CAREER PATHS

Medical

Book 3

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Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Education and training	Magazine article	medical school, undergraduate, prerequisite, bachelor's degree, license, medical degree, entrance examination, residency, fellowship, foundation program	Using superlatives
2	Communicating with staff	Email	medical record, shift change, chronological order, plan of care, assessment, status, document, legible, concise, comprehensive, near miss	Agreeing with an opinion
3	Communicating with patients	Memo	health literacy, preconception, cultural differences, jargon, anxiety, empathy, verbal, nonverbal, therapeutic, open-ended question, miscommunication, rapport	Making suggestions
4	Challenges	Newspaper article	debt, loan, shortage, exhaustion, demand, budget, malpractice, shift, paperwork, caseload	Describing a concern
5	Describing pain	Pain assessment form	intensity, distress, constant, intermittent, unbearable, excruciating, shooting, burning, throbbing, sharp, mild, moderate	Asking about pain
6	Chronic vs. acute illnesses	Article	chronic, acute, pre-existing, condition, osteoporosis, scarlet fever, strep virus, endocarditis, intervention, chronic bronchitis, pneumonia	Talking about diagnosis and treatment
7	Diabetes	Pamphlet	type 1 diabetes, type 2 diabetes, gestational diabetes, insulin, glucose, BMI, cataract, glaucoma, blindness, amputation, alcohol, gum	Explaining treatment options
8	Cancer	Journal article	cancer, oncology, oncologist, outpatient, chemotherapy, radiation therapy, immunotherapy, photodynamic therapy, anti-angiogenesis therapy	Describing side effects
9	Heart disease	Website	heart disease, coronary artery disease, atherosclerosis, harden, arrhythmia, smoking, cholesterol, angioplasty, stent, bypass	Listing possible diagnoses
10	Traumatic injuries	Poster	trauma, triage, acuity, Emergency Severity Index, ESI level, assessment, resources, triage station, critical, minor, priority, injury, wound	Making a recommendation
11	Infections	Journal article	nosocomial infection, drug resistant, MRSA, staph infection, E-coli, contaminate, hand sanitizer, ventilator-associated pneumonia, urinary catheter, vigilant, vector, alcohol-based	Talking about negative events
12	Nursing	Job postings	licensed practical nurse, licensed, electronic health record, patient flow, registered nurse, injection, vaccine, nurse practitioner, board certified, point of entry, annual physical, prescribe	Describing qualifications
13	OB/GYN	Website	OB-GYN, menopause, hot flash, fertility, estrogen, progesterone, pregnancy, labor, trimester, contraction, OB Triage, c-section	Providing reassurance
14	Neurology	Website	neurology, neurologist, central nervous system, peripheral nervous system, autonomic nervous system, neurosurgeon, paralysis, seizure, vertigo, coma, numbness, Alzheimer's disease	Expressing confusion
15	Surgery	Pamphlet	surgery, operation, operating room, surgeon, anesthesia, anesthesiologist, excision, resection, transplant, sterile, scalpel, clamp, suture, pre-op, post-op, recovery room, minor	Delaying an event

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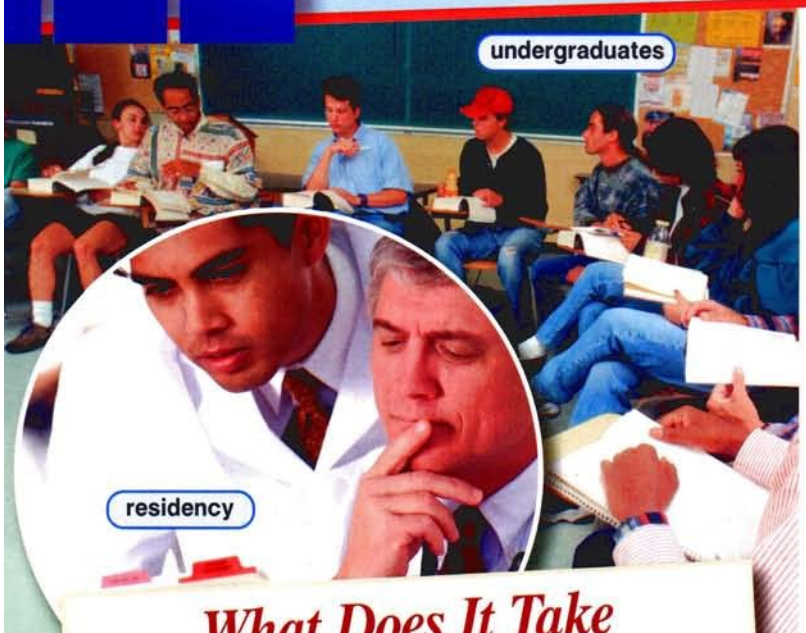
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1 Education and training



What Does It Take To Become A Doctor?

Medicine is a vast and complicated subject of study, and a comprehensive education is important for doctors everywhere. But different countries have different requirements for medical education.

Many countries, including the United States and Canada, require students to have extensive education before they even enter **medical school**. In these countries, a **bachelor's degree** in premedical studies is a **prerequisite** to ensure students know the basics in biology, chemistry, and other sciences.

In other countries, such as India and China, medical schools do not require premedical degrees and allow **undergraduates** to enter directly. Students in these countries must pass **entrance examinations** before admittance to ensure competency.

Regardless of the process for earning a **medical degree**, most countries require further training or qualifications before a doctor can practice. A doctor often completes a **residency** at a hospital to receive advanced training in his or her chosen field. Some programs, such as the **foundation program** in the United Kingdom, offer further schooling to prepare doctors for various specialties. In the United States, a doctor may also complete a **fellowship** to pursue focused research in a particular field.

After completing all education and training, a doctor must also receive a **license** from a government authority. This process might include taking a test, paying a fee, or submitting to a background check.



Get ready!

1 Before you read the passage, talk about these questions.

1 Why do medical students need extensive education?

2 How do doctors become qualified to practice medicine in your country?

Reading

2 Read the article on medical education and training. Then, complete the table using information from the passage.

Education Phase	Programs or Requirements
Before Medical School	_____ _____
After Medical School	_____ _____
Licensing	_____ _____

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ license
2 __ residency
3 __ prerequisite
4 __ medical school
5 __ foundation program
6 __ entrance examination

A period of advanced training at a hospital

B a document showing someone is qualified for something

C an institution for teaching medicine

D a test that must be passed before admittance to an educational institution

E something that must be completed before something else

F post-graduate schooling for specialized training



4 Read the sentence pair. Choose where the words best fit the blanks.

1 **undergraduate / fellowship**

A Jason majored in premedical studies as a(n) _____.

B The university offers a(n) _____ for students performing special research.

2 **bachelor's degree / medical degree**

A I have to get my _____ before I apply to medical school.

B After earning his _____, Harold will take the licensing examination.

5 Listen and read the article on medical education and training again. What is the purpose of a residency?

Listening

6 Listen to a conversation between a hospital director and a doctor. Mark the following statements as true (T) or false (F).

1 __ The man has been in active practice for less than a year.

2 __ The man focused on orthopedic medicine.

3 __ The man will start work the next day.

7 Listen again and complete the conversation.

Director: Well, Dr. Matthews, **1** _____ your background.

Doctor: Certainly, Ma'am. I think you'll find that I'm very **2** _____.

Director: I hope so. Let's see, **3** _____ you attended James-Perkins Medical School.

Doctor: That's right. I graduated at the **4** _____.

Director: That's excellent. We're always looking for the **5** _____ here. What about your residency?

Doctor: I completed an **6** _____ residency at St. Margaret's Hospital.

Director: Well, we do need someone with that emphasis. And how long have you been licensed?

Doctor: I passed the medical exam last year, and I've been practicing for the **7** _____.

Director: So you don't have a lot of experience in actual practice.

Doctor: No, but I'm a quick learner. And the program at St. Margaret's gave me lots of real-world experience.

Director: Okay, Dr. Matthews. I'll review your qualifications with the board and we'll get back to you this week.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

It says here ...

How long have you ...

I passed ...

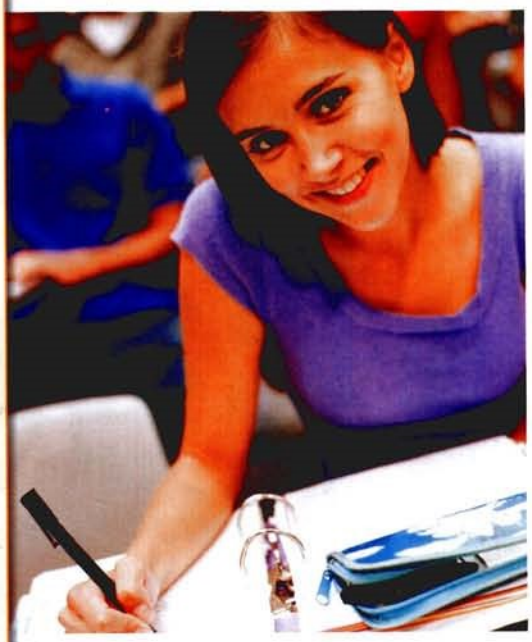
Student A: You are a director of a hospital. Talk to Student B about:

- his or her education
- his or her experience
- what you are looking for

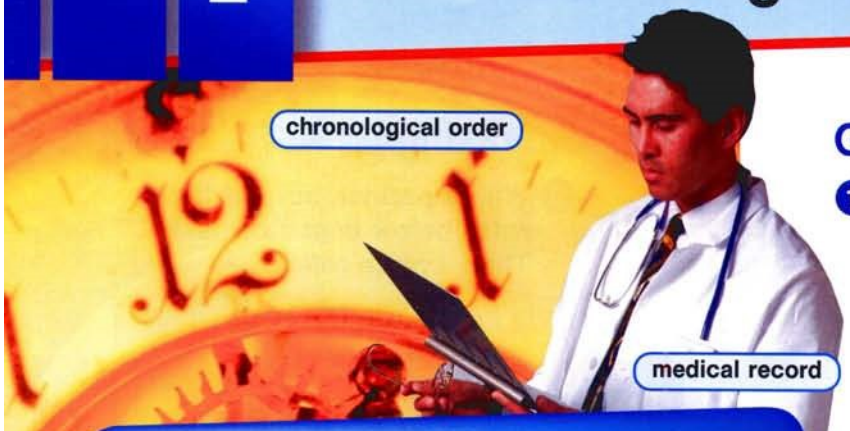
Student B: You are a doctor. Talk to Student A about your medical background.

Writing

9 Use the conversation from Task 8 and the article to write the hospital director's notes. Include: the applicant's education, experience, and why or why not to hire him or her.



2 Communicating with staff



Get ready!

1 Before you read the passage, talk about these questions.

1 What is the importance of good communication between medical professionals?
2 How can doctors ensure good communication?

Reading

2 Read the email about staff communications. Then, mark the following statements as true (T) or false (F).

1 ___ The doctor's notes fail to include a plan of care.
2 ___ The nurses are having trouble understanding the doctor's instructions.
3 ___ A patient was injured because of the doctor's poor communication.

To: j.wilson@gcohospital.net
From: p.hernandez@gcohospital.net
Subject: Communications

Dr. Wilson,

A recent situation has come to my attention that raises some concerns about communication in your department. Several nurses have complained that the instructions in your **plans of care** are often disorganized and confusing. And Dr. Kowalski, who takes over for you during the afternoon **shift change**, also mentioned problems with your notes. He said that he had to gather information from several patients a second time because the records were so difficult to read.

I have reviewed your patients' **medical records** and found that your notes are not **concise**. As you know, **legible** writing is vital to the health and safety of our patients. It is also absolutely necessary that you **document** all patient details and instructions in **chronological order** to avoid confusion and, possibly, disaster.

We had a **near miss** yesterday when Nurse Pierce almost gave a patient acetaminophen even though he is allergic. Fortunately, the patient was awake and advised her of the allergy. Next time, we might not be so lucky. Nurses should not have to make **assessments** about patient care. Your notes should give them **comprehensive** information about each patient's **status**.

Regards,

Dr. Hernandez

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1 ___ status
2 ___ concise
3 ___ near miss
4 ___ document
5 ___ assessment
6 ___ plan of care
7 ___ medical record
8 ___ comprehensive

A the current condition of something
B a situation in which a crisis was avoided
C communicating an idea without extra words
D a formation of a judgment or opinion
E an outline of a patient's treatment
F a collection of patient information
G being thorough or complete
H to make a record of something





4 Read the sentence and choose the correct word.

1 Please organize these files in **chronological order / status**.
2 Nurse Wilson takes over for me at the **plan of care / shift change**.
3 Since the doctor's writing was not **comprehensive / legible**, the pharmacist could not read it.

5 Listen and read the email about staff communications again. What is a danger of poor communication?

Listening

6 Listen to a conversation between two nurses. Choose the correct answers.

1 What is wrong with the medical record?
- **A** The wrong medication is listed.
- **B** The notes are not in chronological order.
- **C** The patient's name is not clearly marked.
- **D** The correct dosage amount is missing.

2 How will the nurses handle the problem?
- **A** They will ask the patient about his medication.
- **B** They will review the medical record again.
- **C** They will find out who wrote the patient's notes.
- **D** They will contact a nurse from the previous shift.

7 Listen again and complete the conversation.

Nurse 1: Hey Wendy, is Mr. Williams **1** _____ _____ _____ medication?
Nurse 2: I don't know. What does his **2** _____ _____ say?
Nurse 1: Well, I'm not sure. I **3** _____ _____ these notes.
Nurse 2: Let me see ... Wow, this doesn't make any sense. I think he's supposed to get his meds every day at nine AM, but it doesn't look like **4** _____ _____ _____ dosages for the last three days.
Nurse 1: Really? That **5** _____ _____ _____. How could that happen?
Nurse 2: Wait, I think I see what happened. These notes aren't in **6** _____ _____. Someone entered last week's dosages first, after this week's. It's all mixed up.
Nurse 1: So did he get his medication today or not?
Nurse 2: I'm not sure. Who was on duty at nine AM?
Nurse 1: I'll check the shift board ... Tom was here this morning.
Nurse 2: These notes are **7** _____ _____. We'd better give him a call.
Nurse 1: That's a good idea. We certainly don't want to give Mr. Williams the wrong dosage.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

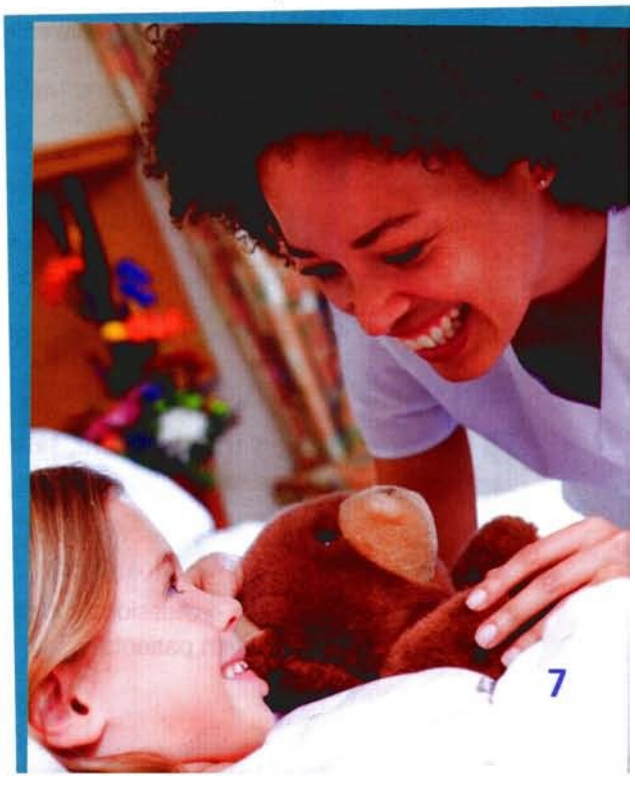
I can't read ...
It doesn't look like ...
These notes are ...

Student A: You are a nurse. Talk to Student B about:
- a patient's medication
- a problem with a medical record
- what to do next

Student B: You are a nurse. Talk to Student A about a problem with a medical record.

Writing

9 Use the conversation from Task 8 and the email to write a memo to the hospital director. Include a description of a communication problem and your steps to fix it.



3 Communicating with patients





To: All Staff
Subject: Communicating with Patients

Clear communication is vital to providing the best care possible. However, recently we have not been getting all the information we need.

If you believe you are not getting adequate information from a patient, remember some of the possible causes of **miscommunication**:

- Poor **Health Literacy** - Uninformed patients may not understand important terms.
- Negative **Preconceptions** - Patients may not trust medical professionals. They may experience **anxiety** when forced to interact with them.
- **Cultural Differences** - Different cultures may have different approaches to dealing with illness and health care.

If you recognize any of these issues, a few simple steps can be all that is required to improve communication:

- Establish a good **rapport** with the patient. Patients heal better in a **therapeutic** environment.
- Show **empathy** and understanding at all times.
- Be aware of how your **verbal** and **nonverbal** cues are affecting the interaction.
- Avoid using **jargon** as much as possible. This may confuse or intimidate the patient.
- Ask **open-ended questions** to signal to patients that you care about their input.

Remember, everyone shares the responsibility of effective communication with patients. The more information we can give and receive, the better care we can provide.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some possible causes of miscommunication with patients?

2 How can medical professionals improve communication with patients?

Reading

2 Read the memo on communicating with patients. Then, choose the correct answers.

1 What is the main idea of the article?

A Medical professionals must learn to trust patients.

B There are easy ways to improve communication with patients.

C Verbal and nonverbal communication are equally important.

D Poor communication with patients can lead to life-threatening risks.

2 Which of the following is NOT a cause of miscommunication?

A asking too many open-ended questions

B low levels of health education

C diverse cultural beliefs

D mistrust of medical personnel

3 What is an appropriate way to improve communication with patients?

A Use a lot of technical words.

B Avoid becoming too friendly.

C Limit nonverbal communication.

D Show proper empathy to patients.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ verbal
2 __ therapeutic
3 __ open-ended question
4 __ rapport
5 __ anxiety
6 __ nonverbal

A a feeling of understanding and a connection between two people

B a feeling of nervousness and worry

C an inquiry that requires an answer longer than a one-word response

D communication without the use of spoken language

E spoken

F helping someone to heal or feel relaxed

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **jargon / empathy**

A Using too much _____ can confuse patients.

B Show _____ to your patients without sounding fake.

2 **health literacy / miscommunication**

A You must speak clearly to avoid a _____ with a patient.

B The _____ level of many patients is too low.

3 **cultural differences / preconceptions**

A You must be aware of _____ that can lead to misunderstandings.

B Never let _____ shape how you treat a patient.

5 Listen and read the memo on communicating with patients again. Why is it important for medical professionals to help patients relax?

Listening

6 Listen to a conversation between a doctor and a nurse. Mark the following statements as true (T) or false (F).

1 __ The patient lied about his medical history.

2 __ The patient may not understand certain jargon.

3 __ The man tried to engage the patient in casual conversation.

7 Listen again and complete the conversation.

Nurse: It's possible. But I can't tell because he's barely speaking to me.

Doctor: He might **1** _____ _____ _____. It can be scary to feel terrible but not know why.

Nurse: Yeah, he does seem **2** _____ _____. In fact, I noted that as an additional symptom.

Doctor: Did you use **3** _____ _____ _____? In my experience, that makes things worse.

Nurse: I might have. Since he has **4** _____ _____ _____, I asked him if he has a history of hypoglycemia.

Doctor: See, that term may **5** _____ _____ _____ to him. Try "low blood sugar" instead.

Nurse: Good point.

Doctor: Also, **6** _____ _____ _____ establish a rapport. Even just by asking about his day.

Nurse: Oh. I didn't really do that. I just jumped in with my questions.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

She/He's barely speaking ...

Did you use lots of ...

Make sure to ...

Student A: You are a doctor. Talk to Student B about:

- a communication problem with a patient
- how to improve communication
- an example of unnecessary jargon

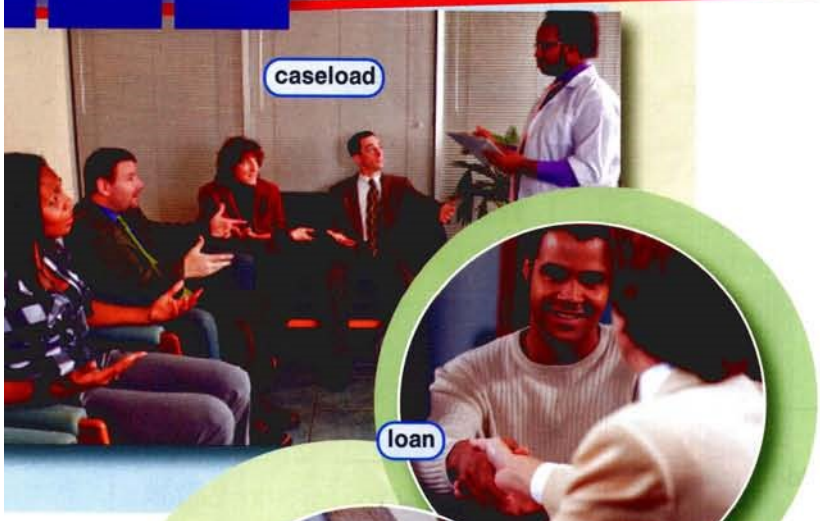
Student B: You are a nurse. Talk to Student A about a communication problem with a patient.

Writing

9 Use the conversation from Task 8 and the memo to write some patient communication guidelines. Include sections on reducing anxiety, avoiding jargon, and establishing a rapport.



4 Challenges







The Ailing Medical Profession

Hospitals today are facing economic hardships. While most doctors and nurses are competent, hardworking individuals, they encounter various challenges that can interfere with patient care.

The **demand** for medical professionals has increased in recent years. With rapidly rising populations, communities need good health care now more than ever. At the same time, however, the economic downturn has led to shortfalls in the **budget** of health care providers, so hospitals cannot afford to hire new staff. Consequently, doctors and nurses are paid less to work longer **shifts** and take on larger **caseloads**. The added **paperwork** forces many to work unpaid overtime just to maintain the necessary records. More and more of these workers are suffering from **exhaustion**.

The **shortage** of medical professionals is partly due to individual financial hardships as well. Increases in medical school costs have forced students to take out **loans** and incur substantial **debt** before they can start practicing. And today's doctors must also pay hefty insurance premiums each month in case they are sued for medical **malpractice**. For many would-be doctors, these expenses are too high, and so students are pursuing more affordable career paths.

Get ready!

1 Before you read the passage, talk about these questions.

1 How can economic hardships affect hospitals?
2 How can economic hardships affect individual medical professionals?

Reading

2 Read the article on challenges in the medical profession. Then, choose the correct answers.

1 What is the main idea of the article?
- **A** how to improve medical practices
- **B** poor hospital management strategies
- **C** shortfalls in medical education
- **D** difficulties faced by medical workers

2 Which is NOT a challenge mentioned in the article?
- **A** shortages of medical supplies
- **B** rising medical school costs
- **C** longer shifts for doctors
- **D** increased paperwork

3 According to the article, what might prevent a student from pursuing medical school?
- **A** substantial loans
- **B** increased caseloads
- **C** too much paperwork
- **D** exhaustion

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

1 Dr. Bainbridge was sued for <u>neglectful or illegal action</u> after the failed surgery. _ _ l p _ _ c t _ _ e
2 I have to file this <u>official documentation</u> in the patient's medical record. p _ _ e r _ _ r k
3 Our <u>available amount of money</u> decreased this year by 15%. b _ _ g e _
4 Henry cannot afford to pay off his <u>amount of money owed</u>. _ e b _

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **shortage / caseload**

A The hospital has a _____ of doctors since it can't afford to hire new staff.

B Nurse Reyes has to work overtime to manage her _____.

2 **loan / demand**

A Nurses are in _____ at the local hospital.

B Irene took out a _____ to pay for medical school.

3 **shift / exhaustion**

A The nurse's _____ was due to her long hours at work.

B I worked a double _____ last night, so I'm very tired.

5 Listen and read the article on challenges in the medical profession again. Why might a hospital not hire needed staff?

Listening

6 Listen to a conversation between two doctors. Mark the following statements as true (T) or false (F).

1 __ The woman's scheduled shift is almost over.

2 __ Both doctors work extra hours to finish their paperwork.

3 __ The woman is planning a vacation.

7 Listen again and complete the conversation.

Doctor 1: Hi, Louise. What are you doing here? I thought your shift ended **1** _____ _____ _____.

Doctor 2: It did, but I have to finish this paperwork. I'm **2** _____ _____.

Doctor 1: Tell me about it. I came in on **3** _____ _____ _____ last week to finish mine.

Doctor 2: We have too many patients in this department. It's not **4** _____ _____ _____ or for the patients.

Doctor 1: I know, I know. I asked the director if we're going to get another doctor, but she said there's not enough money in the **5** _____ _____ to hire anyone.

Doctor 2: The whole situation is terrible. I wish I could **6** _____ _____ _____, but I need the money to pay off my student loans.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What are you ... ?

I have to finish ...

The whole situation is ...

Student A: You are a doctor. Talk to Student B about:

- why he or she is there
- the hospital's financial condition
- challenges you face

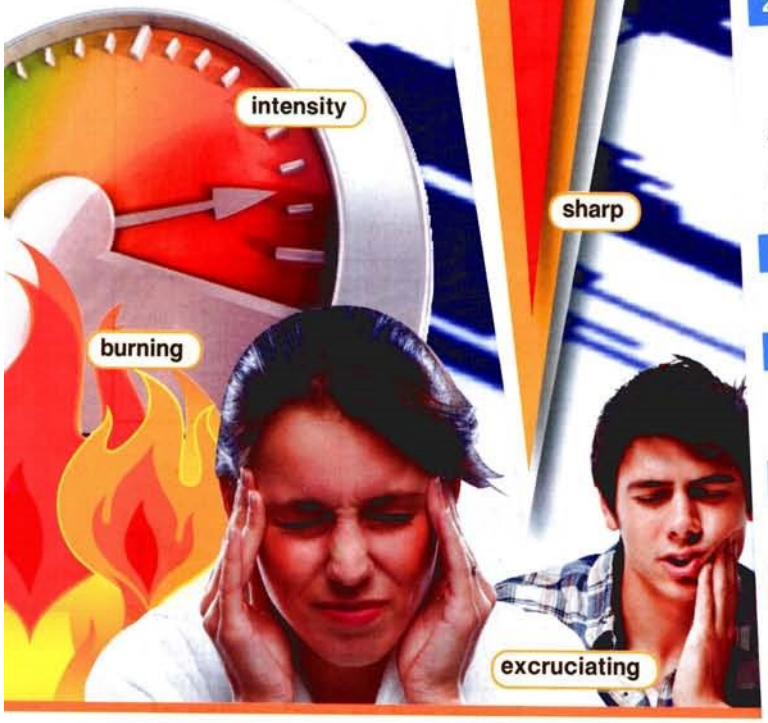
Student B: You are a doctor. Talk to Student A about challenges you face at the hospital.

Writing

9 Use the conversation from Task 8 and the article to write the doctor's timesheet notes. Include number of overtime hours and an explanation of why additional hours were worked.



5 Describing pain



intermittent

Pain Assessment Form

Patient Name: Luke Carlton Age: 49
Form Completed By: Dr. Joe Wilson

1 What is the location of the pain? Lower back

2 On a scale of 1 - 10, how does the patient rate the **intensity** of the pain? (Note: 1-2 = **mild** pain, 3-5 = **moderate** pain, 6-8 = **excruciating** pain, 9-10 = **unbearable** pain)

At best: 1 2 (3) 4 5 6 7 8 9 10
At worst: 1 2 3 4 5 6 7 (8) 9 10
Right now: 1 2 3 4 5 (6) 7 8 9 10

3 How often does the pain occur? Patient reports that the pain started out as **intermittent** several years ago. However, recently the pain became **constant**.

4 What is the nature/quality of the pain? (e.g. **burning**, **throbbing**, etc.) Patient reports constant throbbing throughout the day. In addition, when the patient stands up he feels a **sharp**, **shooting** pain travel up his back.

5 What causes the pain? Patient works as a mechanic. He says that he spends six to eight hours a day bent over cars.

6 What does the patient do to relieve the pain? Patient uses a heating pad for several hours each day. He also takes at least four aspirin pills a day.

7 Other comments: Patient was in some **distress** today when he came in. He says that the pain is negatively affecting his performance at work, as some days he is barely able to stand.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some words to describe pain that is not strong? Pain that is very strong?
2 Why is it important for doctors to understand a patient's pain?

Reading

2 Read the pain assessment form. Then, mark the following statements as true (T) or false (F).

1 ___ The patient's pain began recently.
2 ___ The patient's job is the cause of the pain.
3 ___ The patient sits for several hours a day to relieve the pain.

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

WORD BANK

constant unbearable
intermittent shooting

1 The pain in my foot is _____. It comes and goes throughout the day.
2 A(n) _____ pain starts and ends very quickly.
3 He screamed because the pain was absolutely _____.
4 The pain in her stomach was _____. It hurt from morning to night.

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **intensity / distress**

A The woman's _____ was clear when she called an ambulance in a panic.

B The wound didn't hurt at first, but the _____ of the pain increased as time went on.

2 **mild / excruciating**

A I have a _____ headache, but otherwise I feel just fine.

B The pain was so _____ that she began to cry.

3 **burning / sharp**

A There's a _____ pain in my lower back. It feels like it's on fire.

B He felt a _____, sudden pain in his arm, but it quickly went away.

4 **throbbing / moderate**

A Is the pain _____ or does it hurt very badly?

B His toe was _____ after he hit it against the leg of the table.

5 Listen and read the pain assessment form again. What words are used to describe how often patients feel pain?

Listening

6 Listen to a conversation between a nurse and a patient. Choose the correct answers.

1 What is this conversation mainly about?

A the woman's headaches

B the woman's knee problems

C the woman's pain after surgery

D the woman's pain treatment options

2 What will likely happen next?

A The man will get an ice pack.

B The woman will call the doctor.

C The woman will schedule her surgery.

D The doctor will look at the woman's knee.

7 Listen again and complete the conversation.

Patient: No, I'm having knee problems now. The pain is constant.

Nurse: On a scale of one to ten, how would you rate the intensity **1** _____ _____ _____ right now?

Patient: Right now, it's moderate. Like a three.

Nurse: And how does it feel **2** _____ _____?

Patient: At worst it's excruciating. Especially after I exercise. I've had to **3** _____ _____ a lot. I used to run every day.

Nurse: I see. That may be the **4** _____ of your knee troubles. Now, can you describe how it feels? Does it burn or throb?

Patient: Mostly the pain is **5** _____. Occasionally I get a shooting pain.

Nurse: It **6** _____ _____ your knee?

Patient: No, it extends down into my leg.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

How would you rate ...

Right now, it's ...

At worst/best, it's ...

Student A: You are a nurse. Talk to Student B about:

- where he or she is hurting and the intensity of that pain
- the quality of his or her pain
- how he or she treats the pain

Student B: You are a patient. Talk to Student A about a problem you are having.

Writing

9 Use the conversation from Task 8 and the form to write notes on a patient's pain. Include the pain's location, intensity, and the patient's description of it.

6 Chronic vs. acute illnesses

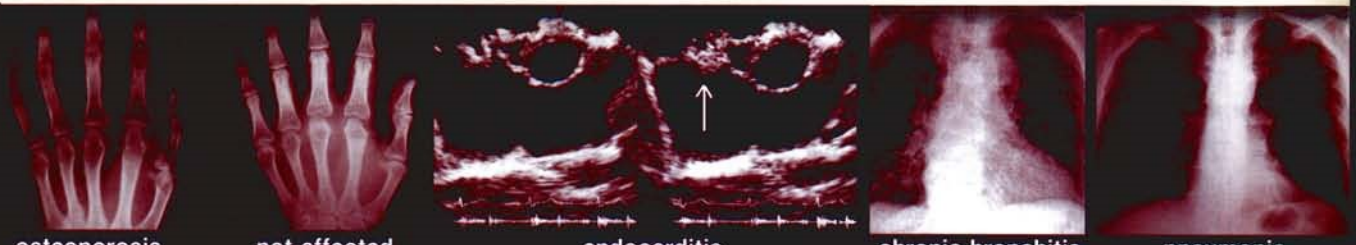
Early Intervention Required for Chronic and Acute Illnesses

Many people with an illness do not seek immediate treatment. They simply believe they will eventually get better. They may not think that a **pre-existing** medical **condition** could actually worsen if they contract another illness. Such thinking is dangerous. Both **chronic** and **acute** illnesses that are left untreated can grow more severe. They can lead to even more serious complications at a later time.

Early **intervention** of chronic conditions is a must. Inadequate treatment can actually result in the occurrence of a serious acute condition. For example, improperly managed **osteoporosis** can lead to broken bones. Likewise, **chronic bronchitis** that is left untreated increases the risk of dangerous acute respiratory conditions like **pneumonia**.

Similarly, delaying treatment of acute conditions can trigger the onset of chronic ones. For example, a case of **scarlet fever**, caused by the **strep virus**, can lead to **endocarditis**. Not treating the fever in time can create life-threatening and long-term problems. Chronic high blood pressure is a risk factor for several life-threatening acute conditions, including stroke.

Fortunately, there is good news. Visiting a doctor in the early stages of an illness can help you avoid dangerous complications later. Seeking treatment early on can save time, money, and possibly even your life.



osteoporosis | not affected | endocarditis | chronic bronchitis | pneumonia

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some common chronic and acute illnesses?
2 Why should patients always seek treatment for an illness?

Reading

2 Read the article. Then, choose the correct answers.

1 What is the main idea of the article?
- **A** Chronic illnesses are often mistaken for acute conditions.
- **B** Acute and chronic illnesses can complicate or cause one another.
- **C** Treatment for acute illnesses is not always necessary.
- **D** Pre-existing conditions often cause delays in treatment.

2 Why do people not seek medical treatment for an illness?
- **A** They believe the illness will go away.
- **B** They do not know if their condition is chronic or acute.
- **C** They know about their pre-existing conditions.
- **D** They worry about the expense of treatment.

3 Which of the following is NOT a complication that can arise from an untreated illness?
- **A** High blood pressure can cause a stroke.
- **B** Scarlet fever can cause endocarditis.
- **C** Osteoporosis leads to broken bones.
- **D** Pneumonia leads to chronic bronchitis.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ scarlet fever
2 __ pneumonia
3 __ chronic bronchitis
4 __ endocarditis
5 __ strep virus
6 __ osteoporosis

- **A** an organism that causes throat infections
- **B** a persistent condition in which tubes in the lungs swell and make it difficult to breathe
- **C** a chronic condition in which the bones slowly weaken and become prone to breaking
- **D** an acute condition in which the lungs become inflamed and filled with fluid
- **E** an acute illness characterized by a fever, sore throat, and bright red rashes on the body
- **F** a chronic condition in which the inner layers of the heart become inflamed due to bacteria growing inside

4 Read the sentence and choose the correct word.

1 The patient had a(n) **pre-existing / intervention** condition before contracting this illness.
2 There is no effective treatment for many **conditions / interventions**.
3 Ms. Smith has had the **acute / chronic** illness for five years.
4 The **intervention / condition** of this disease at an early stage is vital.
5 The condition was a(n) **pre-existing / acute** case that went away in a few days.

5 Listen and read the article again. Why is it important to seek early treatment for a chronic condition?

Listening

6 Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F).

1 __ The woman will give the man antibiotics immediately.
2 __ The man came in as soon as he felt sick.
3 __ The man's new condition may become chronic.

7 Listen again and complete the conversation.

Doctor: Well, it seems that you've come down with endocarditis. **1** _____ _____ _____ _____ that is?
Patient: I **2** _____ _____ _____, but it sounds serious.
Doctor: It is. Basically, the lining of your heart is inflamed.
Patient: Oh, that's bad. **3** _____ _____ _____ it?
Doctor: Yes. I'll start you on some antibiotics immediately. But this could have been avoided.
Patient: Really? How so?
Doctor: Well, you've had a sore throat for **4** _____ _____ _____, haven't you?
Patient: Yeah, but I figured it was just a cold.
Doctor: Definitely not. It's **5** _____ _____ _____ _____ _____. Normally, that's an acute condition that we can **6** _____ _____ pretty quickly.
Patient: Okay, but how did that cause my other condition?
Doctor: Untreated, the infection moves to your heart. which it appears to have done. And now we have to get rid of that infection before it causes **7** _____ _____.
Patient: Lifelong?
Doctor: Yes. Unfortunately, endocarditis can become a chronic condition. It can damage your heart, brain, and liver.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You've come down with ...
I'll start you on ...
I figured it was just ...

Student A: You are a doctor. Talk to Student B about:

- a diagnosis
- how the patient got the condition
- possible consequences

Student B: You are a patient. Talk to Student A about chronic and acute conditions.

Writing

9 Use the conversation from Task 8 and the article to write notes on a patient. Include symptoms, acute conditions, and possible chronic conditions.



7 Diabetes





ABOUT DIABETES

Type 1 diabetes - Type 1 diabetes mostly affects children whose bodies are unable to make **insulin**. Only 10-15% of people with diabetes have this type.

Type 2 diabetes - Type 2 diabetes is the most common form of the disease. It usually affects adults. It results from poor insulin production or from insulin resistance.

Gestational diabetes - Four percent of pregnant women are diagnosed with gestational diabetes. This disease operates essentially the same as other types. Blood sugar usually returns to normal after birth, but the patient has a greater risk of later developing type 2 diabetes.

Causes - 1.6 million cases of diabetes are diagnosed each year. There are certain risk factors for developing type 2 diabetes. These include genetics, race, a high **BMI**, high blood pressure, and a diet high in fat or **alcohol**.

Complications - Diabetes reduces blood flow around the body. Thus it can cause problems in many parts of the body, including the eyes, kidneys, nervous system, sexual function, teeth, and **gums**. It can result in heart attacks, strokes, **cataracts**, **glaucoma**, **blindness**, and even **amputations**.

Treatment - It is crucial to manage diabetes effectively. Treatment plans are tailored to each patient, to help keep **glucose** levels within a target range. Diabetes management generally includes lifestyle changes, such as increased exercise, and insulin medication.





Get ready!

1 Before you read the passage, talk about these questions.

1 What are the different types of diabetes?

2 What are some risk factors and complications of diabetes?

Reading

2 Read the informational pamphlet about diabetes. Then, choose the correct answers.

1 Who is affected by gestational diabetes?

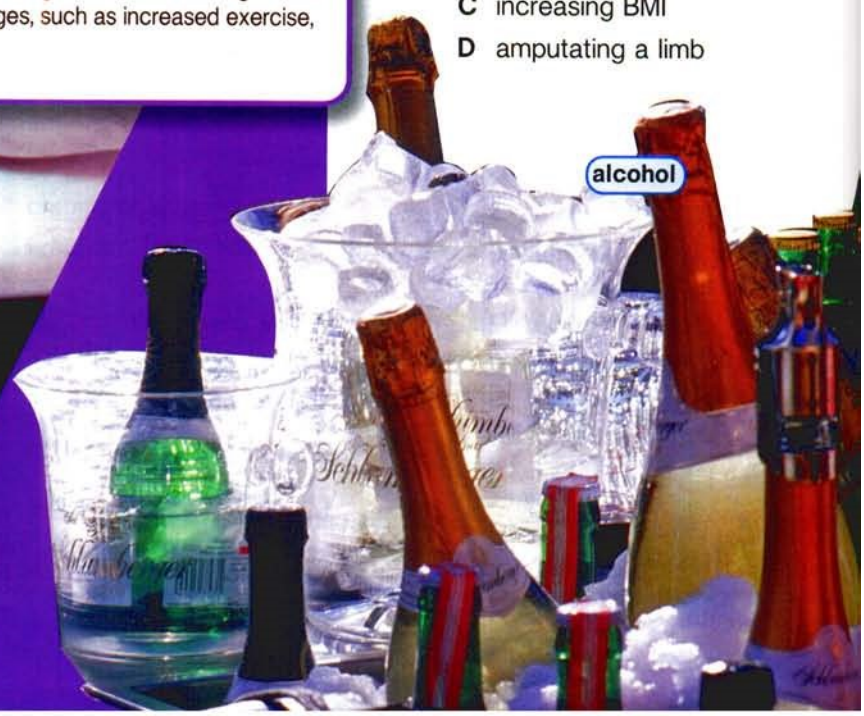
A unborn children
B older adults
C young children
D expecting mothers

2 Which of the following is NOT a cause of diabetes?

A high alcohol use
B genetic factors
C gum disease
D a high level of body fat

3 What is an example of proper diabetes management?

A increasing alcohol consumption
B getting more exercise
C increasing BMI
D amputating a limb



Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ glaucoma
2 __ glucose
3 __ cataract
4 __ alcohol
5 __ insulin
6 __ amputation

A a natural form of sugar created in the body

B when a person's limbs, fingers, or toes are removed during surgery

C the chemical substance in drinks, such as wine and beer, that causes people to get drunk

D a disease in which a high level of pressure in the eye causes a person to go blind

E a substance produced by the body that regulates the levels of sugar in the blood

F a medical condition in which the lens of the eye becomes white

4 Fill in the blanks with the correct words and phrases: *gestational diabetes, blindness, gum, type 2 diabetes, type 1 diabetes, BMI.*

1 My young son was diagnosed with _____.
2 Diabetes can lead to _____ disease in the mouth.
3 Diabetes can cause total _____ in one or both eyes.
4 My father developed _____ as he advanced in age.
5 Having a high _____ is a leading risk factor for developing diabetes.
6 My wife developed _____ while she was pregnant.

5 Listen and read the informational pamphlet about diabetes again. How should diabetes be treated?

Listening

6 Listen to a conversation between a doctor and a patient. Mark the following statements as true (T) or false (F).

1 __ The man will need insulin injections.
2 __ The man can eat a small amount of candy.
3 __ The man needs to exercise more.

7 Listen again and complete the conversation.

Patient: Yes, my father had it.
Doctor: I see. You should be pretty familiar with the treatment process then.
Patient: A little. My dad had to take a lot of **1** _____ _____. Will I need to do that?
Doctor: Not necessarily. **2** _____ _____ _____ a lifestyle plan and see how that works.
Patient: Okay. We were always buying dad **3** _____ - _____ _____. Is that what I have to eat now?
Doctor: Actually, no. Small amounts of sweets and chocolate can be part of a healthy **4** _____ _____, just like for everyone else.
Patient: That's good. **5** _____ _____ _____ _____ do a lot of extra exercise to keep my weight down?
Doctor: **6** _____ _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We'll start with ...
Will I have to ...
You really need the ...

Student A: You are a doctor. Talk to Student B about:

- a diabetes treatment plan
- a risk factor for diabetes
- what foods the patient can eat

Student B: You are a patient. Talk to Student A about a diabetes treatment plan.

Writing

9 Use the conversation from Task 8 and the pamphlet to write a diabetes treatment plan. Include sections on risk factors, diet, and exercise.

8 Cancer

Track 2 can Track 16-17







CANCER TREATMENT OPTIONS

It can be very frightening to be diagnosed with cancer. Fortunately, today there are many treatment options available. Your **oncologist** may suggest one or more of these therapies.

Chemotherapy - Chemotherapy (or chemo) is a drug, or combination of drugs, that kills cancer cells. It can be taken orally, though the most common delivery method is through an IV injection. Chemo can be received in a hospital or **outpatient** setting. Your doctor may prescribe chemotherapy before or after surgery. Potential side effects include hair loss, fatigue, and damage to specific organs.

Radiation therapy - Radiation therapy, also called radiation **oncology**, destroys cancer cells with high-energy x-rays. It works best on cancer cells that are splitting very rapidly. It impairs a cancer cell's DNA, so that it cannot grow or divide.

Immunotherapy - Immunotherapy strengthens the patient's immune system. New antibodies are introduced to the patient's system. They target cancer cells and destroy them.

Photodynamic therapy - In photodynamic therapy, patients are given a light-sensitive drug containing cancer-destroying substances. Light beams then activate the drug, which has been absorbed by cancer cells.

Anti-angiogenesis therapy - Like normal cells, tumors need a blood supply to survive. Anti-angiogenesis therapy prevents a tumor from making new blood vessels, so that it cannot grow larger.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some common types of cancer?
2 What are some different kinds of cancer treatments?

Reading

2 Read the article on cancer treatment options. Then, mark the following statements as true (T) or false (F).

1 __ Patients undergoing chemotherapy may lose their hair.
2 __ Radiation therapy is effective against slowly splitting cancer cells.
3 __ Anti-angiogenesis deprives cancer cells of blood.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 __ radiation therapy
2 __ immunotherapy
3 __ anti-angiogenesis therapy
4 __ oncology
5 __ chemotherapy

A the medical specialty that studies and treats cancer and tumors
B a drug or combination of drugs, given to a patient, in order to kill cancer cells
C a form of cancer treatment that uses high-energy x-rays to prevent cancer cells from growing or splitting further
D a form of cancer treatment that uses drugs or other substances to stop a tumor from building new blood vessels
E a form of cancer treatment that strengthens the patient's immune system

4 Read the sentence and choose the correct word.

1 What kind of special light is used in **photodynamic therapy / immunotherapy**?
2 The patient was diagnosed with **chemotherapy / cancer**.
3 Ms. Aimes sees an **oncology / oncologist** every week for her cancer treatment.
4 Patients do not have to stay in the hospital for **outpatient / oncologist** treatment.

5 🎧 **Listen and read the article on cancer treatment options again. How does photodynamic therapy treat cancer?**

Listening

6 🎧 **Listen to a conversation between a doctor and a patient. Choose the correct answers.**

1 What is the conversation mainly about?

- **A** the technology of new cancer treatments
- **B** the side effects of cancer treatments
- **C** different cancer treatment options
- **D** symptoms of early stage cancer

2 What does the woman recommend?

- **A** immunotherapy
- **B** radiation therapy
- **C** anti-angiogenesis therapy
- **D** chemotherapy and photodynamic therapy

7 🎧 **Listen again and complete the conversation.**

Patient: I'm **1** _____ _____.

Doctor: Great. First, there's always chemotherapy. You would receive **2** _____ _____ of strong drugs to kill the cancer cells.

Patient: I know a little about chemo. Aren't there some nasty **3** _____ _____?

Doctor: There can be. You'll likely **4** _____ _____ and lose most of your hair. It can damage some other bodily systems, too.

Patient: That's not very appealing. Is there **5** _____ _____ available?

Doctor: Well, at your early stage of cancer, we may be able to try **6** _____ _____.

Patient: I've never heard of that.

Doctor: It's relatively new but has had some good results. We give you a cancer-killing drug that reacts to light. Then we shine **7** _____ _____ _____ on the tumor, which has absorbed the drug.

Patient: That sounds interesting. What would you recommend?

Doctor: We can certainly try photodynamic therapy. You'll likely need chemo as well, but hopefully not as much.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Are there ...

We may be able to try ...

What would you recommend ...

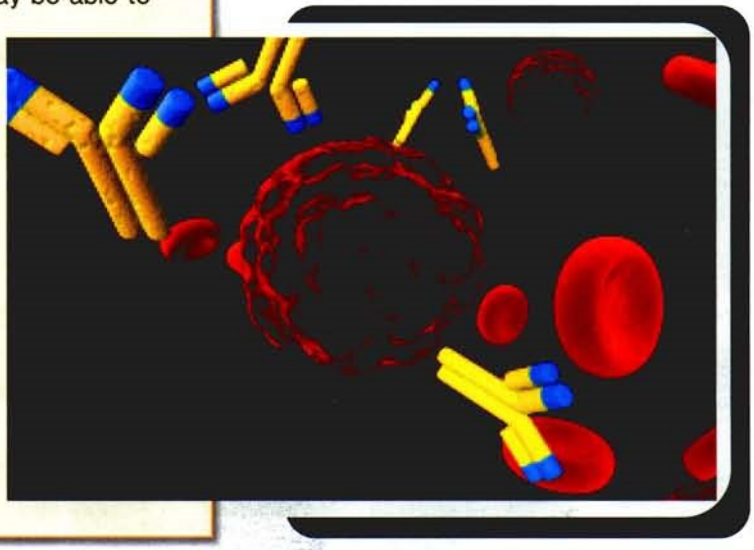
Student A: You are a doctor. Talk to Student B about:

- different cancer treatment options
- side effects of at least one option
- what treatment you recommend

Student B: You are a patient. Talk to Student A about different cancer treatment options.

Writing

9 **Use the conversation from Task 8 and the article to write a pamphlet about cancer treatment options. Include sections on two treatments and the side effects of at least one.**

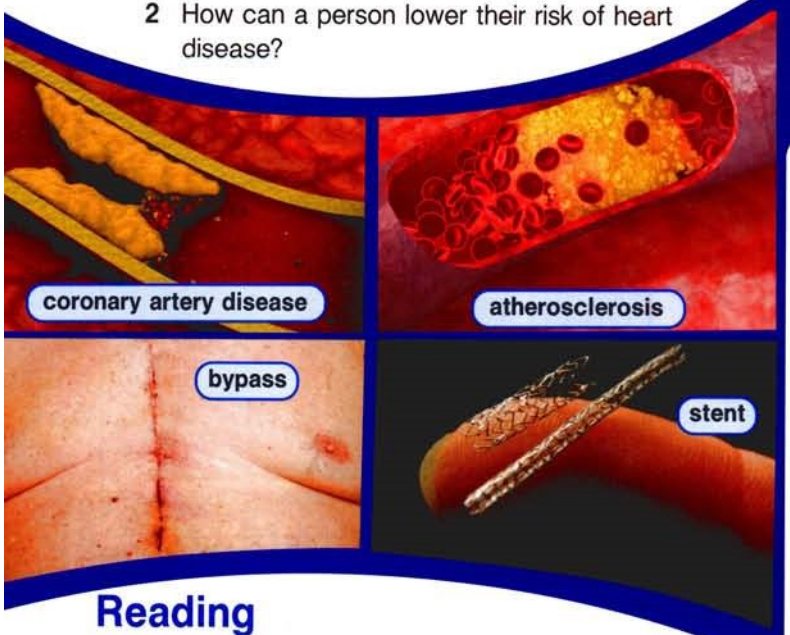


9 Heart disease

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some common kinds of heart disease?
2 How can a person lower their risk of heart disease?





Reading

2 Read the website on heart disease. Then, mark the following statements as true (T) or false (F).

1 ___ Hardened artery walls lead to arrhythmia.
2 ___ Statins are used to treat atherosclerosis.
3 ___ Angioplasty helps patients avoid surgery.

What is Heart Disease? Heart disease is the leading cause of death of the US, but many people know little about it. Heart disease is a term that covers several problems that can affect this vital organ.

Types of heart disease **Coronary artery disease**, **atherosclerosis**, and **arrhythmia** are all forms of heart disease. They affect the heart in different ways. For example, in atherosclerosis, fatty materials **harden** artery walls.

Prevention Simple measures can reduce your risk of getting heart disease.

- Stop **smoking**
- Exercise regularly
- Get regular checkups
- Reduce stress
- Eat a heart-healthy diet

Treatment Coronary artery disease can be treated with an aspirin regimen or other drugs. Atherosclerosis treatment often involves taking medications known as statins along with other drugs. Arrhythmia may also be treated with drugs, but a pacemaker can be installed to keep the heart in a regular rhythm. General treatment plans may involve lowering high blood pressure and **cholesterol**. Surgical options for heart disease include installing **stents** or performing open heart surgery to **bypass** plaque buildup in the arteries. Another surgical option, **angioplasty**, widens blocked arteries by inserting and inflating a balloon.

It is critical to take care of your heart. Be sure to follow the prevention tips above and get regular checkups.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 ___ heart disease
2 ___ atherosclerosis
3 ___ coronary artery disease
4 ___ angioplasty
5 ___ arrhythmia

A a heart condition in which fatty materials accumulate in arteries and harden their walls
B a condition where the arteries become blocked and narrow, which prevents sufficient blood from reaching the heart
C a surgical procedure that widens an obstructed blood vessel by inserting a balloon and inflating it
D a term for a group of illnesses involving irregular electrical activity in the heart
E a term for a group of illnesses that affect the heart

4 Fill in the blanks with the correct words from the word bank.

WORD BANK

stent harden cholesterol smoking bypass

1 Cholesterol can cause arteries to _____, leading to atherosclerosis.
2 _____ is a major risk factor for heart disease.
3 The man required major _____ surgery to increase blood flow to the heart.
4 The surgeon inserted a _____ to keep the artery open.
5 Eating many fatty foods can significantly increase your _____ levels.

5 🎧 **Listen and read the website on heart disease again. What are some ways to treat heart disease?**

Listening

6 🎧 **Listen to a conversation between a doctor and patient. Choose the correct answers.**

1 What is the conversation mainly about?

- **A** treatment for different heart conditions
- **B** risk factors for coronary artery disease
- **C** risks of surgical intervention
- **D** how to prevent an arrhythmia

2 What is a possible treatment for an arrhythmia?

- **A** diet changes
- **B** medication
- **C** surgery
- **D** regular exercise

7 🎧 **Listen again and complete the conversation.**

Doctor: It could be **1** _____ _____ _____.
Patient: Wow. And what's the simple possibility?
Doctor: That it **2** _____ _____ _____ an arrhythmia.
Patient: Shouldn't we be able to tell what I have, **3** _____ _____ _____ symptoms?
Doctor: Well, they have some of the same **4** _____ _____. Like the shortness of breath and fast heart rate you've had.
Patient: So what types of treatment am I **5** _____ _____?
Doctor: **6** _____ _____ _____ your diagnosis. If it's coronary artery disease, it could be treated with lifestyle changes and drugs. Surgery might be necessary.
Patient: Really? It's that dangerous?
Doctor: Yes, it **7** _____ _____ _____ a fatal heart attack.
Patient: That's scary. What if it's an arrhythmia?
Doctor: Well, some require no treatment at all. Others need medication.
Patient: Then I hope it's just an arrhythmia.
Doctor: Me, too. But we'll have to run a few tests to find out.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

It could be ...
So what types of treatment ...
What if it's ...

Student A: You are a doctor. Talk to Student B about:

- two possible heart conditions
- warning signs of the conditions
- treatment for the conditions

Student B: You are a patient. Talk to Student A about two possible heart conditions.

Writing

9 **Use the conversation from Task 8 and the website to write an informational brochure about a heart condition. Include: the condition, symptoms, and treatments.**



10 Traumatic injuries

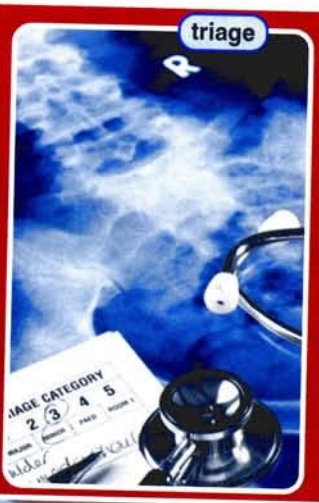
Heartland Hospital

ER TRIAGE GUIDELINES

Heartland Hospital strives to provide the best care it can with limited **resources**. To ensure that each patient is seen at the appropriate time and receives quality services, please follow these guidelines for the **triage** process.

Trauma patients who arrive with obviously **critical** and life-threatening **injuries** receive the highest **priority**. They should be taken to an available trauma room immediately. Any necessary staff and equipment should be devoted to them until their vital signs are stabilized.

All other patients should report to the **triage station** to undergo an assessment by a nurse. The nurse will utilize the **Emergency Severity Index** to determine the severity of a patient's injuries and when they should be seen. This is a common-sense system that ranks patients according to the danger level of their situation. For example, an open **wound** will rank higher on the Index than a **minor** illness such as a low fever. The nurse will assign an **ESI level** between 1 and 5, with 1 being the most serious, to each patient. In this way, patients will be seen according to the **acuity** of their injuries.











Get ready!

1 Before you read the passage, talk about these questions.

1 What kind of patients are seen in an emergency room?

2 How does the triage process generally work?

Reading

2 Read the poster on treating patients in an emergency room. Then, mark the following statements as true (T) or false (F).

1 __ Fevers are not ranked on the Emergency Severity Index.

2 __ A patient with a level one ESI rating has the highest priority.

3 __ Only an emergency room doctor should assign a patient an ESI rating.

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ priority
2 __ resource
3 __ wound
4 __ ESI level
5 __ triage
6 __ minor
7 __ critical

A a unit of measurement of a trauma patient's injuries

B the process of determining the order to treat trauma patients based on the severity of their injuries

C something that is more important than other things

D requiring immediate medical attention

E an injury in which a part of the body is damaged

F not very serious

G anything a person uses to achieve a goal

4 **Fill in the blanks with the correct words and phrases from the word bank.**

WORD BANK

trauma **acuity** **injury** **triage station**
Emergency Severity Index

1 Due to the _____ of her wound, Sarah was immediately sent to surgery.
2 Use the _____ as a guide during the triage process.
3 I'm afraid that is a minor _____ so you will have to wait to be seen.
4 Please wait at the _____ for a nurse to attend to you.
5 How many _____ patients can this emergency room handle at once?

5 **Listen and read the poster on treating patients in an emergency room again. What are some guidelines for the triage process?**

Listening

6 **Listen to a conversation between a doctor and nurse. Choose the correct answers.**

1 Why does the man want to see the female patient first?
A She has a severe fever. **B** She might get an infection.
C Her age could be a problem. **D** Her wound is still bleeding.

2 What will the woman likely do next?
A get a suture kit **B** treat the female patient
C examine the male patient **D** speak with the triage nurse

7 **Listen again and complete the conversation.**

Nurse: First, there's Carl Henning, 67. He came in **1** _____ _____ a mild fever.
Doctor: I see. Does he have **2** _____ _____ _____?
Nurse: None that the triage nurse could identify.
Doctor: That's good. His age is a **3** _____ _____ _____ _____, though. To be safe, we'll put him on IV fluids. Tell me about the other patient.
Nurse: That's Sarah Crane, 14. She has an **4** _____ _____ on her arm. She got it in a bad bicycle accident, apparently.
Doctor: What's the current state of the wound?
Nurse: It's **5** _____ _____ but needs to be examined.
Doctor: All right. Well, we'd better take a look at Sarah's arm first. I wouldn't want her to **6** _____ _____ _____ while waiting.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:
First, there's ...
What's the current state ...
We'd better ...

Student A: You are a doctor. Talk to Student B about:
- two patients waiting in an ER
- the symptoms of each patient
- which patient should be seen first

Student B: You are a nurse. Talk to Student A about two patients waiting in an ER.

Writing

9 **Use the conversation from Task 8 and the poster to fill out a patient triage report.**

Hospital: _____
_____
_____

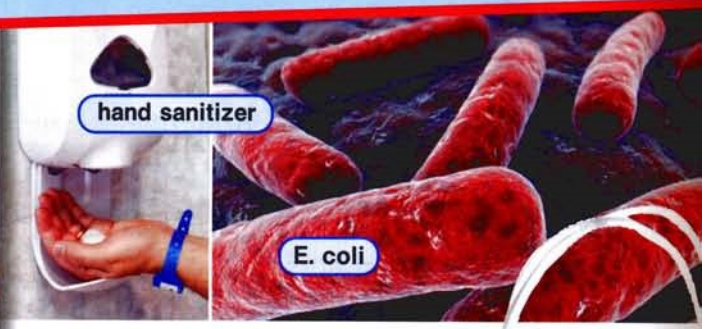
Patient: _____
_____
_____

Symptoms: _____
_____
_____

Priority: _____
_____
_____

11 Infections





MAY ISSUE

Journal of Hospital Issues

Stopping Infections in Your Hospital

Hospitals are full of **vectors** of infectious diseases. According to estimates, about 1.7 million American hospital patients get a **nosocomial** infection each year. Health care facilities have a responsibility to be **vigilant** about protecting their patients from infections. There are many simple ways this can be achieved.

The majority of illnesses are spread through touch, so it is essential that hospitals have many hand-washing stations available to patients, visitors, and employees. Problems like **E. coli** and **staph infections** can be prevented by using **alcohol-based hand sanitizers**. However, these sanitizers do not kill all bacteria. Washing frequently with soap and water will help guarantee reduced infection outbreaks.

Hospitals should try to prevent illnesses before they spread. Diagnostic tests can detect infections, such as those caused by **drug-resistant MRSA** bacteria. Catching an infection early is a key step to stopping it in its tracks.

Finally, hospitals must have standard processes and tasks for procedures. For example, in intensive care units, nurses should brush their patient's teeth regularly. This kills the bacteria that causes **ventilator-associated pneumonia**. Similarly, LPNs should have checklists of the steps for fitting patients with **urinary catheters**, since an improper fit can lead to infection. In addition, cleaning procedures for medical tools must be followed carefully. It is equally important not to **contaminate** sterilized tools.

Get ready!

urinary catheter



1 Before you read the passage, talk about these questions.

1 How do infections spread?

2 What are some ways to prevent infections from spreading?

Reading

2 Read the article on preventing hospital infections. Then, complete the table using information from the article.

Problems	Prevention
E. coli and staph infections	1 _____ _____
Drug-resistant MRSA bacteria	2 _____ _____
Ventilator-associated pneumonia	3 _____ _____
Imroper fit of urinary catheter	4 _____ _____

Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

alcohol-based drug resistant
vigilant hand sanitizers

1 The _____ nurse washed her hands after working with each patient.

2 This substance is _____. It's not made with water.

3 Peter is not getting better because his virus is _____.

4 _____ kill most bacteria, but not all of them.

4 Check (✓) the sentence that uses the underlined part correctly.

1 ___ **A** A nosocomial infection is one that cannot be cured with most drugs.
___ **B** The hands are a vector of illness.

2 ___ **A** The man contaminated the wound when he touched it with his bare hands.
___ **B** Ventilator-associated pneumonia is common in pediatric units.

3 ___ **A** MRSA can be treated using over-the-counter drugs.
___ **B** Lewis contracted E. coli after eating raw spinach.

4 ___ **A** Staph infections are caused when a patient is on a ventilator for too long.
___ **B** The woman has a urinary catheter because she can't leave her bed.

5 Listen and read the article on preventing hospital infections again. What are some ways to prevent MRSA from spreading?

Listening

6 Listen to a conversation between a nurse and a doctor. Mark the following statements as true (T) or false (F).

1 ___ The man believes that antibiotics will not help the patient's condition.
2 ___ The diagnostic tests showed that the other man in the patient's room also has MRSA.
3 ___ The patient's room is being disinfected to prevent MRSA from spreading.



7 Listen again and complete the conversation.

Nurse: Well, the red, swollen wounds on his body are now **1** _____ _____ pus.
Doctor: **2** _____ _____?
Nurse: Yes, he said that he was short of breath, and his temperature is **3** _____ _____.
Doctor: I'm afraid it may be MRSA. We need **4** _____ _____ him on an aggressive round of antibiotics. And he needs to be in isolation.
Nurse: Right. I'll get started on that **5** _____ _____.
Doctor: Has anyone else in this unit been infected?
Nurse: We ran some diagnostic tests on the other patient in Mr. Harris' room, but his test results **6** _____ _____ negative. None of the other patients are exhibiting symptoms.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Anything else?
Has anyone else ...
The test results came back. ...

Student A: You are a doctor. Talk to Student B about:
- a patient's current condition
- what could happen to the patient

Student B: You are a nurse. Talk to Student A about a sick patient.

Writing

9 Use the conversation from Task 8 and the article to write notes on a patient. Include the patient's name, condition and symptoms, preventative measures, and treatment directions and concerns.

12 Nursing







Get ready!

1 Before you read the passage, talk about these questions.

1 What are some tasks that LPNs, RNs, and NPs do?

2 What are the differences in education between the different types of nurses? What else do they need to perform their jobs?

Reading

2 Read the job postings. Then, mark the following statements as true (T) or false (F).

1 ___ LPNs can do patient assessments alone.

2 ___ RNs can perform tests on patients.

3 ___ NPs can advise patients on the types of medications they need.

Part-time **LPN**
Immediate openings for licensed practical nurses.
Duties include:
- Perform basic health assessments with supervision
- Clean and dress patient wounds
- Monitor and report changes in patient condition
- Ensure exam rooms have appropriate supplies
- Record patient information in **electronic health records**

Qualifications:
- Have a high school diploma
- Be a currently **licensed** LPN
- Minimum one year experience

To apply, email hr@mountainviewhospital.org. Reference job ID LPN3425 in subject line.

RN–Pediatric Unit
Full-time registered nurse needed in hospital pediatric unit. RN will be in charge of:
- Administering **vaccines** and other medications, by **injection** or orally
- Developing, implementing, and modifying patient care plan
- Ordering tests and preparing patients for tests
- Tracking **patient flow** for unit

Qualifications:
- Bachelor's degree and RN license
- Three years' experience, at least one year in child medical care

Send resume to North Shore Medical Center, 324 Main St. Box #29, Buffalo, NY, 14265.

Nurse Practitioner–Board Certified - Qualified NPs needed for general practice. In addition to serving as the **point of entry** for incoming patients, you will:
- **Prescribe** medications and other types of treatment
- Perform **annual physicals**, tests, and minor procedures
- Diagnose patients and create care plans
- Counsel patients and families on preventative health care practices

Qualifications:
- Master's degree in nursing and licensure
- Minimum five years' experience

Apply at www.unitedhealthsystems.com/jobs. Search for posting #349868.

Vocabulary

3 Match the words (1-6) with definitions (A-E).

1 ___ injection
2 ___ licensed
3 ___ prescribe
4 ___ patient flow
5 ___ electronic health record
6 ___ nurse practitioner

A having a document saying that a person can do a job

B a medical worker who can diagnose illnesses

C medicine put into a person's body

D a patient's medical history, stored on a computer

E the rate at which a person moves through the health care system

F to recommend a type of medication

4 Fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

vaccine annual physical
point of entry board certified
registered nurse
licensed practical nurse

1 Jim cannot practice medicine legally because he is not a(n) _____ physician.

2 A(n) _____ cannot prescribe medications, but he or she can give them to patients.

3 At his _____, Ryan's doctor told him to lose some weight.

4 A(n) _____ can prevent the spread of diseases like polio.

5 Erica's _____ in to the medical system was her family doctor.

6 A(n) _____ will clean this cut and put a bandage on it.

5 🎧 **Listen and read the job postings again. What are some common tasks for RNs?**

Listening

6 🎧 **Listen to a conversation between a job interviewer and a nurse. Mark the following statements as true (T) or false (F).**

1 ___ The woman is a nurse practitioner.
2 ___ One of the job duties is to give vaccines.
3 ___ The woman prefers the fast patient flow of hospitals.

7 🎧 **Listen again and complete the conversation.**

Interviewer: Jane, I'm Richard Jenson. I'll be interviewing you for the **1** _____ _____.
Applicant: Nice to meet you, Mr. Jenson.
Interviewer: So what kind of experience do you have?
Applicant: Well, I started volunteering in hospitals as a teenager. I've worked as an RN for the past **2** _____ _____.
Interviewer: And why did you go into nursing?
Applicant: I love taking care of people. It brings me a lot of joy.
Interviewer: Excellent. Now, this is a general practice. You'll be giving lots of **3** _____ and assisting with annual physicals.
Applicant: Everyday tasks. I understand.
Interviewer: Is that appealing to you?
Applicant: Yes, because there's more interaction with patients. Hospitals are **4** _____ _____ - _____.
Interviewer: Right, it's definitely slower here. But we still have to maintain patient flow.
Applicant: Of course.
Interviewer: Now, have you worked with **5** _____ _____ _____?
Applicant: Yes, we **6** _____ _____ them several years ago.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

I'll be interviewing you for ...
I have worked ...

Student A: You are a job interviewer. Talk to Student B about:

- his or her experience
- what kind of work he or she will be doing
- familiarity with medical systems

Student B: You are a nurse. Talk to Student A about your qualifications.

Writing

9 **Use the conversation from Task 8 and the job posting to write notes on the interview. Include: the applicant's experience, the reason he or she entered nursing, and what tasks he or she will be responsible for.**





13 OB/GYN


c-section



MIDWEST OB/GYN CLINIC

Services Offered

At Midwest **OB/GYN** Clinic we offer complete medical care for women at every stage of their life cycle. Many specific services are tailored to pregnant women and those going through **menopause**.

Pregnancy

Midwest OB/GYN Clinic provides care during all three **trimesters** of **pregnancy**. Regular appointments and ultrasounds safeguard the health of both the mother and child. Our clinic also conducts **fertility** treatments for women finding it difficult to become pregnant. For example, some women undergo **progesterone** therapy before and during pregnancy.

Midwest also offers classes for expecting parents. Topics include:

- How to prepare for **labor**
- What do when your **water breaks**
- The possibility of a **c-section** delivery when necessary
- What to do when you arrive home with your newborn

Please remember that our clinic does not provide emergency services. You should contact the hospital's **OB Triage** station if you are having rapid **contractions** or experience a medical emergency during pregnancy.

Menopause

Menopause is a natural stage in every woman's life. Still, the **hot flashes**, emotional impact, and other effects can be difficult to handle. Women going through menopause can schedule regular appointments at our clinic. We can advise patients on lifestyle changes to make menopause more comfortable. We also offer hormone therapies, such as **estrogen** treatments, should they be necessary.

Get ready!

1 Before you read the passage, talk about these questions.

1 What medical services do pregnant women need?

2 What special medical services do older women need?

Reading

2 Read the OB/GYN clinic's website. Then, mark the following statements as true (T) or false (F).

1 __ The clinic offers classes on the changes that occur in menopause.

2 __ Pregnant women should contact the clinic in an emergency.

3 __ The clinic gives progesterone treatments to women in menopause.

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ estrogen
2 __ menopause
3 __ hot flash
4 __ trimester
5 __ labor
6 __ progesterone
7 __ break water

A a sudden sensation of heat in the face and neck that is triggered by hormone changes

B a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby

C a hormone that is produced in the ovaries which prepares the uterus lining for pregnancy

D the end of a woman's menstruation, after which she is no longer capable of becoming pregnant

E a period of three months that pregnancy is commonly divided into

F a hormone that is produced in the ovaries which regulates the menstrual cycle

G to release amniotic fluid after the placenta ruptures

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **fertility / pregnancy**

A Her third _____ was free of any serious issues.

B The woman sought _____ treatments to increase her chance of having a child.

2 **OB Triage / OB/GYN**

A The woman called _____ because she started labor too early.

B The field of _____ involves much more than just delivering babies.

3 **c-section / contraction**

A Make sure it is not a false _____ before you go to the hospital.

B A _____ was necessary to avoid labor complications.

5 Listen and read OB/GYN clinic's website again. What services does the clinic provide?

Listening

6 Listen to a conversation between a pregnant woman and a nurse. Choose the correct answers.

1 What is the conversation mainly about?

A the likelihood of an emergency c-section

B how to prepare for labor at the hospital

C why the woman is having Braxton-Hicks contractions

D whether the woman is in labor or not

2 What does the man recommend that the woman do?

A stay home and rest

B come to OB triage

C go to the hospital

D wait until her water breaks



7 Listen again and complete the conversation.

Caller: Hi. I'm at thirty-eight weeks and I'm experiencing some contractions. I think I might **1** _____ _____ _____.

Nurse: Okay. Stay calm. Have you noticed an **2** _____ _____ _____?

Caller: Yes, a little bit.

Nurse: Do you know if your **3** _____ _____ already?

Caller: No, not yet.

Nurse: All right. Are the contractions becoming **4** _____ _____?

Caller: Yes, they are. They were about **5** _____ _____ _____, but now they're about every ten minutes.

Nurse: Okay. Those don't sound like Braxton-Hicks contractions. I think you are in the early stages of labor. But it's still **6** _____ _____ _____ _____ you to come in.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Have you noticed ...

Do you know if ...

It sounds like ...

Student A: You are a nurse. Talk to Student B about:

- whether she is in labor
- signs Student B might be in labor

Student B: You are a pregnant woman. Talk to Student A about whether or not you are in labor.

Writing

9 Use the conversation from Task 8 and the website to write an informational pamphlet about entering labor. Include sections on signs of labor, contractions, and what to do next.

14 Neurology

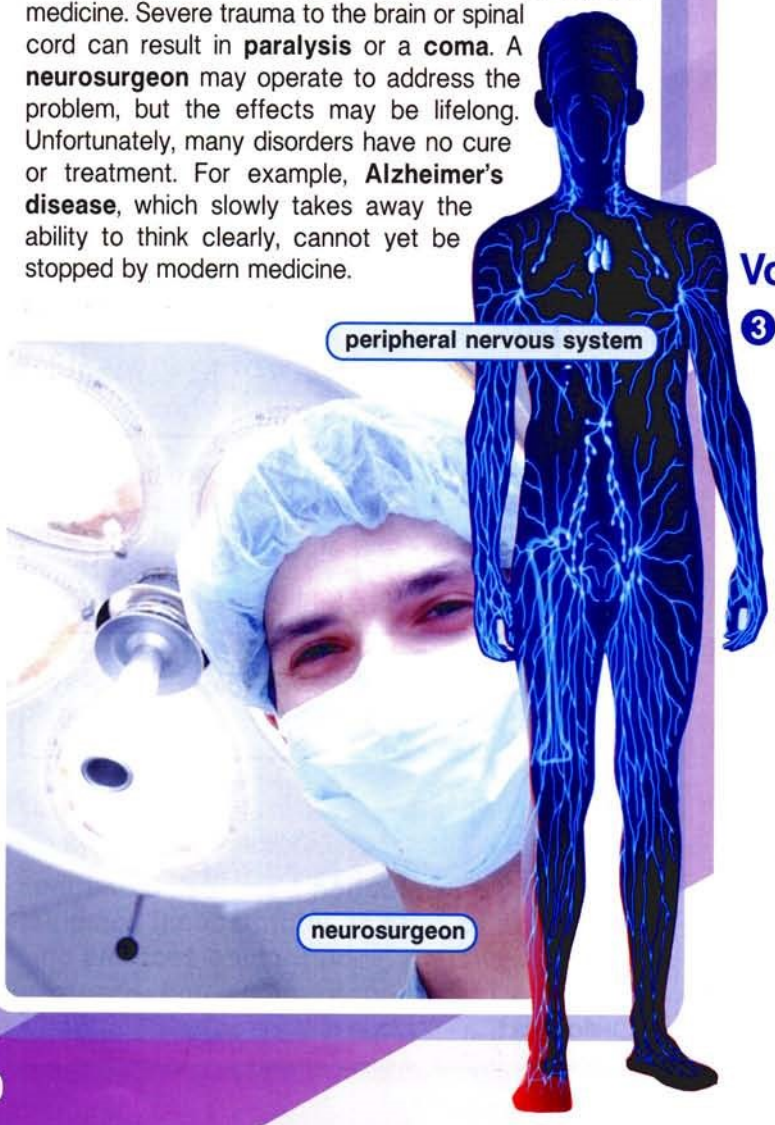
Medical Specialties: Neurology

Some of the scariest diseases can be those that take away our ability to move or think clearly. **Neurology** has developed as a field that specializes in treating disorders of the nervous system - everything from the brain to the nerves in the fingertips. **Neurologists** are trained to investigate and treat these diseases.

While we often think of neurology as focusing on the brain and spinal cord - the **central nervous system** - it actually concentrates on nerves throughout the entire body. This **peripheral nervous system** consists of nerves that extend throughout the body's limbs and organs. Part of this is the **autonomic nervous system**, which controls bodily functions at the subconscious level, such as heart rate.

Disorders can strike at any of these systems. Some ailments, such as feelings of **vertigo** or **numbness**, can be treated with medication, but they may also be symptoms of a more serious condition. Patients with **recurring seizures** may also be placed on regular medicine. Severe trauma to the brain or spinal cord can result in **paralysis** or a **coma**. A **neurosurgeon** may operate to address the problem, but the effects may be lifelong. Unfortunately, many disorders have no cure or treatment. For example, **Alzheimer's disease**, which slowly takes away the ability to think clearly, cannot yet be stopped by modern medicine.





Get ready!

1 Before you read the passage, talk about these questions.

1 What is involved in the field of neurology?
2 What are some different nervous system disorders?

Reading

2 Read the website on neurology. Then, mark the following statements as true (T) or false (F).

1 ___ Neurology concentrates on the central nervous system.
2 ___ Heart rate is regulated by the autonomic nervous system.
3 ___ Seizures can result in paralysis.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 ___ vertigo
2 ___ coma
3 ___ paralysis
4 ___ Alzheimer's disease
5 ___ numbness
6 ___ seizure

A a long state of unconsciousness during which a person does not wake or respond to stimuli
B the loss of function in one or more muscles
C a kind of dizziness in which a person feels like he or she is moving when stationary
D a symptom of excessive brain activity, resulting in temporary thrashing movements or a loss of awareness
E a brain illness that causes a person to lose memory and the ability to think clearly
F the inability of a part of the body to feel stimulation

4 Fill in the blanks with the correct words and phrases: *neurologist, autonomic nervous system, peripheral nervous system, neurosurgeon, neurology, central nervous system.*

1 Dr. Gardner is the best _____ in the country. No one else can perform this operation.
2 I'll refer you to a _____ to help with your headaches.
3 Breathing can be controlled, but it is still part of the _____.
4 The _____ is protected by the skull and backbone.
5 _____ is the study of the brain and related systems.
6 How does a signal travel from the _____ to the brain?

5 Listen and read the website on neurology again. What disorders affect the nervous system?

Listening

6 Listen to a conversation between a doctor and a medical student. Choose the correct answers.

1 What is the conversation mainly about?
A types of neurological disorders
B treatments for Alzheimer's disease
C common neurological diagnosis errors
D differences between the central and peripheral nervous systems

2 What can be caused by inner ear or nervous system problems?
A seizures B paralysis C vertigo D Alzheimer's

7 Listen again and complete the conversation.

Doctor: 1 _____ _____ _____ neurological disorders. What are some signs of trouble in the nervous system?
Student: Well, I know that vertigo is a big sign.
Doctor: Hmm. That's not always true, you know.
Student: I'm 2 _____ _____ _____ _____ _____ _____.
Doctor: Let me explain. Vertigo can be an indicator of a problem with the brain. But it's often 3 _____ _____ _____ inner ear problems.
Student: Oh, I see. So you're thinking of something 4 _____ _____ _____ _____ _____ _____ seizures or paralysis.
Doctor: Yes, exactly. Those 5 _____ _____ _____ a problem with the nervous system. But please, explain what those are.
Student: Sure. 6 _____ _____ _____ a patient loses the ability to move muscles, and seizures result in uncontrolled muscle movement.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:
Let me explain.
What are some signs of trouble ...
That's not always true.

Student A: You are a doctor. Talk to Student B about:
- nervous system disorders
- causes and definitions

Student B: You are a medical student. Talk to Student A about nervous system disorders.

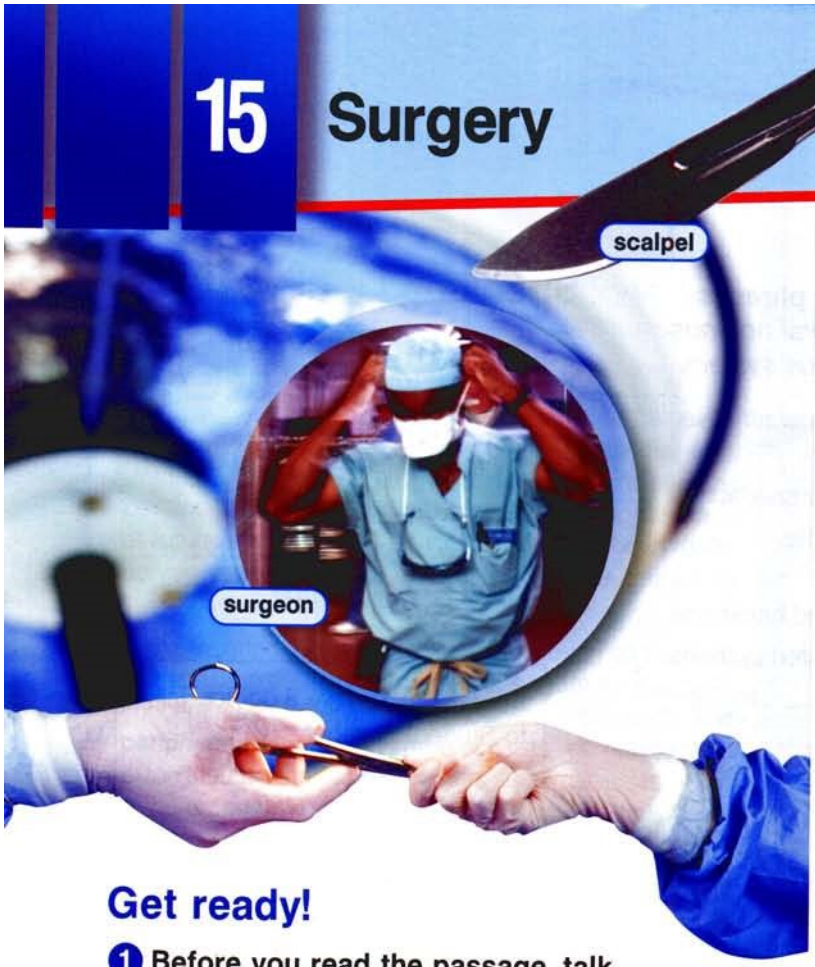
Writing

9 Use the conversation from Task 8 and the website to write the medical student's notes. Include: types of disorders, possible causes, and parts of the body affected.



central nervous system

15 Surgery



Get ready!

1 Before you read the passage, talk about these questions.

1 What personnel are involved in surgical operations?

2 What are some tools used in surgical operations?

Reading

2 Read the pamphlet on surgery. Then, choose the correct answers.

1 What is the purpose of the handout?

- **A** to reduce the risks of surgery
- **B** to get patients' consent for surgery
- **C** to provide instructions for post-op recovery
- **D** to inform patients about the events surrounding surgery

2 Which of the following does NOT occur before surgery?

- **A** An anesthesiologist speaks to the patient.
- **B** Surgical instruments are sterilized.
- **C** A surgeon discusses the details of the procedure.
- **D** The sutures are put in place.

3 What is the purpose of scalpels?

- **A** to make very precise cuts
- **B** to allow incisions to heal
- **C** to sterilize surgical tools
- **D** to make a patient unconscious

Before Your Operation:
What You Need to Know

It is common to feel nervous before **surgery**. While there are risks involved in any **operation**, it is important for you to feel calm, and confident in your **surgeons**. This pamphlet will help you prepare for your procedure.

You will meet with several doctors **pre-op** to discuss the details of your operation. Surgical preparation depends on the patient and the procedure. A heart **transplant** is quite a different operation than the **resection** of a lung tumor or gall bladder **excision**. In any case, an **anesthesiologist** will speak to you about being put to sleep during the operation. You will likely be under **anesthesia** the entire time you are in the **operation room**.

Surgeons have many tools to help them perform their tasks. Be assured these tools are **sterile**, with replaceable parts changed between each operation. **Scalpels** help surgeons make very precise incisions and other cuts, while **clamps** temporarily hold things together. When you wake up, you will have **sutures** holding your incisions together. Your surgeon will tell you when these can be removed.

After the operation you will awake in the **recovery room** to begin the **post-op** healing process. This will involve regular medication and follow-up visits to your surgeon and other doctors.

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1	___ sterile	5	___ excision
2	___ clamp	6	___ scalpel
3	___ surgery	7	___ suture
4	___ transplant	8	___ anesthesia

- **A** the act of moving an organ from one body to another
- **B** a medical specialty that involves the use of manual and instrumental techniques to treat a disease or injury
- **C** a medical method of preventing sensation, used to eliminate pain
- **D** a stitch used to hold tissue together
- **E** free of all living microorganisms
- **F** the complete removal of an organ, tissue, or tumor from the body
- **G** a device used to hold objects in place
- **H** a very sharp knife used to make incisions and other cuts

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **surgeon / anesthesiologist**

A The _____ will make sure you are unconscious during the operation.

B This _____ has performed hundreds of resections.

2 **pre-op / post-op**

A An important _____ guideline is not to eat for 12 hours before surgery.

B In the recovery room a nurse will give you medications to take _____.

3 **recovery room / operating room**

A Visitors can see patients in the _____ after surgery.

B Please prepare the _____ for the next procedure.

4 **resection / operation**

A The _____ of this tumor should save the rest of the patient's lung.

B Please be here at 6:30 in the morning for the _____.

5 Listen and read the pamphlet on surgery again. What is some important information for surgical patients to know?

Listening

6 Listen to a conversation between a surgeon and a secretary. Mark the following statements as true (T) or false (F).

1 __ The woman is concerned about complications during the bowel resection.

2 __ The woman wants more X-rays before performing the excision.

3 __ The anesthesiologist cancelled the second surgery.



7 Listen again and complete the conversation.

Secretary: You are supposed to perform a **1** _____ _____ _____ on Amanda Burns at 10:00.

Doctor: Right, the cholecystectomy. That could be a problem. I think Mr. Jackson's resection could **2** _____ _____ _____.

Secretary: Why's that, Doctor?

Doctor: I remember the abdominal CT scan showing the tumor to be quite large and advanced. I need to allow **3** _____ _____ _____.

Secretary: I see. What **4** _____ _____ _____ then?

Doctor: Well, we may need to **5** _____ _____ that procedure by a couple hours.

Secretary: Okay. Let's see here. There's an **6** _____ _____ open at noon.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You have an ...

What should we do ...

We may need to push back ...

Student A: You are a surgeon. Talk to Student B about:

- a surgical schedule
- possible complications
- why an operation may need to be delayed

Student B: You are a secretary. Talk to Student A about a surgical schedule.

Writing

9 Use the conversation from Task 8 and the pamphlet to write a surgical schedule for the day. Include sections on patients, procedures, and possible complications.

Glossary

acuity [N-UNCOUNT-U10] **Acuity** is the severity of a patient's injuries.

acute [ADJ-U6] If a condition is **acute**, it appears suddenly and often with great intensity.

alcohol [N-UNCOUNT-U7] **Alcohol** is the chemical substance in drinks, such as wine and beer, that causes people to get drunk.

alcohol-based [ADJ-U11] If a cleaning product is **alcohol-based**, it contains alcohol rather than water.

Alzheimer's disease [N-UNCOUNT-U14] **Alzheimer's disease** is a brain disease that causes a person to lose memory and the ability to think clearly.

amputation [N-COUNT-U7] **Amputation** is when a person's limbs, fingers, or toes are removed during surgery.

anesthesia [N-UNCOUNT-U15] **Anesthesia** is a medical method of preventing sensation, used to eliminate pain during surgery.

anesthesiologist [N-COUNT-U15] An **anesthesiologist** is a doctor who specializes in eliminating pain during surgery by putting patients into unconscious states.

angioplasty [N-UNCOUNT-U9] **Angioplasty** is a surgical procedure that widens an obstructed blood vessel by inserting a balloon and inflating it.

annual physical [N-COUNT-U12] An **annual physical** is a yearly test of a person's physical health.

anti-angiogenesis therapy [N-UNCOUNT-U8] **Anti-angiogenesis therapy** is a form of cancer treatment that uses drugs or other substances to stop a tumor from building new blood vessels.

anxiety [N-UNCOUNT-U3] **Anxiety** is a feeling of nervousness and worry.

arrhythmia [N-UNCOUNT-U9] **Arrhythmia** is a term for a group of illnesses involving irregular electrical activity in the heart.

assessment [N-COUNT-U2] An **assessment** is the formation of an opinion or judgment about something.

atherosclerosis [N-UNCOUNT-U9] **Atherosclerosis** is a heart condition in which fatty materials accumulate in arteries and harden their walls.

autonomic nervous system [N-COUNT-U14] The **autonomic nervous system** is the part of the nervous system that controls functions below the level of consciousness, such as heart rate.

bachelor's degree [N-COUNT-U1] A **bachelor's degree** is a college degree that a student typically earns after four years of study.

blindness [N-UNCOUNT-U7] **Blindness** is a condition in which a person cannot see at all, or when a person's vision is severely impaired.

BMI [N-COUNT-U7] **BMI** is a measurement of the quantity of fat in a person's body.

board certified [ADJ-U12] If a doctor or nurse is **board certified**, that person has completed all of his or her education and training and has passed a test given by a medical board.

budget [N-COUNT-U4] A **budget** is an amount of money that is available for a particular purpose.

burning [ADJ-U5] If pain is **burning**, it means the affected area feels very hot.

bypass [V-T-U9] To **bypass** something is to go around it.

cancer [N-COUNT or UNCOUNT-U8] **Cancer** is a serious disease in which cells in one or more parts of the body begin to grow in an uncontrolled and abnormal way.

caseload [N-COUNT-U4] A **caseload** is a number of patients to be seen or treated.

cataract [N-COUNT-U7] A **cataract** is a medical condition in which the lens of the eye becomes white, causing a person to slowly lose the ability to see.

central nervous system [N-COUNT-U14] The **central nervous system** is the part of the nervous system that consists of the brain, the brain stem, and spinal cord.

chemotherapy [N-UNCOUNT-U8] **Chemotherapy** is a drug or combination of drugs, given to a patient, in order to kill cancer cells.

cholesterol [N-UNCOUNT-U9] **Cholesterol** is a substance located in the blood and cells of the body. Too much cholesterol is linked to problems with the heart and arteries.

chronic [ADJ-U6] If a condition is **chronic**, it develops slowly and lasts a long time.

chronic bronchitis [N-UNCOUNT-U6] **Chronic bronchitis** is a persistent condition in which tubes in the lungs swell and make it difficult to breathe.

chronological order [N-UNCOUNT-U2] **Chronological order** is the organization of information according to the order in time when events occurred.

clamp [N-COUNT-U15] A **clamp** is a device used to hold objects in place during surgery.

coma [N-COUNT-U14] A **coma** is a long state of unconsciousness during which a person does not wake or respond to stimuli.

comprehensive [ADJ-U2] If something is **comprehensive**, it is thorough or complete.

concise [ADJ-U2] If something is **concise**, it communicates an idea clearly without unnecessary or confusing language.

condition [N-COUNT-U6] A **condition** is a medical illness or disease.

constant [ADJ-U5] If pain is **constant**, it continues for a long period of time without getting better.

contaminate [V-T-U11] To **contaminate** something is to make it unclean by adding a harmful substance to it.

contraction [N-COUNT-U13] A **contraction** is a motion of the uterus during childbirth.

coronary artery disease [N-UNCOUNT-U9] **Coronary artery disease** is a condition where the arteries become blocked and narrow, which prevents sufficient blood from reaching the heart.

critical [ADJ-U10] If an injury is **critical**, it requires immediate medical attention.

c-section [N-COUNT-U13] A **c-section (caesarean-section)** is a medical procedure that involves cutting into a pregnant woman's abdomen to deliver a baby.

cultural differences [N-COUNT-U3] **Cultural differences** are different ways of doing or thinking about something in different societies.

debt [N-COUNT or UNCOUNT-U4] A **debt** is an amount of money that a person or group owes to another person or group.

demand [N-COUNT-U4] A **demand** is a need or desire for something.

distress [N-UNCOUNT-U5] **Distress** is a feeling of pain or unhappiness.

document [V-T-U2] To **document** something is to make a record or note of it.

drug resistant [ADJ-U11] If an infection is **drug resistant**, it cannot be cured using any drug.

E. coli [N-UNCOUNT-U11] **E. coli** is a bacteria found in undercooked food which can cause illness.

electronic health record [N-COUNT-U12] An **electronic health record** is an account of a person's medical history that is stored on a computer.

Emergency Severity Index [N-UNCOUNT-U10] The **Emergency Severity Index** is a method used to determine the severity level of a trauma patient's injuries.

empathy [N-UNCOUNT-U3] **Empathy** is the ability to share and relate to someone else's feelings or experiences.

endocarditis [N-UNCOUNT-U6] **Endocarditis** is a chronic condition in which the inner layers of the heart become inflamed due to bacteria growing inside.

entrance examination [N-COUNT-U1] An **entrance examination** is a test that a student must pass before being admitted to an educational institution.

ESI level [N-UNCOUNT-U10] The **ESI level** is a unit of measurement, from 1 to 5 (1 being most serious), of a trauma patient's injuries.

estrogen [N-UNCOUNT-U13] **Estrogen** is a hormone that is produced in the ovaries which regulates the menstrual cycle.

excision [N-COUNT-U15] An **excision** is the complete removal of an organ, tissue, or tumor from the body during surgery.

Glossary

excruciating [ADJ-U5] If pain is **excruciating**, it is extremely bad.

exhaustion [N-UNCOUNT-U4] **Exhaustion** is the state of being very tired.

fellowship [N-COUNT-U1] A **fellowship** is an educational program in which a graduate student receives an allowance of money for teaching or doing research at a university.

fertility [N-UNCOUNT-U13] **Fertility** is the ability to have children.

foundation program [N-COUNT-U1] A **foundation program** is a post-graduate medical program in the United Kingdom that qualifies doctors for general practice or specialized medicine.

gestational diabetes [N-UNCOUNT-U7] **Gestational diabetes** is a medical condition that occurs during pregnancy when a woman's body is unable to produce enough insulin to regulate the sugar in the blood.

glaucoma [N-UNCOUNT-U7] **Glaucoma** is a disease in which high pressure in the eye causes a person to go blind.

glucose [N-UNCOUNT-U7] **Glucose** is a natural form of sugar created by plants. It is also found in the bodies of humans and animals, when carbohydrates are broken down into their core parts.

gum [N-COUNT-U7] A **gum** is one of the firm, pink pieces of flesh found in the mouth to which the teeth are attached.

hand sanitizer [N-COUNT-U11] A **hand sanitizer** is a gel, liquid, or foam, typically alcohol-based, that is used to clean the hands.

harden [V-I or T-U9] To **harden** something is to make it more rigid and less flexible.

health literacy [N-UNCOUNT-U3] **Health literacy** is the ability to understand and make decisions about health-related information.

heart disease [N-UNCOUNT-U9] **Heart disease** is a term for a group of illnesses that affect the heart.

hot flash [N-COUNT-U13] A **hot flash** is a sudden sensation of heat in the face and neck that is triggered by hormone changes in menopause.

immunotherapy [N-UNCOUNT-U8] **Immunotherapy** is a form of cancer treatment that strengthens the patient's immune system, artificially or naturally. It can also be used to carry poisons straight to cancer cells.

injection [N-COUNT-U12] An **injection** is a dose of medicine put into a person's body, generally through a needle.

injury [N-COUNT-U10] An **injury** is any damage to a person's body.

insulin [N-UNCOUNT-U7] **Insulin** is a substance produced by the body that is responsible for regulating the levels of sugar in the blood.

intensity [N-UNCOUNT-U5] **Intensity** is the degree of something's strength.

intermittent [ADJ-U5] If pain is **intermittent**, it goes away for a period of time and then returns.

intervention [N-UNCOUNT-U6] **Intervention** is the process of treating a condition to cure it or prevent it from becoming worse.

jargon [N-UNCOUNT-U3] **Jargon** is the specialized vocabulary used by people in a particular field.

labor [N-UNCOUNT-U13] **Labor** is a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby.

legible [ADJ-U2] If something is **legible**, it is easy to read.

license [N-COUNT-U1] A **license** is an official document that indicates a person is qualified to perform a particular job.

licensed [ADJ-U12] If a person is **licensed**, he or she has a document proving his or her training and qualifications.

licensed practical nurse (LPN) [N-COUNT-U12] A **licensed practical nurse** (LPN) is a health care worker who provides basic care for patients. LPNs have about one year of nursing education, and they are always monitored by a higher-level nurse or a doctor.

loan [N-COUNT-U4] A **loan** is an amount of money that a person or group borrows and must pay back to the lender.

malpractice [N-UNCOUNT-U4] **Malpractice** is neglectful, unethical, or illegal action by a doctor during the practice of medicine.

medical degree [N-COUNT-U1] A **medical degree** is a degree that a student earns upon graduating from medical school.

medical record [N-COUNT-U2] A **medical record** is a collection of a patient's medical history, including past and current medical conditions, medications, and other medical details.

medical school [N-COUNT-U1] A **medical school** is an educational institution that prepares students for jobs in medicine.

menopause [N-UNCOUNT-U13] **Menopause** is the end of a woman's menstruation, after which she is no longer capable of becoming pregnant.

mild [ADJ-U5] If pain is **mild**, it is not very severe.

minor [ADJ-U15] If an injury is **minor**, it is not very serious and can wait to be treated.

miscommunication [N-UNCOUNT-U3] **Miscommunication** is a mistake about the content of a communication.

moderate [ADJ-U5] If pain is **moderate**, it hurts, but it is not extreme.

MRSA [N-UNCOUNT-U11] **MRSA** is a type of bacteria which cannot be treated with antibiotics.

near miss [N-COUNT-U2] A **near miss** is a situation in which an accident or crisis almost occurred but was avoided.

neurologist [N-COUNT-U14] A **neurologist** is a doctor who specializes in the treatment of disorders of the nervous system.

neurology [N-UNCOUNT-U14] **Neurology** is the branch of medicine that focuses on disorders of the nervous system.

neurosurgeon [N-COUNT-U14] A **neurosurgeon** is a doctor who performs operations on the brain.

nonverbal [ADJ-U3] If communication is **nonverbal**, it occurs without the use of spoken language.

nosocomial [ADJ-U11] If an infection is **nosocomial**, it spreads in a hospital.

not affected [N-UNCOUNT-U6] If something is **not affected**, this means it does not have a particular illness.

numbness [N-UNCOUNT-U14] **Numbness** is the inability of a part of the body to feel stimulation.

nurse practitioner (NP) [N-COUNT-U12] A **nurse practitioner** (NP) is a nurse who provides advanced care for patients.

OB Triage [N-COUNT-U13] An **OB Triage** is an area of a hospital for emergency care for pregnant women.

OB/GYN [N-UNCOUNT-U13] **OB/GYN**, or obstetrics and gynecology, are medical specialties that deal with the female reproductive organs in their pregnant and non-pregnant states, respectively.

oncologist [N-COUNT-U8] An **oncologist** is a doctor who specializes in the study and treatment of cancer and tumors.

oncology [N-UNCOUNT-U8] **Oncology** is the part of medical science that studies and treats cancer and tumors.

open-ended question [N-COUNT-U3] An **open-ended question** is a question that requires an answer longer than a one-word response.

operating room [N-COUNT-U15] An **operating room** is a room where surgical procedures are performed.

operation [N-COUNT-U15] An **operation** is an act of performing surgery on a patient.

osteoporosis [N-UNCOUNT-U6] **Osteoporosis** is a chronic condition in which the bone slowly weakens and becomes prone to breaking.

outpatient [N-COUNT-U8] An **outpatient** is a patient who receives medical treatment in a hospital and does not have to spend the night there.

paperwork [N-UNCOUNT-U4] **Paperwork** is official documentation of something, usually required to maintain legal and accurate records of something.

paralysis [N-UNCOUNT-U14] **Paralysis** is the loss of function in one or more muscles.

patient flow [N-UNCOUNT-U12] **Patient flow** is a way to determine the amount of time it takes for patients to complete a visit to a hospital or doctor's office.

peripheral nervous system [N-COUNT-U14] The **peripheral nervous system** is the part of the nervous system that consists of the nerves outside the brain and spinal cord.

Glossary

photodynamic therapy [N-UNCOUNT-U8] **Photodynamic therapy** is a form of cancer treatment that uses light and drugs to kill cancer cells.

plan of care [N-COUNT-U2] A **plan of care** is an outline of how a patient will be treated.

pneumonia [N-UNCOUNT-U6] **Pneumonia** is an acute condition in which the lungs become inflamed and filled with fluid.

point of entry [N-COUNT-U12] A **point of entry** is the stage at which a patient starts to receive medical care.

post-op [ADJ-U15] If something is **post-op**, it occurs after a surgical operation.

preconception [N-COUNT-U3] A **preconception** is an assumption that someone has about something before knowing much about it.

pre-existing [ADJ-U6] If a condition is **pre-existing**, it is present before one obtains medical insurance or treatment.

pregnancy [N-COUNT-U13] **Pregnancy** is the carrying of one or more unborn children inside a woman's uterus.

pre-op [ADJ-U15] If something is **pre-op**, it occurs before a surgical operation.

prerequisite [N-COUNT-U1] A **prerequisite** is a requirement that a student must complete before enrolling in a course or educational program.

prescribe [V-T-U12] To **prescribe** something is to recommend a medication for a patient.

priority [N-COUNT-U10] A **priority** is something that should be done before other things are done.

progesterone [N-UNCOUNT-U13] **Progesterone** is a hormone that is produced in the ovaries which prepares the uterus lining for pregnancy. It also maintains the uterus lining during pregnancy.

radiation therapy [N-UNCOUNT-U8] **Radiation therapy** is a form of cancer treatment that uses high-energy x-rays to prevent cancer cells from growing or splitting further.

rapport [N-UNCOUNT-U3] A **rapport** is a feeling of understanding and a connection between two people that helps them communicate well.

recovery room [N-COUNT-U15] A **recovery room** is an area where patients go after an operation to recover from anesthesia and other effects of the procedure.

recurring [ADJ-U14] A **recurring** condition is an illness that happens repeatedly.

registered nurse (RN) [N-COUNT-U12] A **registered nurse (RN)** is a nurse who provides basic care for patients, but also has other more advanced duties, such as performing tests and giving medication.

resection [N-COUNT-U15] A **resection** is the removal of an organ or lesion (such as a tumor) by cutting it away from the body.

residency [N-COUNT-U1] A **residency** is a period of time that a medical graduate spends studying at a hospital to receive advanced training.

resources [N-COUNT-U10] **Resources** are anything people use (such as equipment or workers) to achieve a goal (such as treating trauma patients).

scalpel [N-COUNT-U15] A **scalpel** is a very sharp knife used to make surgical incisions and other cuts.

scarlet fever [N-UNCOUNT-U6] **Scarlet fever** is an acute illness characterized by a fever, sore throat, and bright red rashes on the body.

seizure [N-COUNT-U14] A **seizure** is a symptom of excessive brain activity, resulting in temporary thrashing movements or a loss of awareness.

sharp [ADJ-U5] If pain is **sharp**, it is very strong and comes on very suddenly.

shift [N-COUNT-U4] A **shift** is a period of time that someone is scheduled to work.

shift change [N-COUNT-U2] A **shift change** is when one group of workers, such as nurses or doctors, leaves work for the day and another group replaces them.

shooting [ADJ-U5] If pain is **shooting**, it feels like the pain is passing through a body part very quickly.

shortage [N-COUNT-U4] A **shortage** is a situation in which there is too little of something.

smoking [N-UNCOUNT-U9] **Smoking** is the act of inhaling tobacco smoke through a cigarette or other means.

staph infection [N-COUNT-U11] A **staph infection** is an illness caused by the bacteria staphylococcus.

status [N-COUNT-U2] A **status** is the current state or condition of someone or something.

stent [N-COUNT-U9] A **stent** is an artificial tube inserted into an artery, or other tube in the body, to keep it open.

sterile [ADJ-U15] If something is **sterile**, it is free of all living and potentially dangerous microorganisms.

strep virus [N-COUNT-U6] The **strep virus** is an organism that causes throat infections and scarlet fever.

surgeon [N-COUNT-U15] A **surgeon** is a doctor specializing in the use of manual and instrumental techniques to treat a disease or injury.

surgery [N-UNCOUNT-U15] **Surgery** is a medical specialty that involves the use of manual and instrumental techniques to treat a disease or injury.

suture [N-COUNT-U15] A **suture** is a stitch used by surgeons to hold tissue together.

therapeutic [ADJ-U3] If something is **therapeutic**, it helps someone to heal or feel relaxed.

throbbing [ADJ-U5] If pain is **throbbing**, it beats, or stops and starts, very quickly.

transplant [N-COUNT-U15] A **transplant** is the surgical act of moving an organ from one body to another.

trauma [N-UNCOUNT-U10] **Trauma** is a severe bodily wound or shock caused by a sudden injury. It can often lead to secondary complications including death.

triage [N-UNCOUNT-U10] **Triage** is the process of determining the order to treat trauma patients based on the severity of their injuries.

triage station [N-COUNT-U10] A **triage station** is a location in an emergency room where patients are divided into different groups depending on the severity of their injuries.

trimester [N-COUNT-U13] A **trimester** is a period of three months that pregnancy is commonly divided into.

type 1 diabetes [N-UNCOUNT-U7] **Type 1 diabetes** is a serious medical condition that usually affects children and teens, whose bodies are not able to make insulin. This results in too much sugar in the bloodstream.

type 2 diabetes [N-UNCOUNT-U7] **Type 2 diabetes** is a serious medical condition that usually develops in adulthood. People with this condition do not make enough insulin to control the levels of sugar in their bloodstream, and/or they are resistant to the insulin that is produced.

unbearable [ADJ-U5] If pain is **unbearable**, it is extremely hard or even impossible to withstand.

undergraduate [N-COUNT-U1] An **undergraduate** is a college or university student who has not yet earned any degrees.

urinary catheter [N-COUNT-U11] A **urinary catheter** is a tube fitted to a person's body which allows him or her to urinate without leaving the bed.

vaccine [N-COUNT-U12] A **vaccine** is a substance consisting of killed micro-organisms that is put into a person's body to prevent a disease from developing.

vector [N-COUNT-U11] A **vector** is something which carries a disease from one place to another.

ventilator-associated pneumonia [N-UNCOUNT-U11] **Ventilator-associated pneumonia** is a type of pneumonia which occurs when people are on machines which help them breathe.

verbal [ADJ-U3] If communication is **verbal**, it is done through the use of spoken language.

vertigo [N-UNCOUNT-U14] **Vertigo** is a kind of dizziness in which a person feels like he or she is moving when stationary.

vigilant [ADJ-U11] If a person is **vigilant**, he or she is always careful to notice possible problems or dangers.

water breaks [PHRASE-U13] A women's **"water breaks"** when she is in labor.

wound [N-COUNT-U10] A **wound** is an injury to a person which involves splitting the skin.

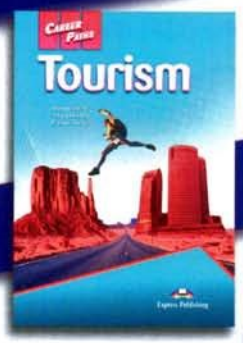


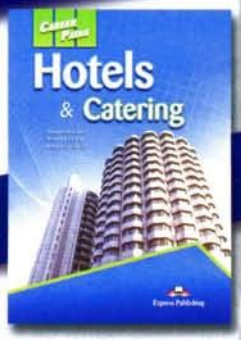
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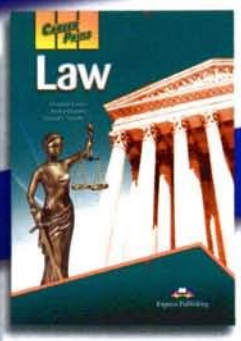
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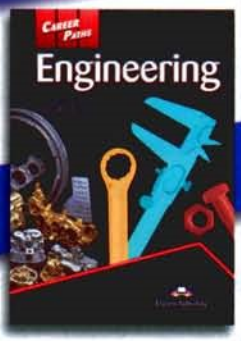
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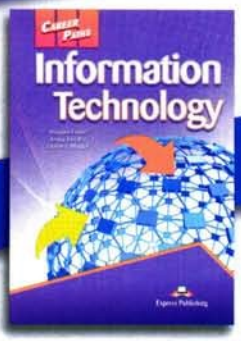
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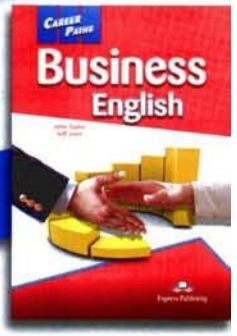


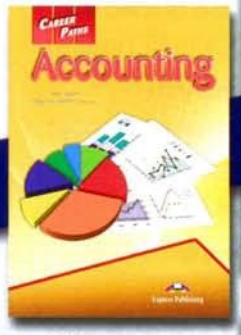


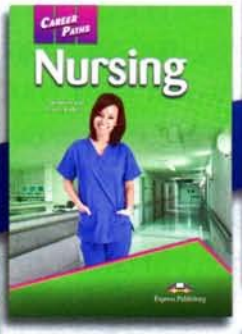


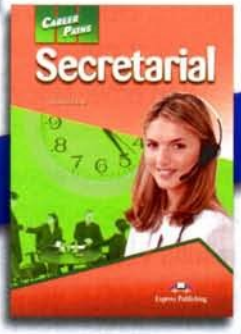




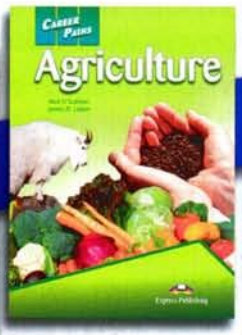




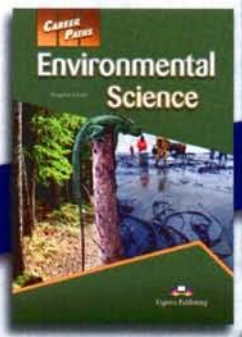


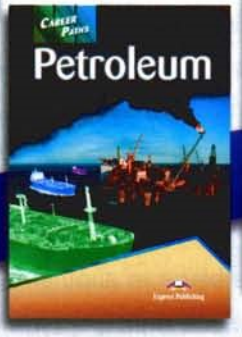


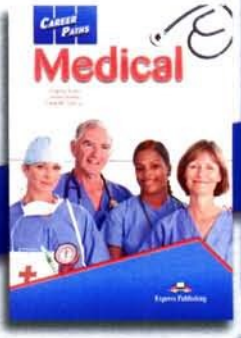


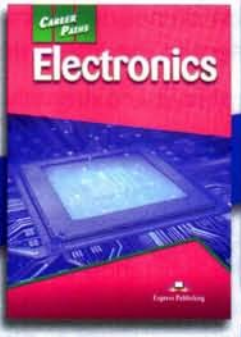




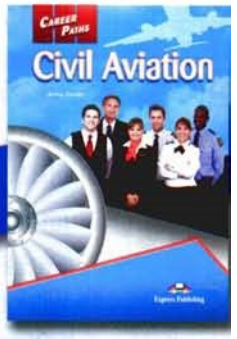




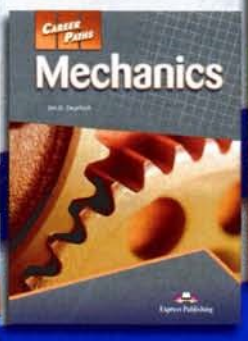


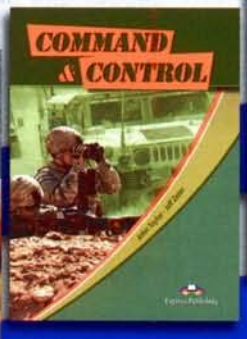


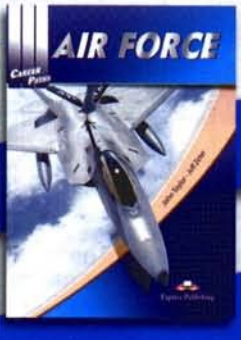


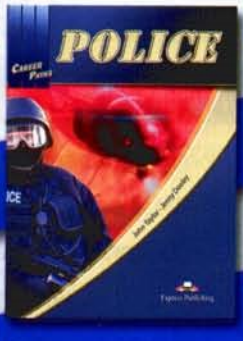


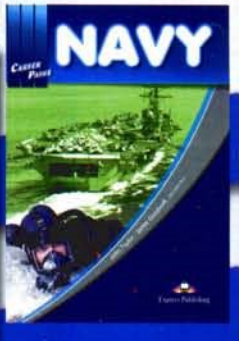












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