –

Exercise 6.

In your daily practice, which systems disorders/diseases do you meet?

- What are they?
- What are their symptoms?
- How are they usually treated?

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Exercise 7.

Choose 5 the most difficult/new words from the unit and write sentences with them. Preferably related to your job.

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Exercise 8.

Work in pairs. Act out a dialogue between a patient and a nurse (6/7 questions).

- A patient:
 - Describe your symptoms
 - Give more information
- A nurse
 - Ask for details
 - Recommend a treatment

This image shows a full page of white paper with evenly spaced horizontal dotted lines, typical of notebook paper. The lines extend across the entire width of the page from top to bottom.

Exercise 9.

Read the Case Study. With your partner answer the questions.

Case 1: Mild asthma symptoms

TR, a 23-year-old man, is seeking advice. Although he is generally in good health, he has recently been developing a mild wheezing and tightness in his chest after exercising and playing soccer. TR does not smoke and has not had any respiratory illnesses recently. However, he does recall using an inhaler as a child for asthma but was told that he had outgrown the condition. TR does not take any medications. He says he does not want to follow up with a physician, if possible, because he is between jobs and does not have health care insurance.

Source: <https://www.pharmacytimes.com/view/case-studies-respiratory-illnesses>

What information can you provide regarding no pharmacologic approaches to managing this condition and self-care?

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Case 2: Influenza

AT, a 38-year-old woman, calls the pharmacy inquiring about self-care for influenza like symptoms. She works as an elementary school teacher and reports a sudden onset of chills, fatigue, general malaise, and muscle pains that caused her to be sent home out of fear that she had the flu, even though she had received her influenza vaccine. Upon arriving home, AT took her temperature and confirmed a fever of 101.6°F. She reports no significant medical history and says she takes no chronic medications other than occasional non-prescription medicines for mild conditions. AT has cold and cough preparations at home, along with some pain relievers, but she wants to know what will best alleviate her symptoms and help her recover as quickly as possible.

Source: <https://www.pharmacytimes.com/view/case-studies-respiratory-illnesses>

What recommendations or education on self-care for managing flulike symptoms can you offer?

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.....
.....

1.5. TYPES OF COMMON ILLNESSES, DISORDERS AND CONDITIONS

Bruise – an injury appearing as an area of discoloured skin on the body, caused by a blow or impact rupturing underlying blood vessels.

Catarrh – a build-up of mucus in an airway or cavity of the body. It usually affects the back of the nose, the throat or the sinuses.

Chickenpox – an infectious disease causing a mild fever and a rash of itchy inflamed pimples which turn to blisters and then loose scabs.

Common cold – a mild viral infection of the nose, throat, sinuses and upper airways. It's very common and usually clears up on its own within a week or two.

Constipation – it can mean that you're not passing stools regularly or you're unable to completely empty your bowel.

Cough – a reflex action to clear your airways of mucus and irritants such as dust or smoke.

Depression – the condition that can make you feel persistently sad and down for weeks or months at a time.

Diabetes – it is a lifelong condition that causes a person's blood glucose (sugar) level to become too high.

Diarrhoea – passing looser or more frequent stools than is normal for you.

Earache – a sharp, dull or burning ear pain that comes and goes or is constant. One or both ears may be affected.

Headache – it is pain in any part of the head, including the scalp, upper neck, face, and interior of the head.

Tiredness – the state of wishing for sleep or rest; weariness.

Weakness – the state of not being strong or powerful.

Dizziness – a sensation of spinning around and losing one's balance.

Swelling – an abnormal enlargement of a part of the body, typically as a result of an accumulation of fluid.

Flu – is a common infectious viral illness spread by coughs and sneezes. It can be very unpleasant, but you'll usually begin to feel better within about a week.

Food poisoning – an illness caused by eating contaminated food.

Hay fever – a common allergic condition, its symptoms include sneezing, a runny nose, itchy eyes.

Indigestion – it is pain or discomfort in the upper abdomen. People may also describe the sensation as gassiness, a sense of fullness, or gnawing or burning pain.

Insect bite – it is when an insect (like a mosquito, flea, or bedbug) uses its mouth to break a person's skin, usually so it can feed.

Insomnia – difficulty getting to sleep or staying asleep for long enough to feel refreshed the next morning.

Lump – a piece or mass of indefinite size and shape anywhere in the body.

Measles – an acute contagious disease that is marked especially by an eruption of distinct red circular spots.

Mumps – a contagious viral infection that used to be common in children before the introduction of the MMR vaccine. It's most recognisable by the painful swellings at the side of the face under the ears.

Miscarriage – the loss of your baby before 24 weeks.

Nosebleed – condition when blood flows from one or both nostrils. It can be heavy or light and last from a few seconds to 15 minutes or more.

Obesity – it describes a person who's very overweight, with a lot of body fat.

Pregnancy – the condition of expecting a baby.

Side effects – a secondary and usually adverse effect (as of a drug).

Stomach ache – pain in the abdomen, usually arising in the stomach or intestine.

Sore throat – minor illnesses of throat caused by colds or flu and can be treated at home.

Sunburn – skin damage caused by ultraviolet (UV) rays. It usually causes the skin to become red, sore, warm, tender and occasionally itchy for about a week.

Temperature – the degree of internal heat of a person's body.

Toothache – pain in and around the teeth and jaws that's usually caused by tooth decay.

Tonsillitis – the disease caused by inflammation of the tonsils.

Urinary tract infection – (UTIs) are common infections that can affect the bladder, the kidneys and the tubes connected to them.

Exercise 1.

Match the words with their definitions.

1. Cough		A. it is a lifelong condition that causes a person's blood glucose (sugar) level to become too high
2. Diabetes		B. skin damage caused by ultraviolet (UV) rays. It usually causes the skin to become red, sore, warm, tender and occasionally itchy for about a week
3. Insomnia		C. a reflex action to clear your airways of mucus and irritants such as dust or smoke
4. Miscarriage		D. the loss of your baby before 24 weeks
5. Side effects		E. the disease caused by inflammation of the tonsils
6. Sunburn		F. difficulty getting to sleep or staying asleep for long enough to feel refreshed the next morning
7. Tonsillitis		G. condition when blood flows from one or both nostrils. It can be heavy or light and last from a few seconds to 15 minutes or more
8. Nosebleed		H. a secondary and usually adverse effect

Exercise 2.

Divide the words given into 3 groups in any way that seems appropriate to you.

common cold, toothache, food poisoning, cough, stomach ache, runny nose, headache, temperature, indigestion, diarrhoea, constipation, earache

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Exercise 3.

Which symptom is NOT connected with the disease/disorder?

1. Indigestion:
A. abdominal pain B. sense of fullness C. frequent stools
2. Earache:
A. sharp pain B. vomiting C. burning pain
3. Sunburn:
A. itchy skin B. redness C. bloating
4. Flu:
A. cough B. weakness C. bleeding
5. Insomnia:
A. tiredness B. irritability C. hay fever
6. Measles:
A. cough B. runny nose C. stomach-ache

Exercise 4.

Complete the sentences with the words given.

obese, headache, constipation, mumps, sunburn, indigestion, side effects, nosebleed, tonsils, hay fever

1. Being overweight does not cause as many health problems as being
2. The inflammation of the organ – is quite common in childhood and often calls for surgery.
3. The painful swellings at the side of the face under the ears are the symptom of
4. This time of the year I always suffer from I keep sneezing and my eyes ache.
5. A sense of fullness, gnawing or burning pain are usually the symptoms of
6. According to the triage nurse, he was punched during the fight and now he cannot stop
7. My is simply unbearable, nothing helps. I don't know what else I can do!
8. I am afraid the symptoms you have just told me about are the of the medication that you have been administered.
9. can be really dangerous for your skin, so remember to protect yourself against the rays.
10. Mr. Brown is unable to completely empty his bowels, he needs to be prescribed any medications that will help him with

Exercise 5.

Put the phrases in the correct order to make sentences.

- 1. Effect/ which /most/common/dizziness/happens/is/the/side/
seldom/ very.
.....
- 2. to/suffer/heavy/avoid /if /you/ from/, /try/meals/indigestion /.
.....
- 3. disease/neglect/should/ of/your/not/symptoms/indicate/you/the.
.....
.....
- 4. serious/be/have/and/insect/does/an/it/not/bite/is/not/a/to/
treated/condition.
.....
- 5. need/depression/be/is/often/a/patients/serious/hospitalised /
disease/and/very/to.
.....
- 6. do/time/may/long/yourself/not/for/expose/sun/sunburn/to/
the/a/,/you/get.
.....
- 7. urinary/painful//are/infections/usually/tract/very.
.....

Exercise 6.

Write what is the difference between:

- 1. common cold – flu
.....
.....
- 2. fever – hay fever
.....
.....
- 3. food poisoning – indigestion
.....
.....
- 4. earache – headache
.....
.....

Exercise 7.

Think of the recommendation(s) for the disorders/diseases:

- 1. Bruise –
- 2. Common cold –
- 3. Cough –
- 4. Headache –
- 5. Hay fever –
- 6. Insomnia –
- 7. Obesity –
- 8. Toothache –

Exercise 8.

What disorder/disease is the most common in your nursing practice?

- Describe them
- Tell how are they treated

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Exercise 9.

Write questions to these answers:

1. Q:?

A: The bruise is the result of the fall from the stairs.
2. Q:?

A: For two days. Since I ate that horrible fish last Friday.
3. Q:?

Dizziness is the most common side effect of the medication.
4. Q:?

I have nosebleed every second day.
5. Q:?

Nothing helps. Hay fever is so tiring.
6. Q:?

Sore throat, temperature, weakness and runny nose.
7. Q:?

You need to get tired during a day, not to eat much before you go to sleep.

Exercise 10.

Work in pairs. Act out a dialogue between a patient and a nurse (6/7 questions).

- A nurse
 - Ask a patient about details of the symptoms
 - Make a diagnosis
 - Suggest treatment
- A patient
 - Give details about your condition

[illegible]

1.6. PAIN

Pain – (noun) a symptom of some physical hurt or disorder.

Pain – (verb) cause bodily suffering to and make sick or indisposed.

Painful – (adjective) causing physical or psychological pain.

Hurt – (verb) be the source of pain.

Harm – (noun) damage, injury, trouble.

Harmful – (adjective) causing or capable of causing harm.

Achy – (adjective) causing a dull and steady pain.

Ache – (noun) a dull persistent (usually moderately intense) pain.

Aching – (adjective) causing a dull and steady pain.

Sore – physically tender (as from overuse or injury): feeling or affected by pain.

Injury – any physical damage to the body caused by violence or accident or fracture etc.

Trauma – an emotional wound or shock often having long-lasting effects.

Wound – an injury to living tissue (especially an injury involving a cut or break in the skin).

Discomfort – the state of being tense and feeling pain.

Describing pain

A throbbing pain – comes and goes rhythmically.

A sharp pain – strong and sudden.

A burning pain – feels like fire.

A stabbing pain – feels like something sharp is stuck to you.

A shooting pain – travels fast along part of your body.

A dull ache – is steady and not too painful.

A gnawing pain – feels like it is eating you.

A cramping pain – feels like a muscle is being squeezed.

Pain intensity

Mild pain – barely noticeable. Nagging, annoying, but doesn't really interfere with daily living activities.

Slight pain – small in quantity or degree; not much or almost none.

Moderate pain – interferes significantly with daily living activities.

Unbearable pain – giving extreme discomfort that is overwhelming and unendurable.

Agonizing pain – extremely painful.

Pain durability

Constant – not changing or varying; uniform; regular; invariable.

Frequent – happening at short intervals: often repeated or occurring.

Occasional pain – happening sometimes, but not regularly or often.

Chronic – persisting for a long time or constantly recurring.

Persistent – caring on for longer than 12 weeks despite medication or treatment.

Getting better – improving.

Getting worse – becoming more serious.

Staying the same – being at the same level/intensity.

Verbs related to pain

Relieve – make it less unpleasant/ persistent.

Feel – experience.

Suffer from – experience pain.

Wears off – it gradually stops.

Cope with – succeed in dealing with something.

Exercise 1.

Write in the vowels to the words given.

1. P__ NF_L
2. __NJ_R__
3. TR__ UM__
4. SL_GHT P__ N
5. M__D__R__T__P__N
6. P__N W__RS__FF
7. P__N__SG__TT__NG W__RS__
8. GN_W__NG P__N
9. __CC__S__N__LP__N
10. __XP__R__NC_P__N

Exercise 2.

Circle the odd one out.

1. headache, a dull ache, earache, stomach ache
2. feel, occasional, suffer from, experience
3. agonizing, unbearable, persistent, moderate
4. hurt, painful, sore, achy
5. wound, injury, trauma, cut

Exercise 3.

Complete the sentences with the words given: burning, dull, sharp, shooting, stabbing, tingling, throbbing.

1. I still have a headache. It's like a drum, a real pain.
2. There is a ache in my lower back. It's quite a mild pain but sometimes I can feel a pain, like an electric shock.
3. I get this feeling two or three hours after food and sometimes it's very sore.
4. It's a kind of feeling, like pins and needles. I get it in my feet as well, but it's better than last week.
5. Yes, it's a pain, like a knife. It's a severe pain. It really hurts a lot.

Exercise 4.

What kind of pain is caused by the following conditions?

1. Migraine –
2. Deep cut –
3. Labour –
4. A stomach ulcer –
5. Appendicitis –

Exercise 5.

Work in pairs. Check all sources available to find out what is the best remedy for:

- 1. Chronic pain –
- 2. Acute pain –
- 3. Cramping pain –
- 4. Burning pain –
- 5. Mild pain –

Exercise 6.

Work in pairs. Act out a dialogue between a patient and a nurse (6/7 questions).

- A nurse
 - Interview a patient who is suffering from abdominal pain.
Ask for the following details:
Where?
How long?
Type of pain?
Intensity?
What helps?
What worsens the pain?
- A patient
 - Give all details about your abdominal pain

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2. IN THE HOSPITAL

2.1. HOSPITAL DEPARTMENTS/WARDS

Hospital department – a subdivision of a hospital providing administrative oversight for one or more charge sources.

Hospital ward – a large room in a hospital where people who undergo medical treatment stay: maternity/general/geriatric etc. ward (ward for people with a particular medical condition).

Unit – a department of an institution, especially a hospital, that has a particular purpose.

Waiting room/area – a room provided for the use of people who are waiting to be seen by a doctor.

Admissions – here patients are required to provide personal information and sign consent forms before being taken to the hospital unit or ward.

Accident and emergency – the room or department in a hospital where people who have severe injuries or sudden illness are taken for emergency treatment.

Consulting room – a room where a doctor examines a patient and discusses their medical problems with them.

Registration – a place where patient's name and identity are enrolled into the records of the hospital, patients make an appointment for a doctor's visit there.

Nurses station – it is an area of a health care facility, which nurses work behind when not working directly with patients and where they can perform some of their duties.

Casualty – the department of a hospital providing immediate treatment for emergency cases.

ICU – an intensive care unit in a hospital.

Surgery – the branch of medical practice that treats injuries, diseases, and deformities by the physical removal, repair or readjustment of organs and tissues.

Surgery – a place where a doctor, dentist or other medical practitioner treats or advises patients.

Operating theatre – a room in a hospital where doctors perform medical operations.

Maternity unit – a hospital department specializing in the treatment and care of women and babies during pregnancy and childbirth.

Obstetrics/Gynaecology – there specialist nurses, midwives and imaging technicians provide maternity services such as: antenatal as postnatal care, maternal and foetal surveillance, and prenatal diagnosis.

Gastroenterology – investigates and treats digestive and upper and lower gastrointestinal diseases.

Geriatrics – this department deals with the health and care of old people.

Paediatrics – this department deals with children and their diseases.

Microbiology – provides an extensive clinical service, including mycology, parasitology, mycobacteriology, a high security pathology unit.

Radiology – it is also called the X-ray or imaging department. The facility in the hospital where radiological examination.

Cardiology – it deals with diseases and abnormalities of the heart.

Neurology – it deals with the diagnosis and treatment of disorders of the nervous system.

Oncology – it provides treatments, including radiotherapy and chemotherapy, for cancerous tumours and blood disorders.

Orthopaedics – treats musculoskeletal system, including joints, ligaments, bones, muscles, tendons and nerves.

Otolaryngology (Ear, Nose, and Throat) – it provides comprehensive and specialized care covering both medical and surgical conditions related not just specifically to the Ear, Nose and Throat, but also other areas within the Head and Neck region.

Renal – it provides facilities for peritoneal dialysis and helps facilitate home Haemodialysis.

Urology – it is run by consultant urology surgeons and investigates areas linked to kidney and bladder conditions.

Physiotherapy – the treatment of disease, injury, or deformity by physical methods such as massage.

Pharmacy – a shop or hospital dispensary where medicinal drugs are prepared or sold.

Outpatient department/clinic – the part of a hospital designed for the treatment of people with health problems who visit the hospital for diagnosis or treatment, but do not require overnight care.

Dietitians and nutritionists – it provides specialist advice on diet for hospital wards and outpatient clinics.

Canteen – a room in a hospital where cheap meals are served.

Laundry – it takes care of the entire team linen of the hospital.

Elevator – a lift

Exercise 1.

Find words in the snake and create 5 sentences with them.

pharmacyelevatorneurologycasulatyicugastoenerologygeriatricsma-
ternityunitsurgeryunit

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 2.

Match words from the first column with the words from the second to make phrases related to the unit. Make sure you understand all the phrases.

hospital	clinic	
imaging	unit	
maternity	canteen	
surgical	diseases	
pathology	ward	
outpatient	department	
staff	condition	
gastrointestinal	unit	

Exercise 3.

Work in pairs. Cover the glossary. Write your own definitions for the words given below:

1. Nurses' station –
2. ICU –
3. Laundry –.....
4. Radiology –
5. Consulting room –
6. Hospital ward –
7. Admissions –

Exercise 4.

Complete the sentences with the words given: dietician, waiting room, urology, consulting room, laundry, orthopaedics, admitted, operating theatre, physiotherapy, canteen.

1. Check for clean bed linen, there should be plenty of them.
2. Food served in our is simply horrible, uneatable!
3. In order to analyse your eating habits and get some advice on your diet, you ought to make an appointment with in an outpatient clinic.
4. I don't work in that department requires physical strength.
5. I would like to work in I would love to be a part of the team, maybe a scrub nurse.
6. In my department, which is , we constantly investigate diseases related to kidneys and a bladder.
7. Mr Smith is just being to hospital. He is required to sign several documents and is given some instructions.
8. First, you need to go to and wait for a triage nurse to assess you condition.
9. Mr Brown was sent to where he is asked to do some exercises that may improve his condition.
10. Can you head for where a doctor will examine your injury in a minute.

Exercise 5.

Think which department the person works for:

1. Melany: I never work night shifts. Although I have a contact with a patient I mainly deal with administration work.
2. John: My work is connected with rehabilitation. I also assist people when recovering from illnesses.....
3. Emily: In my job I clean and organize bed linen.
4. Susan: I am trained and qualified to operate X-ray equipment.
5. Anthony: I am responsible for preparing and dispensing medicine.
6. Mathew: I am trained to advise people on their diet.
7. Alan: My duty is to look after people with digestive system problems.

Exercise 6.

Put the phrases in the correct order to make sentences.

1. is /duty/help/ to/facilitate/main/home/Haemodialysis/ My/ .
.....
2. have/In/sudden/injuries/Accident/and/severe/Emergency/who/illness/we/admit/people/ or.
.....
3. Throat/We/disorders/diseases/treat/Nose/comprehensively/Ear/,/and/and .
.....
4. In/identity/records/need/and/to/patient's /into/name/enrol/the .
.....
5. these/are/Nervous/common/system/very/disorders/days.
.....
6. Delicious/meal/can/have/You/cheap/in/canteen/hospital/a/really/and/our.
.....
7. work /hospital/This/ in/biggest/department/I/in/the/.
.....

Exercise 7.

Choose 5 words from the unit that are new or the most difficult for you and write sentences with them.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 8.

Work in pairs. Student A choose two words from the exercise 7 and try to describe or act out their meaning to your partner. REMEMBER – DO NOT TELL THE WORD. Student B guess the meaning of the word. Next, change rules.

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Exercise 9.

Work in pairs. Tell your partner which hospital department you work for? Which hospital department do you cooperate with?

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Exercise 10.

Work in pairs.

Student A. Describe one of the hospital department to your partner but DO NOT tell him what department it is.

Student B. Ask Student A some questions to find out what department it is.

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2.2. HOSPITAL STAFF

Consultant – he/she is the most senior doctor in charge of a patient's care. They are responsible for overseeing diagnosis, care and treatment.

Physician – a health care professional who has earned a medical degree, is clinically experienced, and is licensed to practice medicine (a doctor of medicine or a doctor of osteopathic medicine).

Physician's assistant (associate) – the role is primarily a technical one providing clinical support to doctors and nurses by undertaking specific clinical tasks.

Surgeon – a doctor who is specially trained to perform medical operations.

Psychiatrist – a medical doctor who specializes in mental health, including substance use disorders.

Paediatrician – a doctor who specializes in treating sick children.

GP (General Practitioner) – a doctor who provides general medical treatment for people who live in a particular area.

Pharmacist – a health professional who has special training in preparing and dispensing (giving out) prescription drugs.

Physiotherapist – he/she treats patients who have mobility issues.

Dietician – he/she is trained in the science of nutrition which they use as a basis to provide practical information about food.

Triage nurse – she/he is a registered nurse positioned in an emergency room (ER) or facility; responsible for assessing patients and determining their level of need for medical assistance.

Scrub nurse – he/she handles sterile equipment while assisting a surgeon during a surgical operation.

Midwife – a trained health professional who helps healthy women during labour, delivery, and after the birth of their babies.

Charge nurse (ward sister) – he/she has responsibility for managing a whole ward and is charged with improving outcomes and experiences for patients, families and carers.

Specialist nurse – a nurse operating within a distinct medical specialisation typically ward based working with patients who have long term conditions including stroke, dementia, diabetes, chronic heart failure and cancer.

Registered nurse – he/she has graduated from a state-approved school of nursing, passed the examination and is licensed by a state board of nursing to provide patient care.

Staff nurse – he/she is responsible for the nursing care patients receive and typically work in teams.

Auxiliary nurse (nursing assistant) – person who has completed a brief health care training program and who provides support services.

Student nurse – he/she is typically found in teaching hospitals and can either be completing a degree. Student nurses roles vary but the main element is to assist more senior nurses and learning to complete a range of medical procedures to an acceptable standard.

Agency nurse – a nurse employed by an agency , rather than by a hospital.

Healthcare support worker – this role supports staff nurses and is sometimes called a nursing assistant.

Occupational therapist (OT) – he/she uses activity to help patients function independently.

Health visitor – he/she specialises in working with families to identify health needs as early as possible and improve health and wellbeing by promoting health.

Paramedic – gives emergency treatment to accident victims and transports them to hospital by ambulance.

Receptionist – he/she deals with patient details and check their hospital records, also makes appointments.

Ward clerk – he/she fulfils an administrative role.

Porter – they move patients on beds, trolleys and wheelchairs.

Cleaner – he/she is responsible for keeping patient rooms clean.

Exercise 1.

Write in the vowels to the words given.

1. P H _ S _ C _ _ N
2. P _ R _ M _ D _ C
3. M _ D V _ F _
4. _ _ X _ L _ _ R Y N _ R S _
5. S P _ C _ _ L _ S T N _ R S _
6. S C R _ B N _ R S E
7. _ G _ N C _ N _ R S _
8. C L _ _ N _ R
9. P H _ S _ _ T H _ R _ P _ S T
10. S _ R G _ _ N

Exercise 2.

Circle the odd one out.

1. auxiliary, specialist, registered, health
2. healthcare support worker, porter, nursing assistant, midwife
3. ward clerk, health visitor, receptionist, charge nurse
4. consultant, dietician, physiotherapist, pharmacist
5. paediatrician, paramedic, psychiatrist, surgeon
6. triage nurse, scrub nurse, nursing assistant, midwife
7. auxiliary nurse, staff nurse, nursing assistant, student nurse
8. consultant, physician, general practitioner, porter

Exercise 3.

Match the responsibilities to the hospital profession.

- | | |
|-------------------|--|
| 1. Triage nurse | A. works with families to identify their health needs |
| 2. Scrub nurse | B. helps patients to move independently. |
| 3. Paramedic | C. is an experienced doctor who is in charge of patients' care |
| 4. Health visitor | D. initiates emergency treatment if necessary |
| 5. Midwife | E. assists women during the labour |

- | | |
|---------------------|--|
| 6. Agency nurse | F. does administrative work in the ward. |
| 7. Ward clerk | G. performs patient assessment |
| 8. Consultant | H. reassess patients who are waiting |
| 9. Student nurse | I. performs external nursing services |
| 10. Physiotherapist | J. still completes her/his degree and usually works in teaching hospital |

Exercise 4.

Find one extra word in each sentence.

1. I need to have an experienced midwife to feel safe during the mental labour.
2. A 3-year-training is necessary required to become a qualified paramedic.
3. An administrative position of a hospital administrative clerk suits me .
4. Being an occupational therapist OT is a really demanding job as you work independently.
5. I am not a physician myself, I am an assistant of the one physician.
6. The position of a charge nurse is too responsible for me, I don't feel unwell dealing with all that duties.
7. Joanna Smith is not employed by the hospital, she is works an agency nurse.

Exercise 5.

Work in pairs. Choose one of the profession described above and make sentences describing it using some of the verbs: be responsible for, oversee, check, provide, help, support, assist. DO NOT tell your partner what profession it is. Let her/him guess it.

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Exercise 6.

Finish the sentences in a way that is true for you.

1. In my job I usually cooperate with because
2. I never see because
3. Seldom do I assist because
4. Ward sister is a person who I as
5. A specialist nurse is someone who I
due to the fact that
.....

Exercise 7.

Work in pairs. Read a short bio of Marianna Herrera, a nurse. Write 5-7 questions that you would like to ask her.

Marianna Herrera, RN, IgCN, has been a healthcare professional for over 17 years. She offers a diverse background in healthcare experience including nursing, home specialty infusion, community health, CNA/TECH, ICU and interventional cardiology. Marianna has a Bachelors of Nursing degree from the University of Texas at El Paso. She is an El Paso native residing in beautiful Sun City where she enjoys their average 297 sunny days per year.

Source: <https://www.nufactor.com/blog/bio-marianna-herrera.html>

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Exercise 8.

Describe your working environment. Use as many words from the unit as you remember. Try to write 5-7 sentences.

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Exercise 9.

Work in pairs. Ask your partner about her/his working environment. Ask 6/7 questions.

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2.3. CAREER IN NURSING

Nursing qualifications

Nursing apprenticeship – it includes a mix of on-the job training and classroom training.

Nursing associate – the role connects the gap between being a health support worker and a registered nurse.

Nursing degree – it is an undergraduate-level degree for registered nurses (RNs) that introduces nurses to topics such as patient care technology, research, health promotion, safety and quality within the healthcare system.

Certified nursing assistant – he/she works alongside the medical team assisting with clinical duties. This is a great stepping-stone role for those who wish to eventually become nurses.

Licensed practical/vocational nurse – he/she is an entry-level nurse who completes one to two years of training. They have more responsibilities than MAs or CNAs, but still work under the direction of an RN and/or physician.

Qualified nurse – a person who holds a certificate of a recognized Nursing Council and is employed on recommendation of the attending Medical Practitioner.

Registered nurse – a fully trained nurse with an official state certificate of competence.

Nurse practitioner – he/she provides specialized comprehensive care.

Working places

Inpatient Nursing Careers

Medical assistant – he/she completes clinical and administrative duties in medical offices after a short (6-12 month) training program.

General practice nurse – he/she is a registered nurse who works autonomously within a Multidisciplinary Team (MDT) within General Practice (GP) surgeries as part of a Primary Healthcare Team and is usually employed by the General Practitioners.

Midwife – he/she specializes in women's reproductive health and childbirth.

Nurse anesthetist – he/she specializes in administering anaesthesia to patients. They may work alongside anaesthesiologists or independently.

Triage nurse – he/she works in emergency rooms to help establish what kind of care patients need, ensuring they get sent to the right locations as fast as possible.

Scrub nurse – a surgical nurse, also referred to as a theatre nurse or scrub nurse, specializes in perioperative care, providing care to patients before, during and after surgery.

ICU nurse – provides care for life-threatening medical conditions and injuries and may work with patients from the neonatal ward to seniors.

Outpatient nursing careers

An outpatient nurse – he/she provides medical care to house-bound or hospice-bound patients. These nurses are usually affiliated with hospitals or medical practices.

Hospice nurse – he/she is health care professional that cares for patients at the end of their lives.

Ambulatory care nurse – it refers to any nurse who sees patients in an outpatient setting. This general nurse tends to care for non-emergency patients in a medical office, clinic, health facility, or any healthcare setting where patients do not stay overnight.

Working positions

Senior nurse – a registered nurse appointed to be in charge of one or more registered nurses.

Head nurse – an individual who oversees nursing operations at your healthcare employer's place of business.

Charge nurse – a registered nurse (RN) who oversees a department of nurses.

District nurse – (in the UK) a nurse who visits and treats patients in their homes, operating in a specific area or in association with a particular general practice surgery or health centre.

Health visitor – a trained person who is usually a qualified nurse and is employed by a local British authority to visit people (as nursing mothers) in their homes and advise them on health matters.

Job benefits

Pay band – a pay scale according to the pay grades. It is a part of the salary process as it is used to rank jobs.

On-the-job training – training that is given to an employee at their workplace while they are doing the job they are being trained for.

Professional development – professional development is gaining new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field.

Working environments

Old people's home – a place where old people live and are cared for when they are too old to look after themselves.

Operating theatre – a special room in a hospital where surgeons carry out medical operations.

GP practice – an organisation of one or more GPs (general practitioners) who provide general medical services to a particular group ("list") of patients.

Hospital ward – a division of a hospital (or a suite of rooms) shared by patients who need a similar kind of care.

Mental health hospital – hospitals or wards specializing in the treatment of severe mental disorders.

Exercise 1.

Find words in the snake and create 5 sentences with them.

Nursing qualifications certified nursing assistant head nurse health visitor
nurse practitioner hospital ward on the job training nursing degree

1.
2.
3.
4.
5.

Exercise 2.

Match words with their definitions.

1. Hospital ward		A. health care professional that cares for patients at the end of their lives
2. Pension		B. gaining new skills through continuing education and career training
3. Practice nurse		C. the role connects the gap between being a health support worker and a registered nurse
4. Hospice nurse		D. a division of a hospital
5. On-the-job training		E. it refers to any nurse who sees patients in an outpatient setting
6. Nursing associate		F. a fully trained nurse with an official state certificate of competence
7. GP practice		G. a nurse who works in a medical practice or surgery
8. Professional development		H. an organisation of one or more general practitioners who provide general medical services
9. Registered nurse		I. a system for saving money for your retirement
10. Ambulatory care nurse		J. training that is given to an employee at their workplace while they are doing the job they are being trained for

Exercise 3.

Divide words given into 3 groups in any way that seems appropriate to you.

nursing associate, certified nursing assistant, triage nurse, qualified nurse, nurse practitioner, ICU nurse, nursing apprenticeship, midwife, scrub nurse

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Exercise 4.

Complete the sentences using the words from the unit.

1. I work as a, which means that in my job I connect on-the job training and classroom training.
2. is predictable and reliable, it depends on the rank of your job in NHS.
3. What you need is such as lectures, workshops and extra classes if you want to boost your career.
4. I adore working in , all these residents are so grateful for my assistance and I can accompany them in the final stages of their lives.
5. I am a nurse in We provide general medical services to the residents of our small community.
6. If you wish to work in teaching hospital, you need to be a It means that you need to be a fully trained nurse with an official state certificate of competence.
7. Mr. Smith is not a nurse. He gets at his workplace while he is doing the job.
8. I don't work in hospital. I am an, I care for non-emergency patients in an outpatient setting.
9. I do work in Surgery but I am not a scrub nurse, I am I can work alongside anaesthesiologists or independently.
10. I am not a qualified nurse, I am lower in the rank, I am a

Exercise 5.

Write 5 sentences using the nouns/verbs given.

supervise/be supervised, be responsible for, employ/be employed, specialise, be qualified

1.
2.
3.
4.
5.

Exercise 6.

Choose 5 new/the most difficult words from the unit and write sentences with them.

1.
2.
3.
4.
5.

Exercise 7.

Who do you closely cooperate with? How?

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Exercise 8.

There are 3 nursing job offers. Choose the one that suits you the most. Why?

- Find 2 positive aspects of the job
- Find 2 negative aspects of the job
- Think of 2 questions you would like to ask

JR Radiology Nurse Sister
Clinical Radiology

[Add to favourites](#)

Oxford University Hospitals NHS Foundation Trust, Headington

The Radiology Sister will be a highly experienced, knowledgeable clinical leader, who provides clinical and professional leadership and support to the Radiology Nurse and Radiology Assistant, (RA), teams. Acting as a role model the Radiology Sister will promote and monitor safe and effective ...

Salary: £41659.00 to £47672.00 a year per annum, pro rata	Closing Date: 15/03/2023
Posted: 01/03/2023	Staff Group: Nursing & Midwifery Registered
Job Type: Permanent	Job Ref: 321-CSS-5060717-B7

Ward Sister / Charge Nurse
Paediatrics

[Add to favourites](#)

Swansea Bay University Health Board, Swansea

Provide visible, professional nursing leadership, support, supervision and guidance (in line with NMC standards), expert clinical advice and undertake management and monitoring activities in line with legal and professional requirements, statutory rules and Health Board policies relating to ...

Salary: £41659.00 to £47673.00 a year per annum	Closing Date: 14/03/2023
Posted: 28/02/2023	Staff Group: Nursing & Midwifery Registered
Job Type: Permanent	Job Ref: 130-NMR084-0223

Deputy Sister / Charge Nurse
Plastic Surgery

[Add to favourites](#)

Oxford University Hospitals NHS Foundation Trust, Oxford

Deputy Sister/Charge Nurse for ENT/Plastics Outpatients Department - Full Time (37.5 hours) A rare career developing opportunity has arisen within our dynamic and evolving ENT/Plastics Outpatients Department. Our friendly department provides an outpatient service from Monday to Friday, 8am to 6pm. ...

Salary: £33706.00 to £40588.00 a year per annum pro rata	Closing Date: 13/03/2023
Posted: 01/03/2023	Staff Group: Nursing & Midwifery Registered
Job Type: Permanent	Job Ref: 321-NOTSS4953179

source: <https://www.jobs.nhs.uk>

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Exercise 9.

Work in pairs. Describe a career path that leads to the position of registered nurse. Use the following words: student, staff nurse, qualified nurse, auxiliary nurse, specialisation, nursing apprenticeship, specialised trainings.

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Exercise 10.

Work in pairs. Tell your partner about your career plans. Think of 3/4 aspects of it.

1.
2.
3.
4.

2.4. THINGS ON THE WARD

Sheets – two of these on the bed are straighten regularly and washed every few days.

Mattress – a patient lies on this, it's sometimes hard, sometimes soft.

Crutch – a patient with a broken leg will need two of these to get around.

Trolley – a narrow bed for transporting patients.

Stretcher – a device for transporting the ill, wounded, or dead, consisting of a frame covered by canvas or other material.

Curtain – drawn around a patient's bed to provide some privacy.

Drip stand – intravenous fluid bag are suspended on this.

Bedpan – a patient confined to bed will have to use this to urinate and defecate.

Tray – meals are brought to the bed on this.

Bedspread – it is used to cover the bed to keep off the dust.

Observation chart – the patient's condition is recorded here.

Oxygen point – a mask and tube from this will supply oxygen to the patient.

Urine bottle – male patient confined to bed use this to urinate.

Hoist – a mechanical device for lifting and moving patients.

Wheelchair – patients who can sit up comfortably can be transported in one of these.

Pillow – to rest the head on it.

Call button – patients use this when they need to call a nurse.

Blanket – this keeps a patient warm.

Basin – wash your hands there.

Name band – for identification, this is worn by patients around their wrist.

Monkey pole – suspended above the bed, this can be used by the patient to pull himself up.

Walking stick – a straight rod or stick (as of wood or aluminium) that is used to provide stability in walking.

Drip – known as a cannula, intravenous fluids or IV. It is a short, small plastic tube.

Catheter – a tubular medical device for insertion into canals, vessels, passageways, or body cavities usually to permit injection or withdrawal of fluids or to keep a passage open.

Towel – a piece of thick absorbent cloth or paper used for drying oneself or wiping things dry.

Drawer – a sliding box opened by pulling out and closed by pushing in. Placed next to the patient's bed.

Locker – a drawer, cupboard, or compartment that may be closed with a lock.

Soap dispenser – is a device that, when manipulated or triggered appropriately, dispenses soap. It can be manually operated using a handle.

Pressure pad – a thin, cushion like mass of soft material used to fill, to give shape, or to protect against jarring, scraping, or other injury.

Incontinence pad – a multi-layered sheet with high absorbency that is used in the incontinence as a precaution against faecal or urinary incontinence.

Bath lift – a person, who has taken place on a seating belt, is lowered down to the bottom of the tub and raised up again mechanically.

Walking frame – a metal frame that people use to support them when they are walking.

Exercise 1.

Divide words given into 3 groups in any way that seems appropriate to you. Justify your choice.

sheet, soap dispenser, drawer, basin, locker, blanket, mattress, bedpan, pressure pad, monkey pole, pillow, hoist, call button, bath lift, towel, paper towel

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Exercise 2.

Circle the odd one out.

1. walking stick, crutches, walking frame, locker
2. blanket, pillow, sheet, pressure pad
3. incontinence pad, catheter, bedpan, urine bottle
4. catheter, hoist, drip, IV
5. monkey pole, hoist, call button, locker
6. basin, buzzer, soap, dispenser, towel
7. locker, drawer, buzzer, name band

Exercise 3.

Find words in the snake and create 5 sentences with them.

Namebandtrayobservationchartoxygenpointpressurepadbasinbed-pan

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 4.

Complete the sentences with words from the unit.

- 1. A is placed in every room next to the basin.
- 2. The patient cannot walk independently with a walking stick. He needs a
- 3. In our hospital we use worn around the patient’s wrist to identify him/her.
- 4. Bedridden patients use and to defecate.
- 5. There is a..... over your bed, you can use it whenever you need any help.
- 6. Patient’s condition is recorded in, which is placed on the bed’s frame.
- 7. A regular pillow is not enough, the patient needs to avoid bedsores.
- 8. Empty plates after the meal should be placed on a that stays in the corridor.
- 9. If a patient cannot pull himself, he needs to be encouraged to use suspended over the bed.
- 10. on a mattress should be changed every day.

Exercise 5.

Name equipment that is used to:

- Keep hygiene in a room

.....

- Keep hygiene of a patient

.....

- Keep patient comfortable

.....

- Call for a nurse/help

.....

- Enable to walk/move around

.....

- Store things

.....

- Enable to defecate and urinate

.....

Exercise 6.

Choose 5 new/most difficult words from the unit and write the questions with them.

1.

2.

3.

4.

5.

Exercise 7.

Work in pairs. Ask each other questions written above.

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Exercise 8.

Work in pairs tell your partner which of these you use to do your duties.
How do you use them?

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Exercise 9.

Describe the picture. Use as many words form the unit as possible.



Source: <https://www.shutterstock.com/search/hospital-room-drawing>

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Exercise 10.

Work in pairs. Make a dialogue with your partner.

- Student A. You are a patient that has been admitted to the hospital for the first time. Ask a nurse about the things you can see in the room. Ask 5/7 questions.
- Student B. You are nurse. Answer all patient's questions about the things in the ward.

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2.5. MEDICAL EQUIPMENT

Scissors – a tool used for cutting paper, cloth, etc.

Examination light – it directly illuminates specific areas of a patient's body during diagnostic procedures and general examination.

Scalpel – a small sharp knife used by doctors during operations to cut skin and tissue.

Weighing scales – a device that measures a person's weight.

Syringe – a cylinder-shaped piece that attaches to a needle and can be filled with liquid.

Tongue depressor – a tool used during examinations of the throat which helps keep the view open.

Kidney dish – a shallow basin with a kidney-shaped base and sloping walls used in medical and surgical wards to receive soiled dressings and other medical waste.

Stethoscope – equipment for listening to a person's heart and lung.

Thermometer – an instrument used to check a person's body temperature.

Catheter – a thin tube inserted into a patient's body in order to remove a liquid, e.g. urine.

Medicine pot – a small container used for distributing medications to patients.

Cotton wool – cotton in the form of a soft mass, usually used for cleaning your skin: cotton wool balls/pads.

Tourniquet – a device that is wrapped tightly around a leg or an arm to prevent the flow of blood to the leg or the arm for a period of time.

Disposable gloves – the gloves that are thrown away after they have been used.

Adhesive type – long piece of materials capable of joining permanently to surfaces by an adhesive process.

Intravenous cannula – a small plastic tube, inserted into a vein, usually in your hand or arm.

Dressing pack – a set of coverings that is put on a wound to protect it while it heals.

Bandage – a long piece of cloth which is wrapped around an injured body part.

Gauze – is a type of light, soft cloth with tiny holes in it.

Tweezers – a small instrument like a pair of pincers for plucking out hairs and picking up small objects.

Blood pressure monitor – a tool that measures the force of blood flow through a person's body.

First aid kit – a small box containing items such as bandages, plasters, and antiseptic wipes for use in giving help to a sick or injured person until full medical treatment is available.

Surgical mask – face cover used during medical procedures.

Plasters – an adhesive strip of material for covering cuts and wounds.

Eye chart – a poster of letter, word, and number combinations of various sizes used to test a person's eyesight.

Forceps – instrument used during operations and medical procedures (assists the doctor in pulling, holding, and retrieving).

Hypodermic needle – sharp pointed metal piece that pricks the skin (attached to a syringe), used for taking blood or administering medicine.

IV bag – the pouch that contains liquids to be pumped into a patient's body.

Microscope – equipment that makes small things appear larger than they are.

Otoscope – a device used for looking into a patient's ears.

Oxygen mask – equipment that fits over the nose and mouth and supplies oxygen.

Privacy screen – an object that is used to separate the doctor and patient from others in an open room.

Table and head-rest paper – paper that is placed on an examining table or head-rest to prevent the spread of germs.

Test tube – glass cylinder that is filled with blood or other liquids and can be capped and placed in a storage area.

Vial – a small bottle or container used for storing liquids.

Exercise 1.

Write in the vowels to the words given.

1. _ D H _ S _ V _ T _ P _
2. V _ _ L
3. _ X _ G _ N M _ S K
4. F _ R C _ P S
5. H _ P _ D _ R M _ C N _ _ D L _
6. G _ _ Z _
7. _ _ _ C H _ R T
8. D _ S P _ S _ B L _ G L _ V _ S
9. _ N T R _ V _ N _ _ S C _ N N _ L _
10. K _ D N _ _ D _ S H

Exercise 2.

Find words in the snake and create 5 sentences with them.

disposableglovesprivacyscreenintravenouscannulathermometerexaminationlightscissorsseyecharttableandheadrestpaperdressingpack-tonguedepressor

1.
2.
3.
4.
5.

Exercise 3.

Match words from the first column with the words from the second to make phrases related to the unit. Make sure you understand all the phrases.

Hypodermic	pot	
Surgical	mask	
Cotton	scales	
Oxygen	screen	
Privacy	wool	
Medicine	bag	
Weighing	needle	
IV	mask	

Exercise 4.

Find one extra word in each sentence.

1. Not every nurse is supposed not to know how to use a scalpel.
2. Every nurse should be familiar with the extra application of intravenous cannula. It is a must.
3. In our ward it is a rule that we change table and head-rest paper after every each patient.
4. Hypodermic needles and syringes are stored together in a disinfected cabin in a nurse station.
5. One of the equipment that can is be always found on a kidney dish are forceps.
6. My blood pressure monitor is broken as a result that of its over-usage.
7. We do need weighting scales in our station as we need to measure every portion of the medication administered.
8. Surgical masks need to be worn during every protectively medical procedure.
9. Patients in rooms are separated by screens to let them some privacy.
10. We don't use otoscopes in our department ward as we deal with cardiovascular conditions.

Exercise 5.

Match words with their definitions.

1. Forceps		A. a tool used during examinations of the throat which helps keep the view open
2. Gauze		B. a small bottle or container used for storing liquids
3. Otoscope		C. an adhesive strip of material for covering cuts and wounds
4. Syringe		D. a thin tube inserted into a patient's body in order to remove a liquid, e.g. urine
5. Vial		E. a device used for looking into a patient's ears
6. Medicine pot		F. the gloves that are thrown away after they have been used
7. Plasters		G. is a type of light, soft cloth with tiny holes in it
8. Catheter		H. a small container used for distributing medications to patients
9. Disposable gloves		I. a cylinder-shaped piece that attaches to a needle and can be filled with liquid
10. Tongue depressor		J. instrument used during operations and medical procedures

Exercise 6.

Decide if the sentences are true or false. Correct the false ones.

- 1. Oxygen mask which supplies the oxygen to the patient is usually placed on the left side of the patient's bed.
.....
- 2. Every nurse station is equipped with the microscope so that all basic tests can be done immediately.
.....
- 3. In fact, IV bag is not a bag, it is a stand for the drip.
.....
- 4. Weighing scales as well as different types of thermometer are stored in a nurse station
.....
- 5. Tweezes are used together with medicine pots to distribute medications
.....
- 6. A kidney dish has multiple applications
.....
- 7. Every nurse should be equipped with her/ his own blood pressure monitor.
.....
- 8. Otoscope can be found only on the Otolaryngology ward.
.....
- 9. Vials can be also used for storing urine.
.....
- 10. Hypodermic needles have multiple applications.
.....

Exercise 7.

Work in pairs. Think which equipment will be useful in the following cases and why.

1. I am afraid the patient X has something in his left eye.
2. Patient Y suffers from breathlessness.
3. Patient Z. has horrible cut on his left calf (an accident when using a saw in the forest).
4. Patient V. has been bitten by a tick.
5. Patient Z. suffers from abdominal pain and severe headache.
6. Patient S. feels dizzy for a few days.
7. Patient W. needs vaccination.

Exercise 8.

Work in pairs. Tell your partner which of these items of medical equipment you use to do your duties. How do you use them? What do you use them for?

[illegible]

Exercise 9.

In your nursing stations there are some items of equipment that are missing. Write a note to your charge nurse. In the note you should explain what medical equipment is missing (3/4 items) and why it is important for you to have them.

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Exercise 10.

Work in pairs. Make a dialogue with your partner. In your dialogue you need to use the following words: eye chart, plasters, thermometer, kidney dish, tongue depressor, examination light.

- Student A. You are a nurse
- Student B. You are a nursing assistant

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2.6. MEDICATIONS

Types of medications

- Tablets** – a pill that is entirely composed of medication.
- Capsules** – a small container with a drug or other substance inside it.
- Drops** – any liquid medication applied by means of a dropper.
- Ointment** – a smooth thick substance that is put on sore skin or a wound to help it heal.

Nasal spray – a liquid medication that can be atomized and inhaled into or through the nose.

Cough syrup – a liquid medicine that you take when you have a cough.

Supplements – a pill that you take or a special kind of food that you eat in order to improve your health.

Over-the-counter drugs (OTC) – they can be sold directly to people without a prescription.

Painkiller – a drug or a medicine for relieving pain.

Sedatives – a drug taken for its calming or sleep-inducing effect.

Anti-inflammatory – a drug or substance that reduces inflammation (redness, swelling, and pain) in the body.

Inoculation – the introduction of a serum, a vaccine, or an antigenic substance into the body of a person.

Antibiotic – a medicine (such as penicillin or its derivatives) that inhibits the growth of or destroys microorganisms.

Antidepressant – a medicine that can help relieve symptoms of conditions such as depression and anxiety disorders.

Laxative – a drug tending to stimulate or facilitate evacuation of the bowels.

Supplement – an addition to something that completes it or makes up for a shortcoming.

Syrup – a type of sweet liquid medicine.

Spray – liquid that is blown or driven through the air in the form of tiny drops.

Medical containers

Bottle – a glass or plastic container with a narrow neck, used for storing drinks or other liquids.

Dropper – a short glass tube with a rubber bulb at one end and a tiny hole at the other, for measuring out drops of medicine.

Tube – a hollow, usually cylindrical body of metal, glass, rubber, or other material, used especially for conveying or containing liquids.

A way of administration

Injection – the act of putting a liquid, especially a drug, into a person's body using a needle and a syringe.

Syringe – a small hollow tube used for injecting or withdrawing liquids. It may be attached to a needle.

Inhaler – a device that gets medicine directly into a person's lungs.

IV drip – the continuous, slow introduction of a fluid into a vein of the body.

Suppository – a solid medical preparation in a roughly conical or cylindrical shape, designed to be inserted into the rectum or vagina to dissolve.

Adhesive patch – it is placed on the skin to deliver a specific dose of medication through the skin and into the bloodstream.

Tablespoon – the amount held by a tablespoon.

Infusion – the introduction of a liquid, such as a saline solution, into a vein or the subcutaneous tissues of the body.

Solution – a liquid mixture in which the minor component (the solute) is uniformly distributed within the major component (the solvent).

Suspension – heterogeneous mixture in which the solid particles are spread throughout the liquid without dissolving in it.

Dosages

Cubic centimetre – cm^3

Double dose – a dose of medicine or a drug which is intended to be taken twice at one time.

Extra strength – additional strength of a drug.

Half dose – moderate amount of medication.

Junior strength – the amount of medicine that is not too strong for children.

Milligrams – metric weight unit, mg.

Per cent – %

Ratio – a proportion.

Unit – a single thing or a separate part of something.

Exercise 1.

Match words in pairs. Check you understand their meanings.

adhesive, centimetre, extra, dose, spray, cough, strength, drip, junior, patch, IV, cubic, syrup, half, strength, nasal

- | | |
|---------|---------|
| 1....., | 2....., |
| 3....., | 4....., |
| 5....., | 6....., |
| 7....., | 8..... |

Exercise 2.

Match the medication with the container: vaccination, soap, solution, injection, ointment, gauze swabs, cream, plasters.

1. A tube of
2. A jar of
3. A bottle of
4. A vial of
5. A box of
6. A packet of
7. A bar of
8. An ampoule of

Exercise 3.

Complete the sentences with the words given.

tablespoon, half dose, adhesive patches, solution, inhaler, solution, anti-inflammatory, extra strength, cubic centimetres, syringe

1. Measure out one ordinary household of cough mixture.
2. The pain is getting more and more intensive so can I get of painkiller?
3. Make awith 100 mg of this medication.
4. Please use a syringe with a volume of 10
5. You need to use an as it is the most effective way of administering medication-directly to your lungs.

6. For various types of pain in your back use
As they are more effective and safer than painkillers.
7. In case of severe insect bites you need to
be administered.
8. Never exceed the of the medication. It is
too strong for you.
9. This medication is administered in the form of
not suspension.
10. The container for cough syrup may also be a,
not only a bottle, especially for kids.

Exercise 4.

Decide if the sentences are true or false. Correct the false ones.

1. Suppository is absorbed from digestive tract.
.....
2. OTC drugs can be taken without control.
.....
3. Laxatives are drugs that relieve occasional or chronic constipation.
.....
4. Extra strength of medication means that it can be administered more
often than usual
5. Antibiotics are used to combat infections caused by bacteria.
.....
6. Drugs that are inhaled are absorbed from the lungs.
.....
7. From the adhesive patches, drugs are absorbed through the
gastrointestinal tract.
8. Ointment is usually stored in a bottle.
.....
9. Infusion is usually administered in the form of injection.
.....
10. Supplements are usually taken to prevent diseases.
.....

Exercise 5.

What kind of drug should be administered to the following patients. Discuss the cases with your partner.

1. Mr. X suffers from insomnia.

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2. Miss Y gets very nervous recently.

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3. Mr. Z suffers from chronic and acute headache.

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4. Little Susie has just been born.

.....

5. Mrs. P suffers from chronic constipation.

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6. Mr. R is hypochondriac.

.....

Exercise 6.

Choose 5 new/most difficult words from the unit and make sentences with them.

1.

2.

3.

4.

5.

Exercise 7.

Work in pairs. Think of the guidelines how to take medicines safely. Instruct your patient.

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Exercise 8.

Work in pairs. Search the internet and brainstorm the ideas for the best treatment of the following patient.

- 1. Mr. Smith is 97 years old. He is bedridden. Apart from chronic fatigue syndrome and asthma, for the last three years he has been treated for serious cardiovascular problems (atherosclerosis). He has no one to take care of him and administer medication regularly.

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- 2. Mrs. Brown is 67. For the last 3 years she has been suffering from serious depression. Most of the time she spends in her room unwilling to eat or take medication. The only activity that gives her happiness are morning walks.

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Exercise 9.

Work in pairs. Use the words given to create a dialogue between a nurse and a patient.

suffer, side effects, tolerate, renew, prescribe, chronic, double dose, supplements, ointment

Patient: I have used some medication for my rash but nothing helps. What can I do?

Nurse:

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3. TAKING CARE OF A PATIENT

3.1. COMMON HEALTH ISSUES/COMPLAINTS

Colds/Influenza (flu) – and the common cold are both contagious respiratory illnesses, but they are caused by different viruses. Flu is caused by influenza viruses only, whereas the common cold can be caused by a number of different viruses.

Black eye – an area of bruised skin around the eye resulting from a blow.

Bruise – an injury appearing as an area of discoloured skin on the body, caused by a blow or impact rupturing underlying blood vessels.

Insomnia – habitual sleeplessness; inability to sleep.

Depression – a state of unhappiness or despondency.

Headache – a continuous pain in the head.

Insect bite – a small red mark caused by the bite of an insect.

Diarrhoea – a condition in which faeces are discharged from the bowels frequently and in a liquid form.

Constipation – a condition in which there is difficulty in emptying the bowels, usually associated with hardened faeces.

Lump – a swelling under the skin, especially one caused by injury or disease.

Loss of appetite – the state when your desire to eat is reduced. The medical term for a loss of appetite is anorexia.

Nausea and vomiting – feeling an urge to vomit and throwing-up is forcing the contents of the stomach up through the food pipe (oesophagus) and out of the mouth.

Nosebleed – an instance of bleeding from the nose.

Stomach ache/abdominal pain – pain that you feel anywhere between your chest and groin.

Oedema/swelling – it is caused by fluid trapped in your body's tissues. Edema happens most often in your feet, ankles and legs, but can affect other parts of your body.

Overweight/obesity – abnormal or excessive fat accumulation that presents a risk to health. A body mass index (BMI) over 25 is considered overweight, and over 30 is obese.

High temperature – A high temperature is usually considered to be 38C or above. This is sometimes called a fever.

Substance abuse – using legal and illegal drugs and alcohol.

HIV/AIDS – (human immunodeficiency virus) is a virus that attacks the body's immune system. If HIV is not treated, it can lead to AIDS (acquired immunodeficiency syndrome). There is currently no effective cure. Once people get HIV, they have it for life. But with proper medical care, HIV can be controlled.

Heart disease – it encompasses many heart conditions, including heart valve disease, heart infection, disease of the heart muscle, congenital heart defects, heart rhythm issues, coronary artery disease.

Respiratory diseases – they include several conditions, such as chronic obstructive pulmonary disease (COPD) including emphysema and chronic bronchitis. Asthma, occupational lung diseases, and pulmonary hypertension, also fall under the umbrella of chronic lower respiratory diseases.

Stroke – it happens when the blood supply to the brain is cut off or reduced, depriving the brain's delicate tissue of oxygen and nutrients.

Alzheimer's disease – it is a progressive neurological disorder that causes brain cells to shrink and die.

Diabetes – it affects some people from the day they're born (type 1), while others develop diabetes later in life (type 2). Sometimes type 2 diabetes appears out of nowhere, while other times it can be connected to lifestyle factors, such as weight gain. Diabetes affects the way the body uses glucose (sugar).

Nephritis and nephrotic syndrome – types of kidney disease. People who suffer from kidney disease struggle to filter waste out of the body properly.

Intentional self-harm (suicide) – People who experience a tragic life event, suffer from substance use disorder, feel isolated, or have a family history of suicide or suicidal thoughts may be more likely to die due to intentional self-harm.

Exercise 1.

Write in the vowels to the words given.

1. _ n s _ m n _ _
2. _ l z h _ _ m _ r ' s d _ s _ _ s _
3. _ n s _ c t b _ t _
4. _ _ d _ m _
5. H _ g h t _ m p _ r _ t _ r _
6. D _ _ b _ t _ s
7. S _ b s t _ n c _ _ b _ s _
8. _ n f l _ _ n z _

Exercise 2.

Circle the odd one out.

1. nausea vomiting headache insomnia
2. swelling itching redness substance abuse
3. loss of appetite insomnia nephrotic syndrome
depression
4. respiratory diseases immunization breathlessness
panic attacks
5. suicide cold influenza tiredness

Exercise 3.

Match the sentences halves.

1. Discoloured skin on the body is
2. Asthma, occupational lung diseases, and pulmonary hypertension
.....
3. The virus is for life but with proper medical care.....
4. An anti-itch medicine (antihistamine) can reduce itching
5. Nephrotic syndrome is a kidney disorder that.....
 - A. fall under the umbrella of chronic lower respiratory diseases.
 - B. but for pain or discomfort take over-the-counter painkillers, such as paracetamol or ibuprofen.
 - C. caused by a blow or impact rupturing underlying blood vessels.
 - D. it can be controlled
 - E. make your body pass too much protein in your urine.

Exercise 4.

Are the sentences True (T) or False (F). Correct the false ones.

1. Suicide is usually the adverse effect of alcohol abuse.
2. Type 2 diabetes may appear from the day you are born.
3. Diarrhoea is usually bacterial infection, caused by contaminated food or water.
4. Headaches are caused by stress and depression. They can be treated either at home or in hospital.
5. Regular exercises is the best prevention of breast cancer.
6. Prolonging fever requires hospitalisation.
7. Some medications, such as certain antibiotics and birth control pills can cause nausea and vomiting.
8. Everyone passes gas at least 12 times a day, which is a combination of oxygen, hydrogen, nitrogen, carbon dioxide, and methane.
9. If you have blood in vomit or stools you should see care provider immediately.
10. You need to seek medical attention if cold lasts 5 days.

Exercise 5.

Do you agree with the statements? Why (not)?

1. Controversial community health topics include air, water, and food pollution; climate change.
.....
2. Is there a link between poverty and poor health?
.....
3. Should people be encouraged to turn to homeopathy first?
.....
4. Should doctors be allowed to promote particular medical products?
.....
5. Should unconventional forms of medicine be part of national healthcare?
.....

Exercise 6.

Which health issues cause the following disorders:

1. increases your chances of dying from hypertension, type 2 diabetes, coronary heart disease, stroke, gallbladder disease, colon cancer –
2. fatigue, weight loss, dementia, skin rashes, swollen lymph node –
3. difficulty with reasoning, difficulty making decisions, as well as personality changes (including depression), social withdrawal, loss of inhibition, mood swings –
4. kidney disease, nerve damage, eye damage, cardiovascular disease, skin conditions, depression –
5. High blood pressure, heart disease, stroke, liver disease, and digestive problems –

Exercise 7.

Match the symptoms and treatment to the health problem.

SYMPTOMS	TREATMENT	HEALTH PROBLEM
Paralysis, numbness or weakness in the arm, face, and leg, especially on one side of the body trouble speaking or understanding others slurred speech confusion, disorientation, or lack of responsiveness etc.	Emergency IV medication. Emergency endovascular procedures. A physical exam. CT scan or other imaging test.	
Fever or feeling feverish/ chills, cough, sore throat, runny or stuffy nose, muscle or body aches, headaches, fatigue.	Rest and sleep. Keep warm. Take paracetamol or ibuprofen to lower your temperature and treat aches and pains. Drink plenty of water to avoid dehydration (your pee should be light yellow or clear).	
Itching and swelling that usually clear up after several hours.	Washing the affected area with soap and water. placing a cold compress.	
A persistent feeling of sadness and changes in how you think, sleep, eat and act.	Therapy, medication or both.	
Infrequent bowel movements or difficult passage of stools that persists for several weeks or longer.	Increase your fibre intake. Exercise most days of the week. Medications that draw water into your intestines.	

Exercise 8.

When (in what circumstances) do the following conditions require medical treatment?

- 1. Fever –
.....
- 2. Swollen limb –
.....
- 3. Being out of breath –
.....
- 4. Nosebleed –
.....
- 5. Constipation –
.....
- 6. Insect bite –
.....
- 7. Lump –
.....

Exercise 9.

Work in pairs. Think of the most common health problems that you deal with at work. And analyse the following:

- Health issue:
- Causes:
.....
 - Symptoms:
.....
 -
.....
 - Treatment:
.....
 -
.....
 - Prevention:
.....

Exercise 10.

Act out a dialogue between a patient and a nurse (6/7 questions).

- A nurse
 - Ask the patient about the symptoms
 - Suggest the health problem and the treatment
- A patient
 - Ask the nurse about the causes of the health problem
 - Talk about the prevention of the problem

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3.2. TAKING VITAL SIGNS

Temperature – it measures the amount of heat in a person’s body.

Take temperature – the process of checking the body’s temperature.

Sites for taking temperature:

Orally – in the mouth.

Axillary – under the arm.

Rectal – in the rectum.

Tympanic – in the ear.

Temporal artery – on the forehead.

Fever – it is a temporary increase in the body temperature that is often caused by illness or infection.

Digital thermometer – it uses electronic heat sensors to record body temperature.

Tympanic thermometer – it reads the heat waves coming of the ear drum.

Temporal artery thermometer (forehead) – it reads the heat waves coming of the temporal artery.

Glass thermometer – they are hollow glass tubes containing mercury. While in some areas they are still in use, they have mostly been phased out due to them posing an unnecessary risk of mercury poisoning.

Pulse – a pulse measures how fast the heart is beating.

Sites for checking pulse

Radial pulse – the most common way to measure the pulse is to feel the radial artery in the wrist.

Apical pulse – another way to measure the pulse is to place the bell of the stethoscope on the left side of the chest over the heart.

Respiration – a respiratory rate measures the number of breaths a person takes in one minute.

Blood pressure – it measures the force of the blood on the inside of the blood vessel.

Cuff – an inflatable band that is wrapped around an extremity to control the flow of blood through the part when recording blood pressure with a sphygmomanometer.

Sphygmomanometer – an instrument for measuring blood pressure and especially arterial blood pressure.

Brachial pulse – the brachial artery is palpated on the anterior aspect of the elbow by gently pressing the artery against the underlying bone with the middle and index fingers.

Pulse oximetry – a test to measure oxygen level (oxygen saturation) of the blood.

Oximeter – an instrument for measuring the proportion of oxygenated haemoglobin in the blood.

Pain – an unpleasant sensory and emotional experience associated with actual or potential tissue damage.

Weight – a body's relative mass or the quantity of matter contained by it.

Exercise 1.

Find words in the snake and create 5 sentences with them.

sphygmomanometer respiration tympanic thermometer axillary rectal-
glass thermometer mercury

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 2.

Find the words to the definitions given.

- 1. The mass of the body –
- 2. Number of breaths taken in a certain period of time –
- 3. A rhythmical throbbing of the arteries as blood is propelled through them –
- 4. The degree of internal heat of a person’s body –
- 5. A test used to measure the oxygen level (oxygen saturation) of the blood –

Exercise 3.

Name the equipment needed to take vital signs.

- Temperature –
- Pulse –
- Blood pressure –
- Pulse oximetry –
- Respiration –
- Pain –
- Weight –

Exercise 4.

Check if the sentences are true, correct the false ones.

- 1. Temperature may be taken with a thermometer placed in the: mouth (oral), under the arm (axillary), in the rectum (rectal), tympanic (forehead) with a tympanic thermometer, temporal artery (ear).
.....
- 2. Factors that can Influence vital signs are age, gender, weight, lifestyle, but medications and stress and anxiety don't have any influence on vital signs.
.....
- 3. Measuring vital signs accurately provides information about a person's health
.....
- 4. If the patient is confused, disturbed, heavily sedated, or has some condition (coughing, shaking, chills, etc.) that makes it likely they may bite down on the thermometer we cannot take a temperature orally.
.....
- 5. Some people may normally have a heart rate below 60 and/or irregular beat.....
.....
- 6. A normal respiratory rate is 24-30 breaths per minute.
.....
- 7. One respiration is equal to the chest rising when the lungs fill with air (exhalation) and the chest falling when the air leaves the lungs(inhalation)
.....
- 8. Count the person's respirations for 60 seconds. You may want to place your fingers on the person's wrist while counting respirations – some people will control their breathing pattern when they know they are being watched.
.....
- 9. The blood pressure has several numbers but the most important are: the higher number or systolic should be between 90 and 160. The lower number or diastolic should be between 60 and 90.....
.....
- 10. Normal oxygen saturation is 94-100%
.....

Exercise 5.

Put the steps of the procedure of taking a temperature in a correct order.

- Wash hands
- Explain procedure
- Wash hands
- Document
- Assemble equipment
- Report, if necessary
- Take temperature
- Verify person’s identity

Exercise 6.

Work with a partner. Write down the procedure of taking the pulse. Use the words: 2-3 fingers, radial pulse, inner wrist, push hard, the blood flow, count heartbeat, arrhythmia, write, wash, report.

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Exercise 7.

Complete the procedure of taking respiration:

- 1. COUNT –
- 2. NOTE –
- 3. IRREGULARITES –
- 4. WASH –
- 5. REPORT –

Exercise 8.

Work with a partner. Write down the procedure of taking blood pressure. Use the words: ear piece, stethoscope, cuff, wrap and fasten, deflated blood pressure cuff, elbow, brachial pulse, inflate, deflate, remove, document, report.

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Exercise 9.

Act out a dialogue between a patient and a nurse (6/7 questions).

- A nurse
 - Take vital signs of a child
 - Explain the procedure
 - Tell him what equipment and how are you going to use
- A patient (child)
 - You are scared of the examination
 - Ask questions concerning the procedures

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Exercise 10.

Work in pairs. Talk about your experience. Tell your partner what problems do you usually encounter when you have to take vital signs for you patients.

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3.3. INTERVIEWING A PATIENT

General medical admission – involves staying at a hospital for at least one night or more.

Consultant – a hospital doctor of senior rank within a specific field.

Referral – the act of a doctor in which a patient is sent to another doctor for additional healthcare services.

Presenting symptoms – a symptom or problem that is offered by a patient as the reason for seeking treatment.

Current diagnosis – the process of identifying a disease, condition, or injury from its signs and symptoms.

Procedures – determining, measuring, or diagnosing a patient condition or parameter.

Informed consent – permission granted in full knowledge of the possible consequences, typically that which is given by a patient to a doctor for treatment with knowledge of the possible risks and benefits.

Dietary requirements – the needs of someone who has specific and/or a restricted diet.

History of the present illness – recent or remote history that may be related to the current illness.

Smoking/alcohol intake – the number of cigarettes smoked and the amount of alcohol consumed a day/week.

Medical history – chronic as well as past acute medical conditions, including diabetes, hypertension, hyperlipidaemia, hepatitis, and asthma as well as any history of pneumonia, cancer.

Family history – health information about the patient’s immediate relatives. These relatives include parents, grandparents, siblings, children, and grandchildren.

Immunizations – immunizations the patient has received, such as influenza, pneumococcal, tetanus, and hepatitis B as the dates they were obtained.

Personal and social history – the part of the interview where we learn about the patient’s life, including health behaviours and personal choices. The basic social history consists of asking the patient about past and present use of tobacco, alcohol, and illicit substances.

Review of symptoms – a systematic, head-to-toe evaluation of the presence or absence of symptoms. It includes the presence of any symptom, even one that the patient may not have deemed to be significant or may have forgotten because of his or her focus on the chief complaint.

Chief complaint – the primary reason for the visit.

Physical examination – the comprehensive physical exam includes measurement of vital signs such as height, weight, temperature, blood pressure, and pulse, as well as the observation, inspection, and palpation of the patient’s body from head to toe.

Characterizing the patient’s symptoms – describes seven dimensions that characterize the bodily and emotional aspects of a symptom: its chronology, bodily location, quality, quantity, setting, any aggravating or alleviating factors, and associated manifestations.

Chronology – a chronologic description provides the framework for characterizing the course of an illness.

Bodily location and radiation – the bodily location of pain or other discomfort should be defined as accurately as possible.

Quality – most patients use analogies to describe the quality of a sensation. The pain of a myocardial infarction is often described as similar to a “vise” tightening around the chest or “someone standing on the chest.”

Quantity – the intensity of pain can be estimated on a scale of 1 to 10 or compared to another pain the patient has experienced.

Setting – the setting in which the symptoms occur is often critical in developing a clear description of an illness.

Aggravating and alleviating factors – initial data about what makes a symptom worse and what makes it better flows from the patient’s spontaneous account.

Associated manifestations – symptoms rarely occur singly.

Other pertinent aspects of a symptom – several other dimensions should be pursued in a comprehensive interview, including the patient’s emotional reactions to the illness and the patient’s means of coping with discomfort and disability.

Summarizing the HPI – the interviewer uses clinical discretion in determining when the history of present illness has been clearly defined.

Exercise 1.

Divide words given into 3 groups in any way that seems appropriate to you. Justify your choice.

diabetes, quality, burning, hypertension, shooting, hepatitis, asthma, relative, quantity, acute, aggravating, getting better, children, chronic, grandparents, siblings, unbearable, recurrent, grandchildren, next of kin

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Exercise 2.

Match words from the first column with the words from the second one to make phrases related to the unit. Make sure you understand all the phrases.

dietary	examination	
informed	requirements	
admission	diagnosis	
presenting	manifestations	
physical	consent	
associated	symptoms	
current	by referral	
alleviating	factors	

Exercise 3.

Choose 5 new/the most difficult words form the unit and write sentences with them.

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Exercise 4.

Write questions to the answers given.

- 1. Q
It is just me and my older brother.
- 2. Q
Only strong painkillers help then.
- 3. Q
Unbearable headache and I also feel sick and dizzy.
- 4. Q
For two or three weeks, usually at night.
- 5. Q
Doctor Smith for the last two years and before it was doctor Jackson.
- 6. Q
I don't smoke, I drink two glasses of wine a week.
- 7. Q
Here is my referral.

Exercise 5.

Work in pairs. What questions can you ask about the following issues:

- Chief complaint
.....
.....
- History of present illness
.....
.....
- Past medical history
.....
.....
- Allergies
.....
.....
- Current medications
.....
.....

Exercise 6.

Work in pairs. Choose three features that are important when interviewing the patient. Justify your choice.

- Compassion
 - ‘Do no harm’ – Hippocrates
 - Professionalism
 - Good Listener
 - Open-minded/objective thinking
 - Patient Rapport
 - Adaptability
 - Problem-solving
 - Organised
 - Leadership
 - Teamwork
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Exercise 7.

Work in pairs. Think how to solve the following interview problems.

Diagnosing and solving problems in the interview

Even the most skilled clinician may encounter problems interviewing patients. For the interview to get back on track, the clinician must recognize the problem and must find a solution. Interviewing problems can be roughly divided into three categories:

1. Problems with the patient (for example, intense emotional reactions, altered mental status, unrealistic fantasies about the doctor).
2. Problems with the interviewer (for example, an overly judgmental attitude, too directive an approach in questioning, failure to listen to the patient).
3. Problems with the physician–patient relationship (for example, a language barrier, failure to negotiate a shared goal for the encounter).

Source: <https://www.ncbi.nlm.nih.gov/books/NBK349/>

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Exercise 8.

Below there are some of the examples of the most common problems when interviewing a patient.

With your partner analyse them and think of their consequences.

- 1. Confusing the traditional, rigid order of the written medical history with the actual process by which information emerges during the medical interview.

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- 2. Relying too heavily on directed, closed questions. This style discourages the patient’s associations and spontaneous report of symptoms.

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- 3. Ignoring the patient’s emotional responses and concerns during the interview process.

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Exercise 9.

In pairs think how to deal with the interview problems shown above.

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Exercise 10.

Act out a dialogue between a patient and a nurse.

- A nurse
 - Look at the Appendix 1. Nursing Assessment Form
 - Ask the questions needed to complete the form
- A patient
 - Answer the questions about your health

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3.4. HOSPITAL ADMISSION/DISCHARGE. HOSPITAL PROCEDURES

Hospital admission – the procedure of the initial process of hospitalisation

A&E (accident and emergency) – a hospital department concerned with the provision of immediate treatment to people who are seriously injured in an accident or who are suddenly taken seriously ill.

Emergency room (ER) – the part of a hospital where people go when they are ill or injured and need treatment quickly.

Admit – allow (someone) to enter hospital.

Initial assessment – the process used to identify and treat life-threatening problems.

Urgent – requiring immediate action or attention.

Condition – it includes all diseases, lesions, and disorders.

Patient details – identifiable private information, protected health information.

Life-threatening condition – a very serious one that can cause death.

Registration – an event is the recording of it in an official list.

Physical examination – a health care provider studies the patient's body to determine if he or she does or does not have a physical problem.

Provisional diagnosis – a doctor is not 100% sure of a diagnosis because more information is needed.

Treatment – medical care given to a patient for an illness or injury.

Procedure – the intention of determining, measuring, or diagnosing a patient condition or parameter.

Triage nurse – a nurse who works in emergency rooms to help establish what kind of care patients need, ensuring they get sent to the right locations as fast as possible.

Priority – the fact or condition of being regarded or treated as more important than others.

Waiting room – a room provided for the use of people who are waiting to be seen by a doctor.

Cubicle – a small space with walls or curtains around.

Hospital discharge – the formal release of a patient from a hospital after a procedure or course of treatment.

Nursing Discharge Summary – a clinical handover document that ensures continuity of care, safe transition between the hospital and the community, and improved patient communication and education.

Prescription drugs – a pharmaceutical drug that is only permitted to be dispensed to those with a medical prescription.

Follow-up appointments – the act of making contact with a patient or caregiver at a later, specified date to check on the patient's progress since his or her last appointment.

Referral – the act of a doctor in which a patient is sent to another doctor for additional healthcare services.

Informed consent – permission granted in full knowledge of the possible consequences, typically that which is given by a patient to a doctor for treatment with knowledge of the possible risks and benefits.

Self-care – the ability of individuals to promote health, prevent disease, maintain health, and cope with illness and disability with or without the support of a health worker.

Exercise 1.

Level of independence follow up appointments physical examination nursing-
discharge summary informed consent accident and emergency priority

[illegible]

Exercise 2.

Match words with their definitions.

1. Support group		A. allow (someone) to enter hospital
2. Communicable diseases		B. a doctor is not entirely sure of a diagnosis because more information is needed
3. Self-care		C. a group of people with common experiences or concerns who provide each other
4. Admit		D. a very serious one that can cause death
5. Against Medical Advice		E. the ability of individuals to i.e. promote health, prevent disease, maintain health
6. Referral		F. the intention of determining, measuring, or diagnosing a patient condition or parameter
7. Cubicle		G. the discharge from the hospital without a physician discharge order
8. Provisional diagnosis		H. a small space with walls or curtains around
9. Life-threatening condition		I. the act of a doctor in which a patient is sent to another doctor for additional healthcare services
10. Procedure		J. illnesses that spread from one person to another or from an animal to a person

Exercise 3.

Match words from the first column with the words from the second one to make phrases related to the unit. Make sure you understand all the phrases.

Healthcare	details	
Prescription	assessment	
Patient	instructions	
Hospital	provider	
Initial	admission	
Medical	drugs	
Hospital	restrictions	
Activity	discharge	

Exercise 4.

Circle the odd one out.

1. Informed consent, against medical advice, discharge, cubicle
2. Patient-oriented healthcare model, support group, procedure, therapist
3. A&E, initial assessment, triage nurse, registration
4. Follow-up appointment, therapist, referral, informed consent
5. Healthcare provider, priority, support group, therapist

Exercise 5.

Put the phrases in the correct order to make sentences.

1. I/become/communicable/more/will/common/am/afraid/diseases.
.....
2. He/medical/advice/hospital/from/was/against/discharged/
yesterday.
.....
3. You/when/from/ward/check/Geriatric/independence/you/level/
are/patient/obliged/the/ of/ of/every/ to/discharged.
.....
4. Before/treatment/child/for/carer/the/informed/one's/surgery/
of/a/an/consent/of/the/ needed/ the.
.....
5. Hospital/always/place/after/visit/doctors'/discharges/take/the.
.....
6. I/ too/triage/It position/ being/don't/ believe/for/a/nurse/is/a/
me/.is/responsible.
.....
7. You/ with/appointment/neurologist /need/make/a/ to /an/the.
.....

Exercise 6.

Work in pairs. Think what kind of procedures are important when:

- Admitting a patient to hospital?
.....
.....
.....
.....
- Discharging a patient from hospital?
.....
.....
.....
.....

Why are they important?

Exercise 7.

What kind of information should be included in Nursing Discharge Summary.
Work in pairs, make a list of 5/6 points.

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Exercise 8.

Choose 5 the most complicated words from the unit and makes sentences with them.

1.
2.
3.
4.
5.

Exercise 9.

Act out a dialogue between a patient and a nurse.

- A nurse
 - Look at the Appendix 2. Discharge from hospital form
 - Ask the questions needed to complete the form
- A patient
 - Answer the questions about your health

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3.5. POLITE COMMUNICATION WITH A PATIENT. GIVING INSTRUCTIONS

Stating the purpose

I would like to discuss

I want you to

I came to you in order to

Clarifying information

Did you say that

Do you mean that

Let's make it clear, do you mean that

Asking for repetition

Could you repeat that?

Can you say that again?

I am sorry, I didn't catch that.

Showing that you are listening

Yes, I see.

Please tell me more.

I am listening.

Agreeing

Yes, I agree.

Yes, of course.

I'm with you on that point.

Disagreeing

I am afraid I have to disagree with you.

I'm sorry but that is not the way I see it.

I don't think so.

Correcting information

Not Smith but Smooth.

I am sorry I said not

I don't think that's right, it should be

Summarising

Well, It seems that your main concern is

So, from what you have told me it seems that

Let's make sure I'm hearing you correctly.

Reassuring

Don't worry about that. We'll do our best to help you.

It'll be ok. We'll make sure you

I can assure you that...

Empathizing (showing understanding)

I can imagine it is very difficult for you at the moment.

I think I can understand how you feel.

I take your point.

Giving bad news

I am very sorry but

I am afraid the results of the test are not very good.

I hate to say that but

Giving instructions

First, you have to

Then try to

Next you put

After that

That seems clear.

Could you just

Can you

Don't breath now, take a deep breath

Giving suggestions/advise

You should/shouldn't

How about taking

Can I suggest

It is advisable/important to

I strongly suggest

You could try

Exercise 1.

Divide words given into 3 groups in any way that seems appropriate to you. Justify your choice.

How about taking, Next you put, I don't think so, I strongly suggest, I want you to, Let's, After that, I am afraid I have to disagree with you, I came to you in order to, I'm sorry but that is not the way I see it, I would like to discuss, Shall we, Then try to, That seems clear.

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Exercise 2.

Think about one or two phrases to add to each column in the table above.

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Exercise 3.

Work in pairs. Tell each other which of the phrases from the unit do you usually use at work? In what situations?

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Exercise 4.

Put the phrases in the correct order to make sentences.

1. You/ regularly /exercises/really/ should/ doing /start.
.....
2. I/but /minutes/ am/ grandfather/ 10/ sorry/ ago/ your/ died/ very.
.....
3. Don't/ about/ now/for /hold/ breath/, /the / seconds /10 /breath.
.....
4. I/that's/ you/think /right/, /it /should/don't/take/ that/suspect/less.
.....
5. Well, /is/ check-up/ your/ main/ seems/ date/ that/ concern/ It/
the/ of/ your/ visit.
.....
6. I/ month/ treatment/ would/ your/ following/ like/ to/ plan/ for/
discuss/ the.
.....
7. It/ to/ daily/ medical/ important/ forget/ is/ about/ not/
procedures.
.....

Exercise 5.

Find one extra word in each sentence.

1. Let's make you it clear do you mean that you cannot continue the treatment?
2. That is seems clear. But I am not sure of the result of it.
3. I very strongly suggest to make an appointment with the dietician.
4. Hold up the breath and don't talk to me or anybody else in the room.
5. Can I suggest an alternative treatment. It is advisable to try new approaches to you disorder.
6. I think I can perfectly not understand how you may feel.
7. Could you take just roll up your sleeve for me?
8. Could you relax and breath up normally for me?
9. First, I will just put my fingers on your upper wrist.
10. No worries. I won't not take long.

Exercise 6.

Cross out the phrase that does not belong to each group. Justify your choice.

- 1. Next you put..., Don't worry, After that, That seems clear.
- 2. How about taking..., I don't think so, Can I suggest, It is advisable.
- 3. I am listening, Yes, I agree, Yes, of course, I'm with you on that point.
- 4. Did you say that..., Do you mean that..., Let's make it clear, Do you mean that..., Could you repeat that?
- 5. I would like to discuss..., I want you to..., I came to you in order to..., Did you say that ?
- 6. It is advisable..., I strongly suggest..., Never do that again, You could try .
- 7. We'll do our best to help you, It'll be ok. We'll make sure you, I can assure you that, I can imagine it is very difficult for you at the moment.

Exercise 7.

Below are the examples of poor nurse patient communication. In pairs, think how they can be improved.

Use the phrases from the unit.

- 1. Too much info, too quickly. The nurse needs to get as much information as possible, such as vital signs, the patient's history, medications given, and any events leading up to the patient's current state.
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.....
- 2. Unclear instructions. Another way you can have poor communication with your patients is by not giving clear instructions. This is especially important when prescribing medication that your patient needs to take at a specific time or in a specific way.
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3. Hard to understand. As a medical professional, you probably have a good understanding of medical terms. So it can be easy to forget that most patients don't know what things mean.
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-

Exercise 8.

Think of a medical procedure that is one of your everyday duties. Write its instructions.

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Exercise 9.

Work in pairs. Instruct each other about the medical procedures above.

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Exercise 10.

Act out a dialogue between a patient and a nurse (6/7 questions).

- A nurse
 - Apply two medical procedures to your patient
 - Communicate with him in a polite way
 - Instruct him accordingly
- A patient (child)
 - Ask questions concerning the procedures

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3.6. WOUND CARE. POST-OPERATIVE CARE

Wound care

Adhesive tape – a strip of paper or plastic coated with adhesive and sold in a roll, used to stick things together.

Cleanse – make (something, especially the skin) thoroughly clean.

Crust – a hardened layer, coating, or deposit on the surface of something soft.

Dressing – a piece of material used to cover and protect a wound.

Gauze – a thin transparent fabric of silk, linen, or cotton.

Haemostatic – capable of stopping the flow of blood.

Heal – cause (a wound, injury, or person) to become sound or healthy again

Irrigate – wash out (an organ or wound) with a continuous flow of water or medication.

Injury – an instance of being injured – harmed, damaged, or impaired.

Pad – a thick piece of soft material, typically used to protect or shape something, or to absorb liquid.

Pus – a thick yellowish or greenish opaque liquid produced in infected tissue, consisting of dead white blood cells and bacteria with tissue debris and serum.

Sling – a flexible strap or belt used in the form of a loop to support or raise a hanging weight.

Sterile – free from bacteria or other living microorganisms; totally clean.

Stitch – make, mend, or join (something) with stitches.

Sutures – the threads or strands used to close a wound. “Stitches” (stitching) refers to the actual process of closing the wound.

Surgery – a procedure to remove or repair a part of the body or to find out whether disease is present.

Wound – a break in the skin or other body tissues caused by injury or surgical incision (cut).

Post-operative care

Anaesthetic – a substance that induces insensitivity to pain.

Analgesic – an agent producing diminished sensation to pain without loss of consciousness.

Conscious – aware of and responding to one's surroundings.

Unconscious – not being aware of and responding to one's surroundings.

Hyperventilation – rapid or deep breathing, usually caused by anxiety or panic.

Recovery room – an area near the operating theatre with monitoring equipment and specially trained staff.

Secretion – a process by which substances are produced and discharged from a cell, gland, or organ.

Subside – become less intense, violent, or severe.

Intravenous – existing or taking place within, or administered into, a vein or veins.

Catheter – a flexible tube inserted through a narrow opening into a body cavity, particularly the bladder, for removing fluid.

Haematoma – a pool of mostly clotted blood that forms in an organ, tissue, or body space.

Hernia – it occurs when an internal part of the body pushes through a weakness in the muscle or surrounding tissue wall.

Keyhole surgery – laparoscopy is a type of surgical procedure that allows a surgeon to access the inside of the abdomen and pelvis without having to make large incisions in the skin.

Incision – a cut made in the body to perform surgery.

Scarring – fibrous tissue that forms when normal tissue is destroyed by disease, injury, or surgery.

Oliguria – low urine output (how much you pee).

Post-operative wound pain – a form of acute pain due to surgical trauma with an inflammatory reaction and initiation of an afferent neuronal barrage.

Post-operative infections – any infection that occurs within 30 days of operation and may be related to the operation itself or the post-operative course.

Exercise 1.

Write in the vowels to the words given.

1. H _ R N _ _
2. _ N C _ S _ _ N
3. K _ _ H _ L _ S _ R G _ R _
4. _ N C _ N S C _ _ _ S
5. H _ P _ R V _ N T _ L _ T _ _ N
6. _ N _ _ S T H _ T _ C
7. S T _ R _ L _
8. S _ T _ R _ S
9. _ D H _ S _ V _ T _ P _
10. H _ _ L

Exercise 2.

Circle the odd one out.

1. dressing, pus, adhesive tape, pad
2. secretion, oliguria, infection, catheter
3. keyhole surgery, scarring, incision, surgery
4. anaesthetic, analgesic, unconscious, painkiller
5. sterile, stiches, sutures, crust
6. irrigate, cleanse, sterile, crust
7. post-operative pain, injury, recovery room, subside

Exercise 3.

Match the words to their definitions.

1. Crust		A. a thick yellowish or greenish opaque liquid produced in infected tissue, consisting of dead white blood cells and bacteria with tissue debris and serum
2. Hernia		B. low urine output (how much you pee)
3. Anaesthetic		C. rapid or deep breathing, usually caused by anxiety or panic
4. Pus		D. it occurs when an internal part of the body pushes through a weakness in the muscle or surrounding tissue wall
5. Heal		E. is a type of surgical procedure that allows a surgeon to access the inside
6. Hyperventilation		F. a flexible strap or belt used in the form of a loop to support or raise a hanging weight
7. Oliguria		G. a hardened layer, coating, or deposit on the surface of something soft
8. Sling		H. a thin transparent fabric of silk, linen, or cotton
9. Laparoscopy		I. cause (a wound, injury, or person) to become sound or healthy again
10. Gauze		J. a substance that induces insensitivity to pain

Exercise 4.

Write what is the difference between:

1. anaesthetic – analgesic
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.....
2. stitch – sutures
.....
.....
3. crust – scarring
.....
.....
4. cleanse – irrigate
.....
.....
5. wound – injury
.....
.....

Exercise 5.

Complete the sentences with the words given: recovery room, stitch, intravenously, scarring, anaesthetic, secretion, unconscious, keyhole surgery, pad, hernia.

- 1. We administer that intravenously only.
- 2. A regular is the best dressing that will protect that wound.
- 3. A patient stays in usually for about 24 hours.
- 4. How can you such a complicated wound so skilfully?
- 5. The patient stays for such a long time as the result of the medications taken.
- 6. from a post-operative wound is not a typical, so further consultation is required.
- 7. One of the most common condition we deal with, next to appendicitis, is
- 8. is the most commonly used surgical procedure in our hospital.
- 9. Fortunately, this ugly on your face can be effectively healed using proper ointment.
- 10. This anaesthetic can only be administered

Exercise 6.

Work in pairs. Student A choose one new word from the list above and try to describe or act out its meaning to your partner. Student B guess the meaning of the word. REMEMBER – DO NOT TELL THE WORD. Next, change rules.

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Exercise 7.

Goals of post-operative nursing

The goals of nursing care during the post-operative phase should be focused on restoring the patient’s physiological balance, managing pain, and preventing complications.

To attain these goals, the nurse must conduct a thorough assessment and timely intervention to enable the patient to achieve optimal health quickly, safely, and effectively. The ideal outcomes of post-operative nursing include:

- Keeping the body’s systems functioning properly.
- Recovering body balance.
- Relieving pain and discomfort.
- Avoiding complications after surgery.
- Encouraging proper discharge preparation and health education

Think with your partner of the examples to each point of post-operative nursing care:

1.
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2.
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3.
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4.
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5.
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Exercise 8.

Work in pairs. Name common post-operative complications and think of the ways to deal with them.

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Exercise 9.

Work in pairs. Write instructions how to care of a wound. Use the words from this unit and the unit 2.5 (Polite communication with a patient. Giving instructions). Write 6/7 points.

- 1.
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- 2.
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- 3.
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- 4.
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- 5.
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- 6.
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- 7.
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Exercise 10.

Act out a dialogue between a patient and a nurse (6/7 questions).

- A nurse
 - You take care of a post-operative patient
 - Assess the patient’s health
 - Dress his wound
- A patient (child)
 - Ask questions concerning the procedures

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4. APPENDICES

Acute care hospital

INITIAL ASSESSMENT
NURSING CARE

1- PRELIMINARY DATA

ARRIVAL	Year	Month	Day	Time	on foot	Other :
	<input type="checkbox"/> alone <input type="checkbox"/> accompanied by :					
LANGUAGE	spoken		understood			
RELIGION	Catholic <input type="checkbox"/> Protestant <input type="checkbox"/> Other :					
PERSONS TO BE CONTACTED	Name			Relationship	Tel.	at work () res. ()
	Name			Relationship	Tel.	at work () res. ()

Reason for hospitalization (according to user)

General aspect (behaviour and appearance, weight variation, etc.)

Pulse	BP	T (°C)	Resp.	Height (m)	Weight (kg)	Right handed <input type="checkbox"/>	Left handed <input type="checkbox"/>
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2- HEALTH PROBLEMS

PARAMETERS	ALTERATIONS NOTED	SPECIFICATIONS (therapeutic material used)			
Respiration (tract, characteristics, associated problems...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Digestion (alimentary tract, mastication, deglutition, appetite...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Elimination (tract, characteristics, control...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Skin/Appendages (integrity, appearance, temperature...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Mobility (integrity, endurance, comfort...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Cognition/Perception (series, language, writing, memory, concentration, orientation, judgment...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Sleep (quality, duration...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Sexuality/Reproduction (integrity...)	no <input type="checkbox"/> yes <input type="checkbox"/>				
Other health problems and prehospitalization treatment: no <input type="checkbox"/> yes <input type="checkbox"/> specify :		Known allergy, to drugs, other: no <input type="checkbox"/> yes <input type="checkbox"/> specify nature and reactions :			
Special diet: no <input type="checkbox"/> yes <input type="checkbox"/> specify:					
MEDICATION (taken before hospitalization, prescribed or not)					
Name	Dosage	Usage known	Name	Dosage	Usage known

3- LIFESTYLE

CATEGORIES	SPECIFICATIONS (nature, frequency, changes, requirements)
Nutrition (food groups, fats, sugar...)	
Physical activity (sports, exercise...)	
Hygiene (skin, hair, nails, teeth...)	
Tobacco/alcohol/drugs	
Work/recreation/other activities	
Spirituality (values, beliefs, practice...)	

4- ENVIRONMENT

Social support network

Work environment (stressor agents: psychological/physical/chemical...)

Living environment (favourable, unfavourable)

Significant incidents (family conflicts, economic difficulties, mourning, job loss, breakup...)

5- ADJUSTMENT TO STRESS

Previous hospitalization: no ☐ yes ☐ (reaction, expectations, repercussions...)

Hospitalization and current state of health: (reaction, expectations, repercussions...)

Means used to reduce stress

6- ANALYSIS AND SYNOPSIS

Nurse's signature

Year

Month

Day

Date

Hospital Discharge Form

Sender/Caller Information: ☐ Patient ☐ Hospital ☐ Provider

Name: _____ Phone: (____) _____ Fax: (____) _____

Does the patient have other insurance? ☐ No ☐ Yes: _____

Today's Date: ____/____/____ Time: ____:____

Patient Information:

Patient: _____

Last

First

HealthPartners Member ID #: _____ Date of Birth: ____/____/____ ☐ Male ☐ Female

Admission Information:

Admission Date: ____/____/____

Discharge Date: ____/____/____

Disposition: ☐ Home ☐ Expired ☐ Nursing Home Transfer ☐ Other Hospital Transfer

Admission Source:

☐ ER/ED ☐ Direct ☐ Scheduled ☐ Direct Transferred From: _____

Admission Type, Bed, Unit (mark all that applies): ☐ Other _____

☐ Med/Surg ☐ ICU/CCU ☐ Mental Health ☐ Long Term Acute Care

☐ Pediatric ☐ Swing Bed ☐ CH ☐ Detox ☐ Inpatient Acute Rehab

☐ Maternity Delivery/DOB: ____/____/____ Nursery: ☐ Normal ☐ Level II ☐ Level III NICU

☐ Twins ☐ Triplets

Baby: ☐ Boy ☐ Girl Name: Last _____ First _____ Hospital MRN: _____

Baby: ☐ Boy ☐ Girl Name: Last _____ First _____ Hospital MRN: _____

Baby: ☐ Boy ☐ Girl Name: Last _____ First _____ Hospital MRN: _____

ICD-10 Diagnosis Code: _____

ICD-10 Procedure Code (Inpatient): _____

Provider Information:

Facility: _____ Phone: (____) _____

Street: _____ UR Dept: (____) _____

City: _____ State: _____ Zip: _____

Facility Tax ID: _____ Provider Contact Name: _____

Attending Physician:

Last

First

Phone: (____) _____ Fax: (____) _____

Street: _____

City: _____ State: _____ Zip: _____

Physician Federal Tax ID: _____ or NPI #: _____

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