CAREER PATHS

Nursing

Virginia Evans
Kori Salcido - R.N.

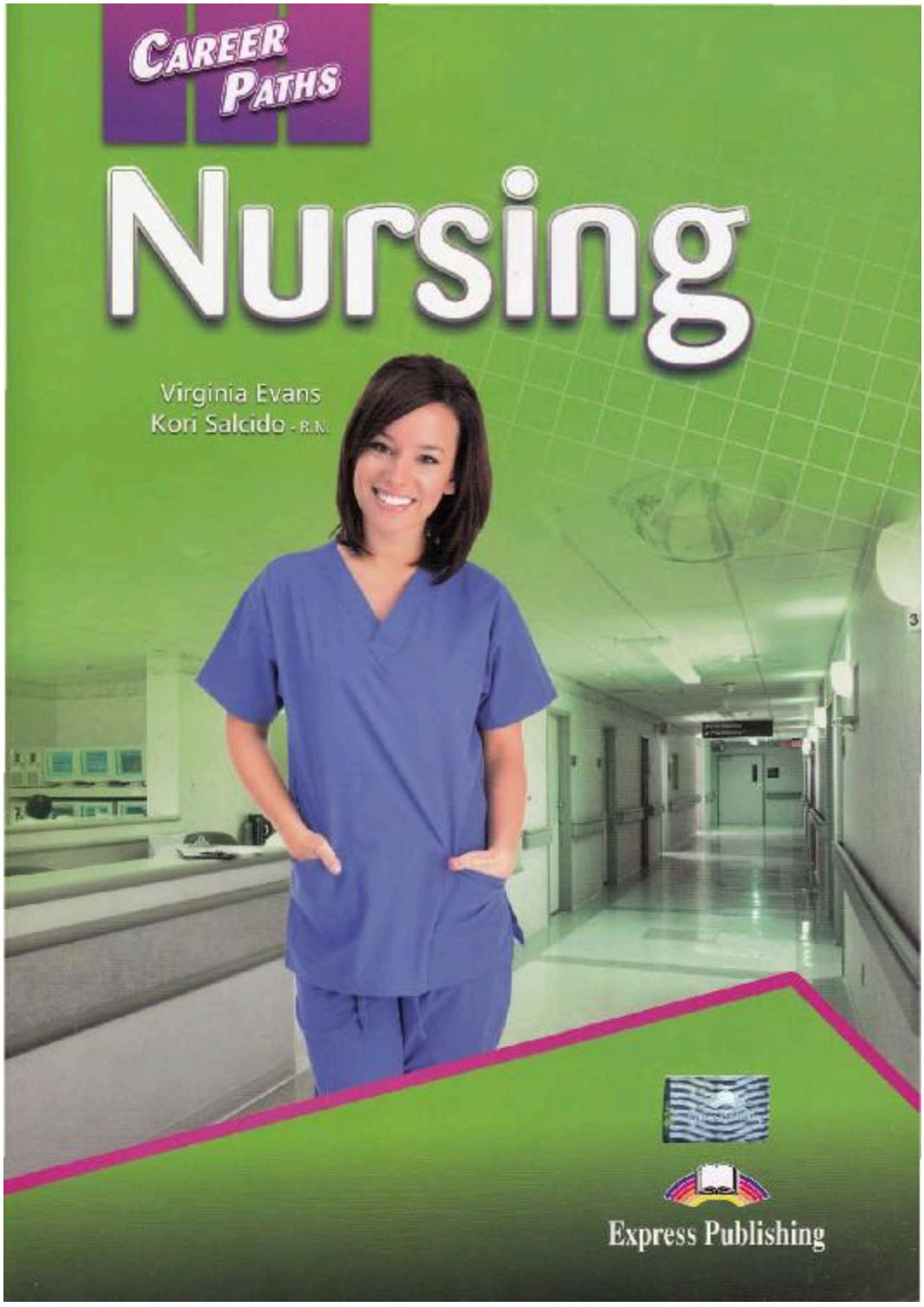


Express Publishing

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CAREER PATHS

Nursing

Book 1

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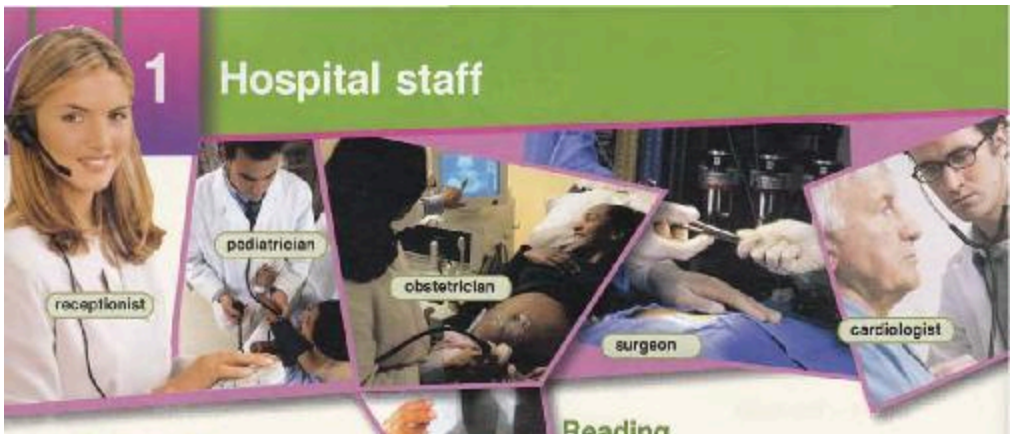
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1 Hospital staff



Get ready!

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

1 What jobs do people have in hospitals?
2 Which employees do nurses work with most often?

Where do you need to go?

MERCY HEART HOSPITAL
DIRECTORY

FIRST FLOOR

Robert Gibbons
Receptionist
See for: Visitor Information: Main Lobby

Dr. Frank Fabrizzo
Radiologist
See for: X-rays, MRI scans: *Rm. 113*

Lisa Kirby
Lab Technician
See for: Analysis, Test Results: *Rm. 125*

Susan Devlin
Pharmacist
See for: Prescription Drug Pick-up: *Rm. 129*

SECOND FLOOR

Dr. Leslie Gupta
Cardiologist
See for: Heart Disease, Heart Surgery: *Rm. 231*

Dr. Terry David
Pediatrician
See for: Children's Health: *Rm. 200*

THIRD FLOOR

Dr. James Lottner
Anesthesiologist
See for: Surgery Pain Relief and Preparation: *Rm. 312*

Dr. Stacey Walters
Chief Surgeon
See for: Surgical Procedures: *Rm. 323*

FOURTH FLOOR

Dr. Jared Cho
General Practitioner
See for: General Medicine: *Rm. 403*

Dr. Regina Beverly
Obstetrician
See for: Pregnancy: *Rm. 409*

Reading

2 Read the hospital directory. Then, choose the correct answers.

1 What is the purpose of this document?
- **A** locating hospital departments
- **B** listing available staff positions
- **C** helping people find hospital staff
- **D** providing employee's contact information

2 Who is best qualified to examine a sick five-year-old?
- **A** a receptionist
- **B** a lab technician
- **C** a pharmacist
- **D** a pediatrician

3 What can you infer about patients being prepared for heart surgery?
- **A** They see the general surgeon last.
- **B** They are treated by Dr. Gupta.
- **C** They have their operations on the first floor.
- **D** They must visit doctors on multiple floors.

Vocabulary

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

1 _ lab technician
2 _ surgeon
3 _ anesthesiologist
4 _ pharmacist
5 _ radiologist
6 _ receptionist
7 _ cardiologist

- **A** a person who prepares drugs and medicine
- **B** a person who uses imaging technology
- **C** a heart specialist
- **D** a person who analyzes samples
- **E** a person who cuts open the body in operations
- **F** a person who prevents patients from feeling pain
- **G** a person who welcomes visitors and answers phones

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

WORD BANK

pediatrician general practitioner obstetrician

1 A(n) _____ observes and treats pregnant women until they give birth.
2 Parents often take a long time to choose their child's _____.
3 For small problems like a cold, see a(n) _____ instead of a specialist.

5 **Listen to and read the hospital directory again. Where can you pick up your medicine from?**

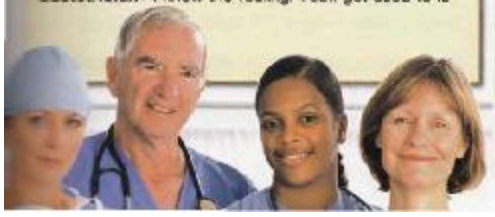
Listening

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

1 _ The man needs to look at x-rays.
2 _ The radiologist works on the third floor.
3 _ The woman directs the man to the receptionist.

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

Nurse: Excuse me, Dr. Beverly? Hi, I'm Mark. I'm a new 1 _____ here.
Obstetrician: Hey, Mark. What can I do for you?
Nurse: I have these 2 _____ for Dr. Cho's patient. He wants Dr. Fabrizzio to take a look at them.
Obstetrician: The 3 _____? He's on the first floor somewhere.
Nurse: Do you happen to know the actual 4 _____ _____?
Obstetrician: No, but the 5 _____ in the lobby will.
Nurse: Okay. This 6 _____ is so confusing!
Obstetrician: I know the feeling. You'll get used to it.



Speaking

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

USE LANGUAGE SUCH AS:

I'm a new nurse here.
I have these ...
He's on the ... floor somewhere.

Student A: You want to find someone who works in the hospital. Ask Student B questions to find out:

- floor number
- room number
- where to find additional help

Student B: You are an employee at the hospital. Answer Student A's questions.

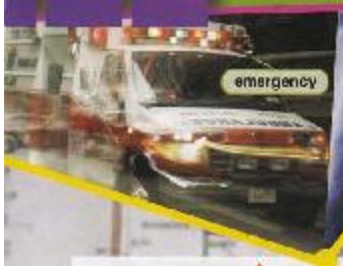
Writing

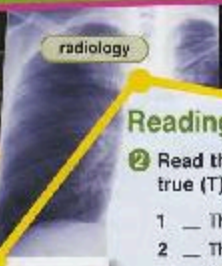
9 **Use the conversation from Task 8 to fill out some entries in a hospital directory.**

Hospital Directory

Name: _____
Job Title: _____
Job Duties: _____
Name: _____
Job Title: _____
Job Duties: _____

2 Hospital departments









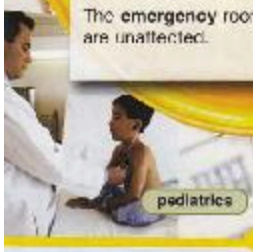
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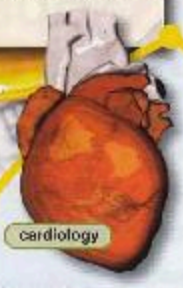
St. Sebastian's Hospital wants to give its patients the best care possible. In order to do this, we need to update our facilities from time to time. As a result, we are starting some construction projects today.

Some departments are temporarily moving during construction. The **cardiology** department is now in the basement across from the **radiology** and **pathology** departments. **Obstetrics** is on the second floor next to **pediatrics**.

Access to other departments is limited. The entrance to orthopedics is now through the **dermatology** department. The **surgery** wing of the hospital is only accessible through the lobby elevators.

The **emergency** room and the **pharmacy** are unaffected.





Get ready!

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

1 What services do patients get in different hospital departments?

2 Which hospital departments need nurses the most?

Reading

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

1 __ The hospital is beginning construction to repair damages.

2 __ The radiology department is on the same floor as the cardiology department.

3 __ Patients have to go through the pathology department to get to orthopedics.

Vocabulary

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

1 Andrew's son is sick, so he takes him to the department that deals with the care of children. _ _ d _ _ t _ _ c _

2 The patient needs medicine so he goes to the place where pharmacists distribute pharmaceutical drugs. p _ _ r _ _ c _

3 Employees in the department that studies and diagnoses diseases must wear gloves and goggles. _ a _ _ o l o _ _

4 Doctors in a medical field that uses instruments to operate on patients need very steady hands. s _ _ g _ _ y

5 Saul works on an ambulance, so he sees plenty of situations in which someone's life is in danger. _ _ e _ g _ _ c _ _ s

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

1 __ A Ralph is at the cardiology department because his heart is beating abnormally.
__ B Doctors in the pathology department respond to emergency situations.

2 __ A Francesca is going to the surgery department to pick up her prescription.
__ B Wendy has a broken leg so she's going to the orthopedics department.

3 __ A The pregnant woman is in the obstetrics department.
__ B Doctors who work in the pathology department only care for children.

4 __ A Doctors usually perform surgery in the pharmacy.
__ B Gregory takes x-rays in the radiology department.

5 __ A The pediatrics department is where doctors inspect organs to diagnose diseases.
__ B Joe is at the dermatology department to get his rash examined.

5 Listen and read the flyer again. Why have been departments moved temporarily?

Listening

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

1 What is the main idea of the conversation?
- A why the patient missed his appointment
- B why the hospital is under construction
- C how to find a specific hospital department
- D how to get to the ground floor of the hospital

2 What does the nurse tell the man to do?
- A go to the basement
- B reschedule his appointment
- C ask a receptionist for directions
- D visit the radiology department

7 Listen again and complete the conversation.

Patient: Excuse me, nurse? This is the cardiology 1 _____, isn't it?

Nurse: Well, usually it is. But the hospital is under 2 _____ right now, so some departments are in different places.

Patient: Oh. So where can I find 3 _____?

Nurse: It's in the 4 _____ now. Across from radiology and pathology.

Patient: Oh good. I don't want to miss my 5 _____ with my cardiologist.

Nurse: Do you need directions to get there?

Patient: I think so.

Nurse: Take the 6 _____ down to the basement level. Cardiology is to the right.

Speaking

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

USE LANGUAGE SUCH AS:

This is the .. department, isn't it?
So where can I find ..
Do you need directions to get there?

Student A: You are a patient. And you are going to an appointment with your doctor. Talk to Student B about:
- where the department you need is located
- why you need to go there
- how to find the department

Student B: You are a nurse. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out a note that helps patients find a department.

NOTES NOTES NOTES

The _____ department has moved to _____ because of _____

To get there: _____.

It is _____ the _____ department.

Sorry for the inconvenience!



3 Rooms and equipment



LONGMAN HOSPITAL

ROOM CHECKLIST

Be sure that the following items are addressed before each patient is admitted. Sign and date after preparing the room.

- Check that a **wheelchair** is present
- Test **call button** to ensure proper functioning
- Make sure an **oxygen tank** is present and at least 80% full
- Check that the **alternating pressure mattress** is working properly
- Discard used hospital **gowns** and restock bedside table with new ones
- Make sure drawers are stocked with **latex gloves** and **gauze**
- Discard used **syringes** in **sharps container** and restock drawer with new syringes
- Empty and clean **biohazard waste container**

Room Prepared by: _____

Date: _____



Get ready!

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

1 What equipment do you find in a hospital room?
2 What are the different kinds of equipment used for?

Reading

2 Read the checklist at Longman Hospital. Then, mark the following statements as true (T) or false (F).

1 ___ Nurses must make sure the call button works.
2 ___ The oxygen tank should be no more than half full.
3 ___ Nurses discard used syringes in biohazard waste containers.

Vocabulary

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

1 ___ biohazard waste container
2 ___ oxygen tank
3 ___ syringe
4 ___ alternating pressure mattress
5 ___ latex gloves

A a container shaped like a tube that is used to draw or push liquid out of or into something
B a mattress that helps to prevent sores by keeping pressure off of certain areas of the body
C a special container that stores harmful biological substances
D gloves made of a flexible material that doctors often wear
E a container that holds pure oxygen

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

1 The nurse uses a syringe and then puts it into a special container that stores sharp hospital objects. s _ _ r _ _ c _ _ t _ _ n _ r
2 Amy is in the hospital. She has on a hospital garment that a patient wears. g _ w _
3 Bob needs a nurse. He summons her using the button in a hospital room that a patient presses. c _ _ l b _ _ t _ _
4 Ellen can't walk. She uses a chair with wheels to move around. _ h _ _ l _ h _ l _
5 Jack's arm is bleeding. The nurse wraps it in a thin cloth used to cover injuries. _ a _ z _

5 Listen and read the checklist again. What must nurses make sure drawers are stocked with?

Listening

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

1 __ The man is having trouble finding some equipment.
2 __ The man can refill the oxygen tank in the first floor closet.
3 __ The man should throw away the full sharps container.

7 Listen again and complete the conversation.

Nurse 1: Becky, can you help me with something?
Nurse 2: Sure! I know how hard it is to 1 _____ _____ on your first day.
Nurse 1: Room 415 needs some 2 _____ _____. Where are those?
Nurse 2: In the first floor closet.
Nurse 1: Great. Also, where can I refill an 3 _____ tank?
Nurse 2: Don't refill them. Just get a replacement tank on the 4 _____ floor. Anything else?
Nurse 1: Yeah. The 5 _____ container is full. Should I dispose of it?
Nurse 2: Definitely. And 6 _____ _____ _____ _____ from room 102.

Speaking

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

USE LANGUAGE SUCH AS:

Can you help me with something?
Where are those?
Anything else?

Student A: You are a new nurse. You are learning how to do your job. Ask Student B questions about:

- clean gowns
- refilling oxygen tank
- sharps container

Student B: You are an experienced nurse at the hospital. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the new nurse's notes.

Notes on New Job

NOTES

Location of clean gowns:
_____
_____

Where to refill oxygen tank:
_____
_____
_____

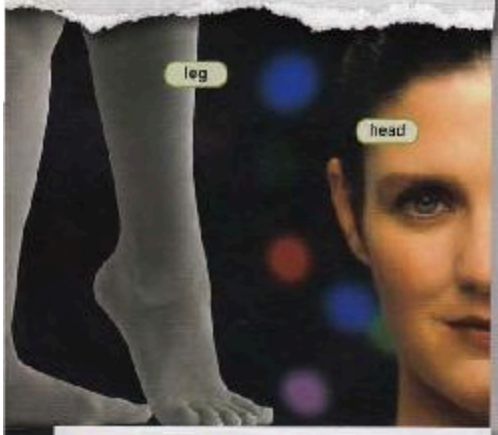
What to do with sharps container:
_____
_____

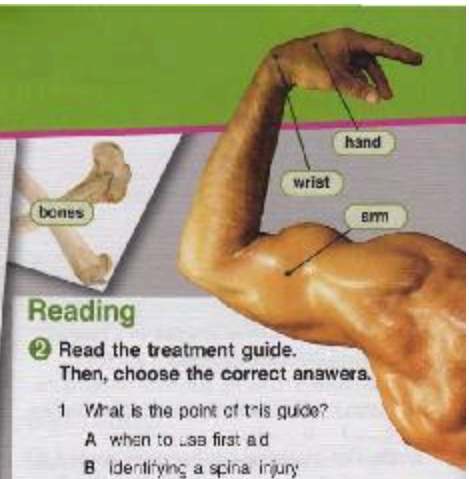
4 The body

Hospital Treatment Guide

ASSESSING New PATIENTS

1. Approach the patient to assess the injury. Ask where the pain is.
2. Check for a **pulse** in unresponsive patients. Place your index and middle finger on the left wrist.
3. Look around the patient's body for **external** injuries. This includes swelling, bruises, and bleeding.
4. Feel around with your **hands** for bumps in the **arms**, **legs**, and **extremities**. Bumps suggest an **internal** injury like a broken **bone**.
5. Elevate the **legs** above the heart in cases of leg swelling or fainting.
6. Do NOT move patients with potential **spinal** injuries. Keep the patient's **head** in place.
7. Use first aid to treat any external injuries.





Get ready!

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

1 What are the different parts of the body?
2 How does a nurse treat injuries to the body?

Reading

2 Read the treatment guide. Then, choose the correct answers.

1 What is the point of this guide?
- A when to use first aid
- B identifying a spinal injury
- C treating patients with no pulse
- D how to assess people's injuries

2 What do you do first when a patient is unresponsive?
- A elevate the legs
- B check for a pulse
- C keep the head in place
- D search for broken bones

3 What can you infer about internal injuries?
- A They cause patients to collapse or faint.
- B They require patients to keep their heads still.
- C They are usually accompanied by external injuries.
- D They are not clearly identified in an initial assessment.

Vocabulary

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

1 __ spinal
2 __ wrist
3 __ arms
4 __ internal
5 __ hand
6 __ external
7 __ legs
8 __ extremities

- A located on the outside of something
- B the body parts located below the waist that people stand on
- C the end of the arm that grabs and holds things
- D relating to the bones in the back and neck
- E parts of the body furthest from the center
- F the body parts extending from the shoulders
- G located inside of something
- H the body part that connects the hand to the arm

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

word BANK

pulse elevate bone head

1 In cases of swelling, _____ the legs above the heart.
2 A patient with a neck injury should not move his or her _____.
3 Check for a _____ in the unresponsive patients.
4 The longest and hardest _____ in the body is in the thigh.

5 Listen and read the treatment guide again. How does a nurse assess new patients?

Listening

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

1 __ The nurse finds a bump on the patient's leg.
2 __ The patient has multiple injuries.
3 __ The patient's wrist is too painful to move.

7 Listen again and complete the conversation.

Nurse: Hi, Mr. Reynolds. What seems to be wrong?
Patient: I fell down the stairs. My 1 _____ really hurts.
Nurse: I'm checking for a break. Tell me if it hurts when I touch your leg.
Patient: Okay ... Ow! Right there.
Nurse: Yeah, there's a 2 _____ and some swelling. I'm going to 3 _____ your legs.
Patient: My 4 _____ hurt too. Just above the 5 _____.
Nurse: Yes, there's a 6 _____ forming. Is it too sore to move?
Patient: No, I can move it. But it hurts when I do.

Speaking

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

USE LANGUAGE SUCH AS:

What seems to be wrong?
My leg really hurts.
There's a bump and some swelling.

Student A: You are a nurse. And you're checking a patient. Talk to Student B about:

- checking for breaks
- elevating the legs
- other injuries

Student B: You are a patient. Think of injuries and tell Student A what's wrong.

Writing

9 Use the conversation from Task 8 to fill out the report.

LONGMAN HOSPITAL

Patient Report

Patient name: _____

Cause of injury:

_____

_____

_____

Notes on Physical Assessment:

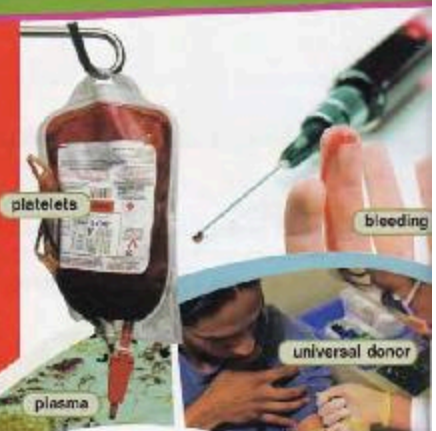
_____

_____

_____

5 Blood

Information on Donating Blood to the Capital Blood Bank





Which blood types are needed?

A person's blood type is determined by what's on their red blood cells. There are four types: **Type A**, **Type B**, **Type AB**, and **Type O**. We need all types, but Type O is especially important because it's **compatible** with every blood type. That means people with Type O blood are **universal donors**. We also need **plasma** for medical research.

Why is donating blood important?

The **clots** that **platelets** form don't always stop **bleeding**. When this happens, it's possible for a person to lose a lot of blood. Donated blood keeps them alive.





Get ready!

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

1 Why is donating blood important?
2 How can donating and receiving blood be made safer?

Reading

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

1 __ Universal donors have blood that anyone is able to accept.
2 __ The blood bank needs Type AB blood for medical research.
3 __ Blood loss is prevented by platelets.

Vocabulary

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

1 **platelets/clots**
When people are injured, _____ form to stop the bleeding.
The _____ circulating in my blood help me stop bleeding.

2 **universal donor/bleeding**
Sam is _____ a lot. She might need to accept someone else's blood.
Hannah is a _____ because she has Type O blood.

3 **plasma/red blood cells**
Brent always donates his _____ because the laboratory pays him for it.
Your _____ allow oxygen to circulate throughout your body.

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

1 __ Type A 3 __ Type AB 5 __ compatible
2 __ Type B 4 __ Type O

A having only the B antigen in its red blood cells
B having both the A and B antigens in its red blood cells
C having neither A nor B antigens in its red blood cells
D having only the A antigen in its red blood cells
E capable of working or existing with something else

5 Listen and read the flyer again. Which blood type is the most important?

Listening

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

1 What is the conversation mostly about?
- A the dangers of bleeding too much
- B the best way to prepare for donating blood
- C the impacts of being a universal donor
- D the consequences of getting the wrong blood type

2 The man can only accept
- A Type A blood
- B Type O blood
- C Type B blood
- D Type AB blood

3 What can be inferred about the man?
- A He has never received donated blood.
- B He has donated blood many times before.
- C He is comfortable with donating blood.
- D He is donating blood for a family member.

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

Nurse: Thanks for coming to the blood drive Mr Fisher. Is this your first time 1 _____?

Blood Donor: It is. I'm actually a little 2 _____!

Nurse: Don't worry. It doesn't hurt at all. And I see on your file that you have 3 _____ blood?

Blood Donor: Yes, that's right. Does it matter?

Nurse: Actually, it's great news. You're a 4 _____ _____.

Blood Donor: So my blood is compatible with 5 _____?

Nurse: Exactly. Type A, B, AB–it doesn't matter. But unfortunately, you can 6 _____ only your own blood type.

Blood Donor: Well, hopefully I'll never need to!

Speaking

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

USE LANGUAGE SUCH AS:

Is this your first time donating?

And I see on your file that you have Type O blood?

So my blood is compatible with everyone?

Student A: You are a blood donor. And you are discussing blood donation and blood type with a nurse. Talk to Student B about:
- how you feel
- who can receive your blood
- whose blood you can receive

Student B: You are a nurse and you are taking a blood donation from Student A. Answer Student A's questions

Writing

9 **Use the conversation from Task 8 to fill out the nurse's notes about a patient who donated blood.**

Capital Blood Bank

Blood Donor Name:

_____

Blood Type:

_____

Universal Donor? Y / N

Donated Before? Y/ N

Patient Questions/Concerns:

_____

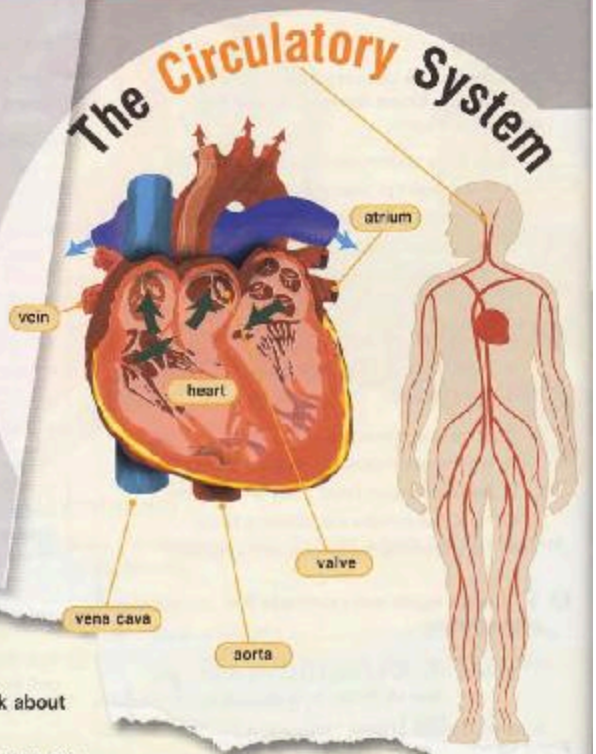
_____

_____

6 The circulatory system

The circulatory system pumps nutrients and oxygen around the body. Blood lacking oxygen enters the right **atrium** of the **heart** through the **vena cava.** The heart pumps this blood through a **valve** and into the right **ventricle.** It travels through **pulmonary arteries** to the lungs and receives oxygen. It travels back to the heart through pulmonary **veins.**

The heart pumps the blood out through the **aorta.** It flows through **capillaries** in the body and delivers oxygen. The blood travels back through veins and the cycle repeats. But sometimes disruptions in the cycle occur. The heart may not pump blood effectively. This is called an **arrhythmia.**



Get ready!

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

1 What does a person's circulatory system do?
2 What problems do people experience related to their circulatory system?

Reading

2 Read the poster in a medical office about the circulatory system. Then, fill in the blanks with the correct words from the word bank.

WORD BANK

aorta lungs circulatory oxygen atrium

The human 1 _____ system delivers nutrients to parts of the body. Blood enters the heart's right 2 _____. It travels to the right ventricle. And then into the 3 _____ through pulmonary arteries. It receives oxygen and travels back to the heart. The heart pumps the blood out through the 4 _____. The blood delivers 5 _____ to the body.

Vocabulary

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

1 __ vena cava
2 __ atrium
3 __ valve
4 __ pulmonary
5 __ artery
6 __ capillary
7 __ ventricle

A a small tube that lets blood and tissue exchange nutrients
B one of the two upper chambers of the heart
C one of the two major veins that carries blood to the heart
D relating to the lungs
E a tube that carries blood from the heart to the body
F a structure in the heart that opens and closes
G a space in the heart that holds blood

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

1 ___ A Your heart pumps blood and keeps you alive.
___ B A capillary is a structure that opens and closes.

2 ___ A Your veins carry blood back to the heart.
___ B An atrium is a tube in your lungs.

3 ___ A The aorta sends blood from the heart to the rest of the body.
___ B Your arteries carry blood back to the heart from the body.

4 ___ A The vena cava lets blood and tissue exchange nutrients.
___ B An arrhythmia can make your heart beat abnormally.

5 Listen and read the poster again. How is oxygen distributed around the body?

Listening

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

1 What is the main idea of the dialogue?
- A explaining a patient's condition
- B checking the results of a treatment
- C testing a patient for a heart condition
- D scheduling an appointment for treatment

2 What is wrong with the patient's heart?
- A It has a small tear in it.
- B It has a clog in the atria.
- C It is not pumping blood fast enough.
- D Its valves are not functioning correctly.

7 Listen again and complete the conversation.

Nurse: Good afternoon, Fred. I have your 1 _____ _____ back.
Patient: What do they say?
Nurse: Well, we're detecting an 2 _____.
Patient: Oh. What exactly does that mean?
Nurse: It means that your heart 3 _____ aren't pumping blood through the atria properly.
Patient: Is there any 4 _____ for this?
Nurse: Yes. We're going to start you on medication and see 5 _____ _____ _____. Luckily, this form of arrhythmia isn't too serious.
Patient: Well, that's 6 _____ to hear.

Speaking

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

USE LANGUAGE SUCH AS:
I have your test results back.
What do they say?
Is there any treatment for this?

Student A: You are a patient. And you are receiving a medical test. Ask Student B questions to find out:
- test results
- explanation of condition
- treatment options

Student B: You are a nurse conducting a medical test. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the test results form.

Medical Test Results

Patient Name: _____

Test Results: Detecting an ____
_____

Seriousness: _____

Treatment Plan: _____
_____

7 The respiratory system



Get ready!

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

1 What does the respiratory system do?
2 What are some common problems with the respiratory system?

SMOKING: KNOW THE RISKS

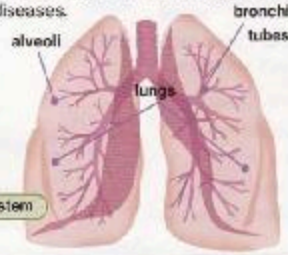
Your respiratory system is important. The **oxygen** you need gets to the lungs through the bronchial tubes. Alveoli in the lungs give oxygen passage into the bloodstream. It also removes toxic **carbon dioxide** from your body.

Smoking damages every part of this process. Smoking can lead to emphysema. This disease destroys alveoli. This impairs their function, makes breathing difficult and raises carbon dioxide levels.

Smoking may also cause lung cancer. The lungs' epithelial cells start growing uncontrollably.

Smoking can hurt the people around you, too. Research suggests inhaling second-hand smoke is a leading cause of asthma. Asthma sufferers' bronchial tubes swell, making breathing difficult.

Not smoking or quitting can decrease your chances of developing these diseases.



respiratory system



Reading

2 Read the hospital poster. Then, choose the correct answers.

1 What is the main idea of the poster?
- A steps to quitting smoking
- B the illnesses that smoking causes
- C repairing the damage caused by smoking
- D why people have difficulty quitting smoking

2 Which of the following adds gases to the blood?
- A lungs
- B alveoli
- C epithelial cells
- D bronchial tubes

3 What can you infer about emphysema?
- A It is caused by second-hand smoke.
- B It destroys the alveoli.
- C It makes the alveoli grow uncontrollably.
- D It decreases the amount of oxygen in the blood.

Vocabulary

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

1 __ lung cancer
2 __ oxygen
3 __ epithelial cell
4 __ emphysema
5 __ alveoli
6 __ bronchial tube
7 __ lung

- A a small part that makes up lining tissue
- B the organ used to breathe
- C the sacs that bring oxygen into the bloodstream
- D the gas that people breathe in
- E the passage that carries air from the windpipe to the lungs
- F a condition in which cells in the lungs grow uncontrolably
- G a condition that prevents the body from properly absorbing and expelling gases

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

WORD BANK

carbon dioxide asthma
respiratory system

1 Smoking causes extensive damage to the _____.
2 Emphysema causes higher levels of _____ in the blood
3 Jennifer doesn't smoke, but she has _____ from being around smokers.

5 **Listen and read the poster again. What conditions can be attributed to smoking?**

Listening

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

1 ___ The woman's children have asthma.
2 ___ Quitting heals lung damage caused by smoking
3 ___ The woman decides to quit smoking.

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

Nurse: Hi Mrs. Blake. I have a few 1 _____ before the doctor sees you. Are you still 2 _____?
Patient: Yes, but not very much.
Nurse: Still, you need to quit. You understand the risks, don't you?
Patient: Of course. I know it causes 3 _____.
Nurse: Yes. Plus, people around you are at risk of developing 4 _____.
Patient: I know. And I don't want my kids getting it. But quitting is really hard.
Nurse: It also helps heal the damage to your 5 _____ and bronchial tubes.
Patient: Well, I'll 6 _____ _____ it.



Speaking

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

USE LANGUAGE SUCH AS:

Are you still smoking?
I know it causes lung cancer.
People around you are at risk.

Student A: You are a nurse. And you're talking to a patient about smoking. Tell Student B about:

- the risks of smoking
- second-hand smoke
- the benefits of quitting

Student B: You are a patient who smokes. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the pamphlet.**

Quitting Smoking

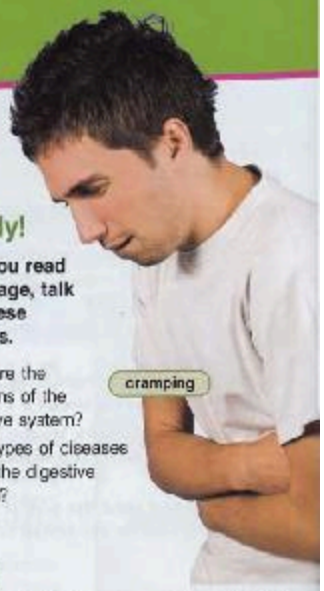


You can do it!

Use this list to remember why you want to stop. Look at it whenever you feel like smoking.

Dangers of Smoking:	Benefits of Quitting:

8 The digestive system



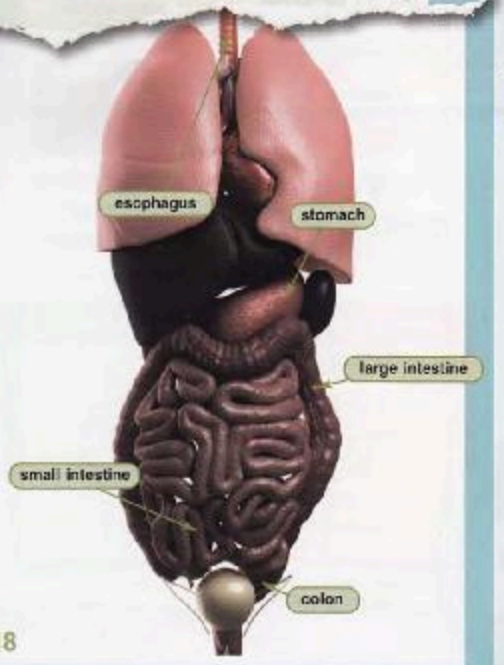
PATIENT SUMMARY

Patient: Virginia Hansen
Physician: James McEnroy, M.D.

Reason for visit: Virginia is complaining of sharp stomach pain and cramping. She is also experiencing occasional diarrhea.

Examination notes: I find no evidence of throat or esophagus problems. I also do not think it is likely that the patient's discomfort is from an ulcer. It is possible the patient has appendicitis. The conducting of further tests is needed to narrow the possible causes of the patient's discomfort.

Recommendations for treatment: I am recommending a colonoscopy to rule out any damage to the colon. This procedure is to include an inspection of both the small intestine and her large intestine as well.



Get ready!

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

1 What are the functions of the digestive system?
2 What types of diseases affect the digestive system?

Reading

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

1 __ The patient's discomfort is caused by an ulcer.
2 __ The doctor plans to conduct further tests.
3 __ The doctor expects to find esophagus damage.

Vocabulary

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

1 The muscular, hollow organ that contains strong acids used to digest food can expand rapidly during meals. s _ _ m _ _ h
2 Swallowing liquids that are too hot burns the mouth and muscular tube that passes food to the stomach. _ _ o _ _ _ g _ s
3 The final part of the digestive system plays an important part in the absorption of water. _ _ r _ e i _ _ _ s _ i _ _
4 If left untreated, the condition of having loose or liquid bowel movements can be a fatal disease. d _ _ r _ h _ _
5 The part of the digestive system where the majority of the digestion and absorption of food takes place is just as important as the stomach but the stomach's function is more widely known. _ m _ ll _ n _ _ s _ _ _ e

4 **Fill in the blanks with the correct words:** *appendicitis, colonoscopy, cramping, ulcer, colon.*

1 John's stomach is _____ again because he ate undercooked food.
2 A(n) _____ is usually caused by acids.
3 Danny is having a(n) _____ next week to check for cancer in his digestive system.
4 The doctor said Jeremy needs to have surgery immediately because he has _____.
5 The _____ is a very important part of the large intestine.

5 **Listen and read the patient summary again. Why should a colonoscopy be performed?**

Listening

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

1 What is the conversation mainly about?
A the results of a colonoscopy
B the dangers of having appendicitis
C a possible diagnosis and procedure
D a patient's history of stomach pain

2 What does the man say about appendicitis?
A It very rarely leads to death.
B It is less painful than an ulcer.
C It is more common than ulcers are.
D It is usually detected by a colonoscopy.

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

Nurse: How are you 1 _____, Virginia?
Patient: The same. I still have the 2 _____ pain as before.
Nurse: I'm sorry to hear that.
Patient: Does the doctor know what's wrong yet?
Nurse: Well, he doesn't think it's an 3 _____. He believes you might have 4 _____, though.
Patient: Really? Isn't that deadly sometimes?
Nurse: Very rarely. He's also recommending a 5 _____ to make sure there's nothing wrong with your colon or 6 _____. Is that okay with you?
Patient: Yes. I'm willing to do whatever it takes.

Speaking

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

USE LANGUAGE SUCH AS:

I still have the stomach pain.
Does the doctor know what's wrong yet?
He's also recommending a colonoscopy.

Student A: You are a patient. And you are talking to a nurse about your doctor's thoughts and recommendations. Talk to Student B about:

- what the doctor thinks is causing the pain
- how dangerous the condition is
- what happens next

Student B: You are a nurse. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the patient summary.**

LONGMAN HOSPITAL

Patient Summary

Patient name: _____

Reason for visit: The patient is experiencing _____.

Examination notes: After examining _____, I find that _____.

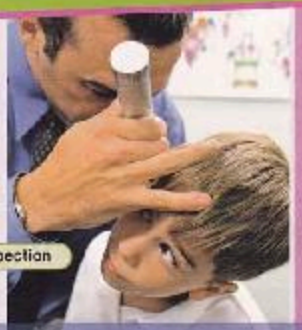
Recommendations for treatment: I am ordering _____.

9 Physical assessment

Get ready!

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

1 What do nurses look for during physical assessments?
2 What physical conditions are hard to find during physical assessments?









Conducting a Physical Assessment

Below are instructions for conducting a physical exam. They detail how to collect **subjective data** and **objective data** from a patient.

1. Introduce yourself and obtain verbal **consent** to perform the exam.
2. Collect **demographic** data. This includes the age and sex of the patient.
3. Collect information about the patient's general appearance. Assess **body build** and **affect**.
4. Perform an **inspection** of skin, hair, and body. Check for any abnormal spots.
5. Perform **palpation** of skin and abdomen. Check for pain or tender areas.
6. Perform **auscultation** of the patient's heart and lungs. Check for any irregular sounds.
7. Perform **percussion** of the patient's abdomen and chest.

Reading

2 Read the instructions from Baymont Hospital. Then, choose the correct answers.

1 What does this passage instruct nurses how to do?
- A collect demographic data
- B perform a physical exam
- C assess body build and affect
- D perform auscultation

2 What should nurses do while performing palpation of the skin?
- A check for abnormal spots
- B look for patient discomfort
- C listen for irregular sounds
- D assess body build and affect

3 A nurse who is listening to a patient's body is performing ___.
- A palpation
- B inspection
- C percussion
- D auscultation

Vocabulary

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

1 ___ inspection
2 ___ objective data
3 ___ percussion
4 ___ demographic
5 ___ body build
6 ___ auscultation

- A the process of examining the body by tapping various parts
- B health information that an observer can see and test
- C relating to personal information such as sex and age
- D the overall appearance and shape of a person's body
- E the process of examining the body by listening to internal parts
- F a visual examination of a part of the body

4 Choose the word that is closest in meaning to the underlined part.

1 The nurse performs the process of examining the body by touch. He is checking for tender areas.
A percussion B palpation C consent

2 Kelly assesses the patient's display of emotion through facial expressions and movement.
A auscultation B objective data C affect

3 Hannah needs to examine the patient. But she must first obtain his verbal or written permission.
A consent B body build C palpation

4 The nurse asks Mindy about any pain she is feeling. The nurse is collecting health information that only the patient is aware of.
A objective data B subjective cats C percussion

5 Listen and read the instructions again. When would a physical assessment not be conducted?

Listening

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

1 ___ The patient is feeling pain in his chest.
2 ___ The nurse listens to the man's heart.
3 ___ The nurse performs palpation to feel where the pain is.

7 Listen again and complete the conversation.

Nurse: Good morning, Mr. Johnson. How are you feeling today?
Patient: I'm 1 _____. But there's a dull ache in my side.
Nurse: Okay. 2 _____ _____ you're getting a physical exam then. Do I have your 3 _____?
Patient: Sure.
Nurse: First, let me finish the 4 _____ data. What's your age?
Patient: I'm 62 years old.
Nurse: Great. Next up is palpation of the abdomen. I'm going to touch your 5 _____. Just tell me when it hurts.
Patient: Okay. Yeah, it hurts there. Right 6 _____ my ribs.

Speaking

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

USE LANGUAGE SUCH AS:
How are you feeling today?
I'm ... years old.
Just tell me when it hurts.

Student A: You are a nurse. And you are conducting a physical exam. Ask Student B questions about:
- general feeling
- demographic data
- areas of pain

Student B: You are a patient receiving a physical exam. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the physical assessment form.

Physical Assessment Form

Patient Name: _____
Patient Age: _____
Patient Complaint: _____
_____
_____
_____

10 Recognizing symptoms

Cold OR Flu?

Know the Difference

It's flu season again. Knowing the difference between the flu and a cold saves lives. It's easy to get confused because a **stuffy nose**, sneezing, and **sore throat** are all symptoms of both diseases. Review the following conditions and symptoms to tell the difference.

With colds, patients get **moderate** cases of **coughs** at the worst. With the flu, coughing can become quite **severe**.

The flu also causes severe **aches** and **fatigue**. **Strong headaches** are a common flu symptom as well. In colds, these symptoms are usually **mild**. Colds rarely cause a high fever. In the flu, however, a high **fever** is one of the disease's main characteristics.

Remember, early diagnosis of the flu saves lives.









Get ready!

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

1 What are some common symptoms of colds and the flu?

2 Why is it important to recognize symptoms early?

Reading

2 Read the hospital poster. Then, choose the correct answers.

1 What is the poster talking about?

A how to prevent the flu and colds
B telling colds and the flu apart
C different cures for the flu and colds
D reducing a severe fever in colds and the flu

2 What of the following is NOT a sign of a cold?

A aches
B high fever
C sneezing
D coughing

3 What can you infer about the flu?

A It has no effective treatment.
B It causes a moderate stuffy nose.
C It is passed to others more quickly than colds.
D It occurs more frequently at certain points of the year.

Vocabulary

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

1 __ headache
2 __ severe
3 __ fever
4 __ ache
5 __ sore throat
6 __ mild

A an unpleasant pain in the body
B a pain in the head
C an inflammation in the neck passage
D slight
E extremely strong
F a high body temperature

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

WORD BANK

fatigue cough stuffy moderate

1 The woman's severe _____ suggests that she has the flu, not a cold.
2 The patient reports feeling _____ aches, but nothing too painful.
3 Anne is having trouble breathing because of her _____ nose.
4 Robert's _____ is so severe that he doesn't have the energy to get out of bed.

5 **Listen and read the poster again. Why is it difficult to distinguish between the flu and a cold?**

Listening

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

1 _ The man feels pain in his throat.
2 _ The man's nose is stuffy.
3 _ The woman suspects that the man has a cold.

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

Nurse: Good morning, Mr. Thompson. Sorry you're not feeling well. What are your symptoms?
Patient: Well, I've got a 1 _____ _____ and I keep **2** _____.
Nurse: Any sneezing? Or a 3 _____ _____?
Patient: No, not yet at least. I do have a 4 _____.
Nurse: Are you feeling tired? Any 5 _____ or pains?
Patient: Yeah, I'm exhausted. And I feel really hot.
Nurse: That's likely a 6 _____. Mr. Thompson, it sounds like you may have the flu.
Patient: Oh, really? I was hoping it was just a cold.

Speaking

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

USE LANGUAGE SUCH AS:

What are your symptoms?
I do have a headache.
That's likely a fever.

Student A: You are a nurse. You are trying to find out if a patient has a cold or the flu. Ask Student B questions to find out.

- symptoms
- sneezing
- aches and pains

Student B: You are a patient. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the patient's report.**

LONGMAN HOSPITAL

Patient Report

Patient Name: _____

Symptoms:

_____

_____

_____

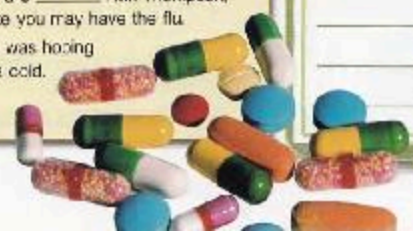
Diagnosis:

_____

_____

_____

_____



11 Pain





Pain Assessment Sheet

Patient's Name: Tom Ramos Age: 34
Room: 17B
Physician: Dr. Daniel Newall Nurse: Stacey Rose, RN

Please describe the location of the pain: Left knee area

What causes or increases the pain? Bending, squatting, walking

Please describe the intensity of the pain (For example: mild, moderate, excruciating, unbearable): Excruciating

Please describe the frequency of the pain (For example: occasional, intermittent, constant): Intermittent

Please describe the qualities of the pain (For example: sharp, shooting, burning, throbbing): Sharp

Please describe the impact of the pain (For example: crying, anger, distress, depression): Distress

Get ready!

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

1 What are some ways to deal with pain?
2 Why do nurses need to understand people's pain?

Reading

2 Read the pain assessment sheet. Then, choose the correct answers.

1 The form is mainly about a man with
- **A** a painful leg injury.
- **B** intermittent shooting pain.
- **C** an excruciating arm injury.
- **D** slight pain in his chest.

2 How does the patient describe his pain?
- **A** It feels acute and intense.
- **B** It feels as if it is pulsating.
- **C** It feels as if it were caused by heat or a fire.
- **D** It feels as though it is flashing through his body.

3 What can be inferred about the patient?
- **A** He has an injury from playing sports.
- **B** He cannot run without feeling pain.
- **C** He dislikes going to see the doctor.
- **D** His left knee has been injured many times.

Vocabulary

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

1 The pain in Hank's stomach is <u>intolerable</u>.
u _ _ e _ _ a _ _ _
2 The broken bone caused a <u>flashing</u> pain.
s _ o _ _ _ n _
3 <u>Feeling as if caused by heat or fire</u> pain is caused by too much exercise.
_ _ r _ i _ _
4 The pain in his arm was <u>pulsating</u>.
_ h _ o _ b _ n _
5 The patient's pain is <u>stopping and starting</u>.
i _ _ e _ _ i _ _ e _ _
6 <u>Acute and intense</u> pain feels like being stabbed.
s _ a _ _

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

word BANK

distress intensity
excruciating constant impact

1 Donald's _____ pain never changes.
2 Victoria can't take the _____ pain.
3 The injury caused Robert great _____.
4 Burns can range in _____ from slightly to incredibly painful.
5 The most common _____ of an injury is crying and discomfort.

5 **Listen and read the assessment sheet again. How might an occasional stabbing pain also be described?**

Listening

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

1 __ The man's shoulders hurt.
2 __ Bending over makes the man's pain worse.
3 __ The man hurt himself pushing something heavy.

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

Nurse: We need to fill out this 1 _____ assessment sheet, okay, Brad? Now, where are you feeling pain?
Patient: In my back, just below my shoulders. It's worse when I'm 2 _____ over or lifting something.
Nurse: I see. How much does it hurt?
Patient: Pretty bad. It's almost 3 _____.
Nurse: And when did the pain 4 _____?
Patient: After I tried 5 _____ _____ a heavy box yesterday.
Nurse: And is the pain there all the time, or just sometimes?
Patient: It's pretty much 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

Now, where are you feeling pain?
How much does it hurt?
And when did the pain start?

Student A: You are a nurse. Ask Student B questions to find out:

- where s/he is feeling pain
- how bad the pain is
- when the pain began

Student B: You are a patient. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out a pain assessment sheet.**

PAIN ASSESSMENT SHEET

Patient Name: _____

Describe the location of the pain:

_____

What causes or increases the pain?

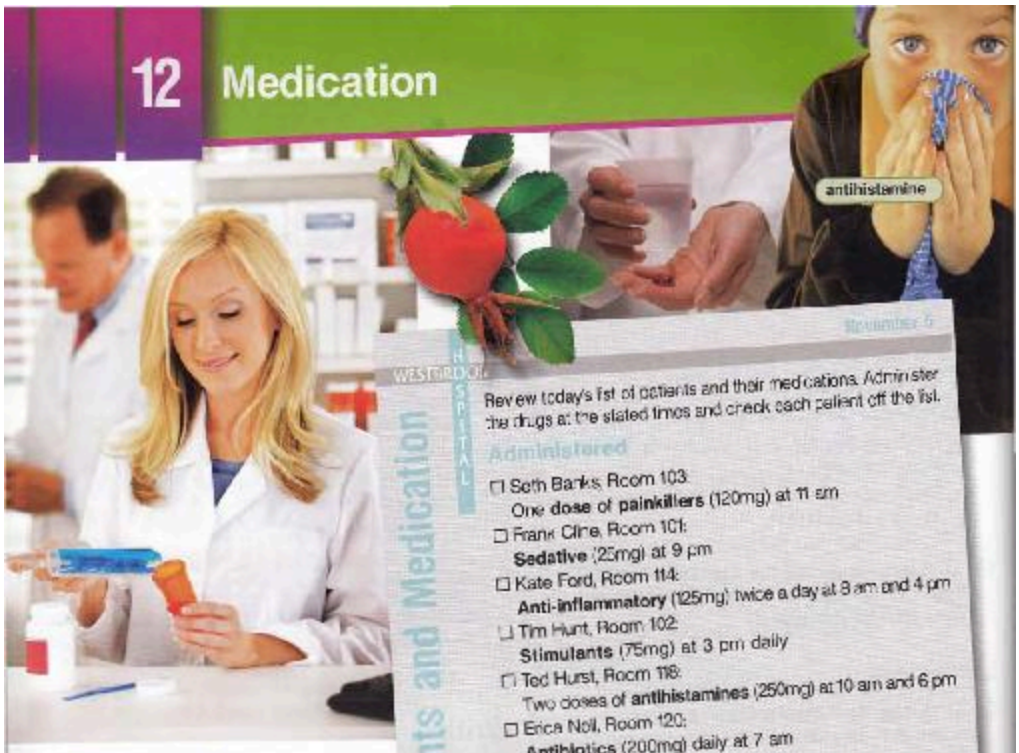
_____

Describe the intensity and frequency:

_____



12 Medication



Get ready!

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

1 What are some common medications that people take?

2 What are the benefits and disadvantages of medication?

Reading

2 Read the list of data from Westbrook Hospital. Then, complete the table using information from the passage.

Patients and Medication — Westbrook Hospital

November 5

Review today's list of patients and their medications. Administer the drugs at the stated times and check each patient off the list.

Administered

- ☐ Seth Banks, Room 103:
  One **dose** of **painkillers** (120mg) at 11 am
- ☐ Frank Cline, Room 101:
  Sedative (25mg) at 9 pm
- ☐ Kate Ford, Room 114:
  Anti-inflammatory (125mg) twice a day at 8 am and 4 pm
- ☐ Tim Hunt, Room 102:
  Stimulants (75mg) at 3 pm daily
- ☐ Ted Hurst, Room 118:
  Two doses of **antihistamines** (250mg) at 10 am and 6 pm
- ☐ Erica Noll, Room 120:
  Antibiotics (200mg) daily at 7 am
- ☐ Ed Parson, Room 105:
  Laxative (50mg) in the form of a **suppository** at 11 am
- ☐ Jack Singer, Room 100:
  Antidepressant (175mg) daily at 9 am

Name	Medication, Dose, Times
Frank Cline	
	antihistamines (250mg) at 10 am and 6 pm
	(175 mg)

Vocabulary

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

1 __ sedative
2 __ anti-inflammatory
3 __ dose
4 laxative
5 __ antidepressant

A a drug that puts a person to sleep or calms the person
B a specific amount of a medicine
C a drug that lifts a person's mood
D a drug that reduces redness and swelling
E a drug that helps ease bowel movements

4 **Place a check (✓) next to the response that answers the question.**

1 What does a stimulant do?
A ___ It reduces swelling. B ___ It makes a person alert.

2 Are you familiar with antihistamines?
A ___ Yes, they combat allergy symptoms.
B ___ Yes, they help ease bowel movements.

3 What is a suppository?
A ___ It puts a person to sleep or calms the person.
B ___ Medication that is administered through the rectum.

4 Can you tell me about antibiotics?
A ___ They lift up a person's mood.
B ___ They destroy harmful bacteria.

5 When should I administer painkillers?
A ___ When you are trying to reduce physical pain.
B ___ When you are trying to make a person alert.

5 **Listen and read the information list again. Which patient has a problem with their bowel movement?**

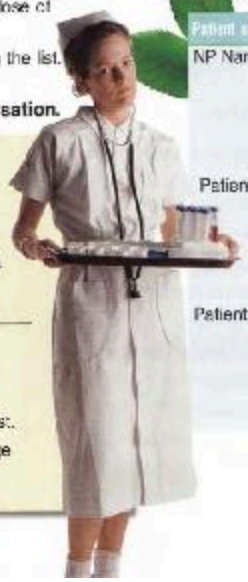
Listening

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

1 ___ The woman does not have the patient list with her.
2 ___ The man thinks Ted Hurst must receive a dose of antihistamines.
3 ___ Two patients' medications are mixed up on the list.

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

Nurse 1: Hi, Ellen. Do you have the 1 _____ _____ list?
Nurse 2: Yeah. Here 2 _____ _____.
Nurse 1: Thanks. Looks like 3 _____ _____ to get Mr. Hurst his medication.
Nurse 2: Ted Hurst? But it's only 10 am.
Nurse 1: Exactly. It says he needs his first 4 _____ of antihistamines.
Nurse 2: But Mr. Hurst receives 5 _____. Tim Hunt needs the antihistamines.
Nurse 1: Uh oh. There must be a mix-up on the list.
Nurse 2: That's 6 _____ _____. Let's change that immediately.



Speaking

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

USE LANGUAGE SUCH AS:

Do you have the patient medication list?

Looks like it's time ...

There must be a mix-up on the list.

Student A: You are an NP. You need to give patients their medications. Ask Student B questions to find out:

- patient list
- patients' medications
- mix-up on the list

Student B: You are an NP. Discuss the above points with Student A.

Writing

9 **Use the list of data and the conversation from Task 8 to fill out a revised list.**

Patient and Medication	Revised List
NP Name:	
Patient Name:	Medication: _____ Dose: _____ Time: _____
Patient Name:	Medication: _____ Dose: _____ Time: _____

13 Licensed practical nurse



Get ready!

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

1 What skills does a Licensed Practical Nurse need?

2 What do you think is a Licensed Practical Nurse's most important responsibility?

MERCY HEART HOSPITAL
POSITION AVAILABLE



Mercy Heart Hospital needs a talented and **certified** Licensed Practical Nurse (LPN). This position requires both a **degree** and a **license** from an **accredited** school.

LPNs are responsible for creating smooth and efficient **patient flow**. Along with helping doctors, they provide routine **bedside** care for our patients. This includes, but is not limited to, feeding patients, giving **injections** and **vaccines** and checking for **bedsores**. They also collect and deliver samples for labs.

LPNs are required to complete administrative tasks. Experience using and organizing **electronic health records** is vital. Additionally, LPNs complete weekly **re-orders** for supplies. Send your resume to lucyronald@mercyheart.com to apply.

Reading

2 Read the notice from Mercy Heart Hospital. Then, choose the correct answers.

1 What is the posting about?
- A a position as an LPN
- B a position training LPNs
- C a position managing LPNs
- D a position certifying LPNs

2 What administrative tasks does an LPN have to complete?
- A improving vaccine delivery
- B ensuring that there are enough supplies
- C increasing the speed of lab sample deliveries
- D converting health records from paper to electronic

3 What can you infer about LPNs at Mercy Heart?
- A They work on computers.
- B They are paid by the hour.
- C They rarely work alongside doctors.
- D They need to have either a license or a degree.

Vocabulary

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

1 __ license
2 __ bedsore
3 __ vaccine
4 __ patient flow
5 __ degree
6 __ injection
7 __ electronic health record

- A a qualification from college study
- B an injury caused by lying in the same position too long
- C the process of taking in, treating and releasing patients
- D a substance given to patients to prevent future illnesses
- E the insertion of medicine into the body with a needle
- F a document stating that a person is capable of performing an action
- G computerized medical information about a person

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

WORD BANK

accredited bedside re-order certified

1 Janet can't get a nursing job until she is _____.

2 Be sure to check the supply room, _____ syringes if needed.

3 The majority of nurses' time with patients is spent administering _____ care.

4 Hospitals won't hire nurses without a degree from a(n) _____ university.

5 **Listen and read the notice again. What are the responsibilities of a LPN?**

Listening

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

1 _ The man wants to work at Mercy Heart because it has better pay.

2 _ The man is currently working as a nurse at a different hospital.

3 _ The man believes that organized health records catch small problems.

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

Interviewer: So, why do you want to be an LPN here at Mercy Heart?

Nurse: Well, Mercy Heart has a great staff and better working hours.

Interviewer: I see. You do have a **1** _____, correct?

Nurse: I do. And several years of **2** _____.

Interviewer: Oh, that's right. You're **3** _____ at University Hospital now?

Nurse: Yes. But they're reducing everyone's hours.

Interviewer: I understand. So, what do you think the most important LPN **4** _____ is?

Nurse: Definitely **5** _____ _____. That's how you catch small **6** _____ before they become big ones.

Speaking

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

USE LANGUAGE SUCH AS:

Mercy Heart has a great staff.

I have several years of experience.

What do you think the most important LPN responsibility is?

Student A: You are an interviewer at a hospital. And you want to hire a nurse. Ask Student B questions to find out about his or her:

- license
- current job
- responsibilities

Student B: You are a nurse interviewing for a position at a hospital. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the interviewer's notes.**

MERCY HEART HOSPITAL
INTERVIEW NOTES

Applicant: _____

Licensed: Y / N
Employed: Y / N

If yes, where _____

Most important responsibility:
_____
_____

14 Registered nurse

Get ready!

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

1 What are the challenges of being a registered nurse?
2 What are the steps to becoming a registered nurse?





TROUBLE IN THE WORLD OF NURSING

CHICAGO – **Licensed** nurses are in high **demand** across the country. Unfortunately, this **shortage** of nurses threatens the quality of patient care. Experts believe the biggest **factor** leading to this shortage is a lack of nursing degree programs.

Some **registered nurses** get an **associate's degree** or a **bachelor's degree**. But such degree programs are rare. Others complete **hospital-based diploma programs**. These programs are too small, however, to train large numbers of nurses.

Furthermore, after getting a degree, nurses take a difficult **licensure exam (NCLEX-RN)** from the **state board of nursing**. Finally, they have to follow their state's NPA (**Nurse Practice Act**). Such restrictions are preventing more nurses from entering the workforce.

Reading

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

1 What is the newspaper article mostly about?
- A changes to a diploma program
- B a lack of available licensed nurses
- C a criticism of the Nurse Practice Act
- D the roles of state boards of nursing

2 Which of the following does NOT prevent nurses from working?
- A failing the licensure test
- B not following the Nurse Practice Act
- C joining the state board of nursing
- D having limited access to diploma programs

3 It can be inferred that the licensure test
- A is created by a hospital-based diploma program.
- B is less important than the NPA.
- C is a part of a diploma program.
- D stops some people from becoming nurses.

Vocabulary

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

1 _ associate's degree
2 _ bachelor's degree
3 _ hospital-based diploma program
4 _ Nurse Practice Act
5 _ registered nurse
6 _ state board of nursing

- A a person who has received a degree or diploma in nursing and has passed the required licensure test
- B a nursing program that takes place in a hospital
- C a set of rules that defines which tasks a nurse may or may not perform
- D a degree granted to people who have completed two years of coursework
- E a degree granted to people who have completed four years of coursework
- F a board that decides the rules regulating the licensure of nurses and the practice of nursing in a given state

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

1 There is a need for more nurses. _ e _ _ ? _
2 Sally hopes to pass the test administered by a state board of nursing. l _ _ _ n _ _ r _ _ e _ a _
3 There is a large deficiency of qualified candidates. _ h _ _ t _ g _
4 Harold thinks there needs to be more people who are in possession of a license that permits them to practice nursing. _ i _ _ n _ _ d n _ _ s _ _
5 Stress is a big contributing element in the problem. f _ _ t _ r

5 Listen and read the newspaper article again. What must be obtained before undertaking the NCLEX-RN?

Listening

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

1 __ The woman disagrees with the article.
2 __ The man wants the hospital to hire unlicensed nurses.
3 __ The woman suggests that the hospital start a diploma program.

7 Listen again and complete the conversation.

Nurse 1: This newspaper article makes the nursing 1 _____ sound pretty bad.
Nurse 2: Well, we certainly need some help here.
Nurse 1: That's true. Our nurses are really 2 _____.
Nurse 2: I know. But there just aren't enough 3 _____ nurses for each shift.
Nurse 1: I say we make the 4 _____ _____ easier to pass.
Nurse 2: But the exam makes sure nurses are ready to work with 5 _____.
Nurse 1: I suppose. What do you think the best solution is?
Nurse 2: Why don't we start a 6 _____ _____ right here in our own hospital?

Speaking

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

USE LANGUAGE SUCH AS:

Well, we certainly need some help here.
I say we make the ... easier to pass.
Why don't we start a ... right here?

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

- how a nurse shortage affects your hospital
- what his or her best solution is
- what you think the best solution is

Student B: You are a nurse. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to write a letter to the hospital administrator asking them to address the nursing shortage in your hospital.

LONGMAN HOSPITAL

Dr. Jones,

We have a serious shortage of registered nurses at our hospital. That means

_____
_____

I suggest that we

_____
_____

Sincerely,

_____



15 Nurse practitioner

Nurse Practitioners and Primary Care

It's a familiar scene: long waits at the doctor's office in crowded waiting rooms. But there's a way to avoid this and still get your check up! How? See an **NP** (**nurse practitioner**) instead.

NPs are an excellent **point of entry** health providers. They hold **advanced degrees** and must be **board certified**. So you're sure to get good care.

NPs provide a wide range of services. They conduct **physical exams** and **diagnose** illnesses. They **prescribe** treatment such as **physical therapy**. Many provide regular **immunizations** for children. Some even offer **counseling** services.

Though patients must see doctors for specialized care, nurse practitioners provide general healthcare without the wait.


immunization


physical therapy


physical exam


nurse practitioner


board certified

Get ready!

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

1 What kind of jobs do nurse practitioners perform?
2 What qualifications must nurse practitioners hold?

Reading

2 Read the article from Healthy Living magazine. Then, mark the following statements as true (T) or false (F).

1 __ Patients are usually directed to NPs by point of entry health providers.
2 __ Nurse practitioners treat patients' physical and emotional needs.
3 __ Patients of NPs must visit a doctor's office to get shots.

Vocabulary

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

1 __ immunization
2 __ advanced degree
3 __ physical therapy
4 __ board certified
5 __ point of entry

A a college degree higher than a bachelor's degree
B having passed a test to document expertise in an area of medicine
C treatment for an illness or injury by physical methods rather than the use of drugs
D the administration of a medical substance to help protect a person against a disease
E the first level of access to a system

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

WORD BANK

prescribe nurse practitioner
diagnose counseling
physical exam

1 Mark is in constant pain. He hopes the doctor can quickly _____ the problem.
2 When Linda conducts a(n) _____, she checks all areas of a person's body.
3 Peter examined his patient, he decided to _____ medication to reduce the pain.
4 Todd offers _____ services. Many people tell him about their problems.
5 Molly likes learning about medicine and helping people. She wants to be a _____ when she grows up.

5 **Listen and read the article again. How can a patient avoid a long wait at the GP's?**

Listening

6 **Listen to a conversation between an interviewer and a NP. Choose the correct answers.**

1 What is the dialogue mostly about?
- A challenges of being an NP
- B the steps of a physical exam
- C procedures that the NP performs
- D common illnesses that the NP sees

2 According to the dialogue, what service does the nurse practitioner NOT offer?
- A prescribing medications
- B offering counseling
- C performing immunizations
- D diagnosing illnesses

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

Interviewer: Thanks for agreeing to 1 _____ _____. I know you nurse practitioners get busy.

NP: It's my pleasure.

Interviewer: So, what kind of 2 _____ do you provide?

NP: Lots. I conduct 3 _____ _____ and perform immunizations for children. I also offer counseling.

Interviewer: What patients do you have today?

NP: My next patient has an injury from a 4 _____ _____. I'm giving him physical 5 _____.

Interviewer: Are there any limits to the care you provide?

NP: Well, I don't perform surgery. But I do 6 _____ illnesses.



Speaking

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

USE LANGUAGE SUCH AS:

What kind of services do you provide?

My next patient has ...

Are there any limits to the care you provide?

Student A: You are an interviewer. And you are writing an article about NPs. Ask Student B questions to find out about:
- services
- today's patients
- limits to care

Student B: You are a nurse practitioner. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the interviewer's notes.**

Article about NPs

INTERVIEW NOTES

Services Provided:

Conducts _____

Performs _____

_____

Offers _____

Limits to Care:

Does not _____

_____

Glossary

aches [N-COUNT-U10] **Aches** are unpleasant pains in the body.

advanced degree [N-COUNT-U15] An **advanced degree** is a college degree higher than a bachelor's degree.

affect [N-UNCOUNT-U9] **Affect** is the displaying of emotion through facial expressions, movements, etc.

alternating pressure mattress [N-COUNT-U3] An **alternating pressure mattress** is a mattress that helps to prevent sores by keeping pressure off of certain areas of the body.

alveoli [N-COUNT-U7] **Alveoli** are the sacs in the lungs that allow oxygen to enter the blood.

anesthesiologist [N-COUNT-U1] An **anesthesiologist** is a doctor who gives patients anesthetics to keep them from feeling pain.

antibiotic [N-COUNT-U12] An **antibiotic** is a drug that destroys harmful bacteria in the body.

antidepressant [N-COUNT-U12] An **antidepressant** is a drug that lifts a person's mood.

antihistamine [N-COUNT-U12] An **antihistamine** is a drug that combats symptoms of allergic reactions.

anti-inflammatory [N-COUNT-U12] An **anti-inflammatory** is a drug that reduces redness and swelling.

aorta [N-COUNT-U6] The **aorta** is the major tube in the heart that carries blood to the body.

appendicitis [N-UNCOUNT-U5] **Appendicitis** is inflammation of the appendix. It is a medical emergency that requires the removal of the appendix. If left untreated, appendicitis can be fatal.

arm [N-COUNT-U4] The **arm** is one of two limbs at the side of the body with the hands at the end.

arrhythmia [N-COUNT-U6] An **arrhythmia** is a condition in which the heart beats abnormally.

artery [N-COUNT-U6] An **artery** is a tube in the body that carries blood from the heart to other parts of the body.

associate's degree [N-COUNT-U14] An **associate's degree** is a degree granted to people who have completed two years of coursework at a college.

asthma [N-UNCOUNT-U7] **Asthma** is a condition where people have trouble breathing because of narrow or blocked air passages.

atrium [N-COUNT-U6] An **atrium** is one of the two upper chambers of the heart. It holds blood returning to the heart from the lungs and body.

auscultation [N-UNCOUNT-U9] **Auscultation** is the process of examining the body by listening to its internal parts.

bachelor's degree [N-COUNT-U14] A **bachelor's degree** is a degree granted to people who have completed four years of coursework at a college or university.

bedside [ADJ-U13] If care is **bedside**, it happens while a patient is in a hospital bed.

bedsore [N-COUNT-U13] A **bedsore** is a sore on the body caused by lying down in the same position for too long.

biohazard waste container [N-COUNT-U3] A **biohazard waste container** is a special container that stores harmful biological substances.

bleeding [N-UNCOUNT-U5] **Bleeding** is a loss of blood. It occurs when blood escapes from the circulatory system.

board certified [ADJ-U15] Someone who is **board certified** has taken a test to document his or her expertise in an area of medicine.

body build [N-UNCOUNT-U9] A person's **body build** refers to the overall appearance and shape of a person's body.

bone [N-COUNT-U4] A **bone** is one of the hard white parts inside a person's body that gives the body shape.

bronchial tube [N-COUNT-U7] The **bronchial tubes** carry air from the windpipe to the lungs.

burning [ADJ-U11] If something is **burning**, it feels as if it were caused by heat or a fire.

call button [N-COUNT-U3] A **call button** is a button in a hospital room that a patient presses to summon a nurse.

capillary [N-COUNT-U6] A **capillary** is a small tube in the body that lets blood and tissue exchange oxygen and nutrients.

carbon dioxide [N-UNCOUNT-U7] **Carbon dioxide** is the gas created when people breathe. It is what people breathe out.

cardiologist [N-COUNT-U1] A **cardiologist** is a doctor who specializes in treating heart conditions.

cardiology [N-UNCOUNT-U2] **Cardiology** is the medical discipline that deals with the heart.

certified [ADJ-U13] When someone is **certified** they have documentation that they have finished training for something.

clot [N-COUNT-U5] A **clot** is a collection of platelets in blood that come together to stop a wound from continuing to bleed. Clots are essential to surviving when one's skin is broken and one is bleeding.

colon [N-COUNT-U8] The **colon** is the last part of the large intestine.

colonoscopy [N-COUNT-U8] A **colonoscopy** is a procedure wherein a doctor uses a small camera to perform an inspection of the colon and large intestine.

compatible [ADJ-U5] If something is **compatible**, it is capable of working or existing with something else.

consent [N-UNCOUNT-U9] **Consent** is verbal or written permission for something to happen.

constant [ADJ-U11] If something is **constant**, it does not stop, change or vary.

cough [N-COUNT-U10] A **cough** is forcing air out of the lungs and making a loud sound to clear the throat of blockage.

counseling [N-UNCOUNT-U15] **Counseling** is professional guidance using psychological methods.

cramping [N-UNCOUNT-U8] **Cramping** is a piercing pain that occurs in the area of the stomach.

degree [N-COUNT-U13] A **degree** is a document showing that someone has completed study at a college.

demand [N-UNCOUNT-U14] **Demand** is a desire or need for something.

demographic [ADJ-U9] **Demographic** data is personal information such as age, sex, and nationality.

dermatology [N-UNCOUNT-U2] **Dermatology** is the medical discipline that deals with the health of the skin.

diagnose [V-T-U15] To **diagnose** something is to identify the illness or disease affecting a person.

diarrhea [N-UNCOUNT-U8] **Diarrhea** is the condition of having loose or liquid bowel movements. Such bowel movements must occur at least three times in a day in order for the condition to be considered diarrhea.

distress [N-UNCOUNT-U11] **Distress** is a state of sorrow, misery, or suffering.

dose [N-COUNT-U12] A **dose** is a specific amount of a medicine.

Glossary

electronic health record [N-COUNT-U13] An **electronic health record** is a collection of health information about patients that is stored on a computer.

elevate [N-COUNT-U4] To **elevate** something is to move it to a higher level.

emergency [N-COUNT-U2] An **emergency** is a situation in which someone's life is in danger. Emergencies require immediate attention from trained medical personnel.

emphysema [N-COUNT-U7] **Emphysema** is a disease that destroys alveoli and limits their function, causing breathing and heart problems.

epithelial cell [N-COUNT-U7] **Epithelial cells** make up the tissue that line the lungs.

esophagus [N-COUNT-U8] The **esophagus** is the muscular tube that allows food to pass from the mouth to the stomach.

excruciating [ADJ-U11] If something is **excruciating**, it is extremely painful.

external [ADJ-U1] When something is **external** it is located on the outside of the body.

extremities [N-COUNT-U4] The **extremities** are the body parts that are furthest from the center of the body, like hands and feet.

factor [N-COUNT-U14] A **factor** is an element contributing to a particular situation.

fatigue [N-COUNT-U10] **Fatigue** is a feeling of great tiredness.

fever [N-COUNT-U12] **Fever** is a condition when the body temperature is extremely high, usually a result of illness.

gauze [N-UNCOUNT-U8] **Gauze** is a thin cloth used to cover injuries.

general practitioner [N-COUNT-U1] A **general practitioner** is a doctor with no specialization who provides primary health care.

gown [N-COUNT-U3] A **gown** is a special hospital garment that a patient wears.

hand [N-COUNT-U10] The **hand** is the part at the end of the arm that grabs and holds things.

head [N-COUNT-U4] The **head** is the part on top of the body that holds the brain, eyes, ears, nose and mouth.

headache [N-COUNT-U10] A **headache** is a pain in the head.

heart [N-COUNT-U6] The **heart** is a major organ that pumps blood to the rest of the body.

hospital-based diploma program [N-COUNT-U14] A **hospital-based diploma program** is a nursing program that takes place in a hospital and combines classroom instruction with hands-on work with patients.

immunization [N-COUNT-U15] An **immunization** is an administration of a medical substance to help protect a person against a disease.

impact [N-COUNT-U11] An **impact** is an influence or effect something or someone has on an object, person, or situation.

injection [N-COUNT-U13] An **injection** is the insertion of medicine into the body through a needle.

inspection [N-COUNT-U9] An **inspection** is a visual examination of a part of the body.

intensity [N-UNCOUNT-U11] **Intensity** is the degree or extent of something.

intermittent [ADJ-U11] If something is **intermittent**, it stops and starts over and over again.

internal [ADJ-U4] When something is **internal** it is inside the body.

lab technician [N-COUNT-U1] A **lab technician** is someone who analyzes samples in a medical laboratory.

large intestine [N-COUNT-U8] The **large intestine** is the last part of the digestive system. It absorbs water from the indigestible food matter that has passed through the esophagus, stomach, and small intestine before that matter is released from the body.

latex gloves [N-COUNT-U3] **Latex gloves** are gloves made of latex that doctors often wear.

laxative [N-COUNT-U12] A **laxative** is a drug that helps ease bowel movements.

leg [N-COUNT-U4] The **leg** is the bottom part of the body that is used for walking and standing.

license [N-COUNT-U13] A **license** is a document stating that a person is capable of doing something and has official permission to do so.

licensed [ADJ-U14] If someone is **licensed**, they hold a license that permits them to practice something. In the case of nursing, a nurse must be licensed by the state board of nursing in order to practice nursing.

licensure exam (NCLEX-RN) [N-COUNT-U14] A **licensure** exam is a test administered by a state board of nursing to make sure that new nurses have the required skills to practice nursing. The licensure exam must be passed in order to become a licensed nurse.

lung [N-COUNT-U7] A **lung** is one of a pair of organs in the chest that people use to breathe.

lung cancer [N-COUNT-U7] **Lung cancer** is a disease where cells grow uncontrollably in the lungs.

mild [ADJ-U10] When something is **mild** it is slight and not extreme.

moderate [ADJ-U10] When something is **moderate** it is not as strong as possible.

Nurse Practice Act [N-COUNT-U14] A **Nurse Practice Act** is an act passed by the legislature of a state that defines which tasks a nurse may or may not perform while they are practicing nursing.

nurse practitioner [N-COUNT-U15] A **nurse practitioner (NP)** is a nurse with advanced training that can diagnose and treat certain problems.

objective data [N-UNCOUNT-U9] **Objective data** is health information that an observer can see and test.

obstetrician [N-COUNT-U1] An **obstetrician** is a doctor trained in caring for pregnant women.

obstetrics [N-UNCOUNT-U2] **Obstetrics** is the medical discipline that deals with the care of women and children during pregnancy and childbirth.

orthopedics [N-UNCOUNT-U2] **Orthopedics** is the medical discipline that deals with the treatment of bones, muscles, ligaments, and tendons.

oxygen [N-COUNT-U7] **Oxygen** is a gas in the air that people need to live.

oxygen tank [N-COUNT-U3] An **oxygen tank** is a container that holds pure oxygen.

painkiller [N-COUNT-U12] A **painkiller** is a drug that reduces physical pain.

Glossary

palpation [N-UNCOUNT-U9] **Palpation** is the process of examining parts of the body by touch.

pathology [N-UNCOUNT-U2] **Pathology** is the medical discipline that deals with the study and diagnosis of diseases. It often involves the inspection of organs, tissues, and bodily fluids.

patient flow [N-UNCOUNT-U13] **Patient flow** is the process of admitting, treating and discharging patients.

pediatrician [N-COUNT-U1] A **pediatrician** is a doctor who treats children.

pediatrics [N-UNCOUNT-U2] **Pediatrics** is the medical discipline that deals with the care of children.

percussion [N-UNCOUNT-U9] **Percussion** is the process of examining the body by tapping various parts.

pharmacist [N-COUNT-U1] A **pharmacist** is a person who prepares drugs and medicine.

pharmacy [N-COUNT-U2] A **pharmacy** is a location staffed by pharmacists that distributes pharmaceutical drugs.

physical exam [N-COUNT-U15] A **physical exam** is a process in which a doctor examines a person's body to check for illness.

physical therapy [N-UNCOUNT-U15] **Physical therapy** is treatment for injury or pain that helps restore or enhance movement.

plasma [N-UNCOUNT-U5] **Plasma** is the part of blood in which blood cells are suspended. It is the part of blood that makes it a liquid.

platelet [N-COUNT-U5] A **platelet** is an irregularly-shaped cell that circulates in one's blood and causes clots to form when one is injured and bleeding.

point of entry [N-COUNT-U15] A **point of entry** is something that provides access to a particular area.

prescribe [V-T-U15] To **prescribe** something is to specify the medical treatment a person should receive.

pulmonary [ADJ-U6] A **pulmonary** tube is one that relates to the lungs.

pulse [N-COUNT-U4] **Pulse** is the movement of blood through the body.

radiologist [N-COUNT-U1] A **radiologist** is a doctor who specializes in using imaging technology like X-rays and MRIs.

radiology [N-UNCOUNT-U2] **Radiology** is the medical discipline that deals with the use of technology such as x-rays, MRIs, and CAT scans to identify and diagnose disease.

receptionist [N-COUNT-U1] A **receptionist** welcomes visitors and answers phones.

red blood cell [N-COUNT-U5] A **red blood cell** is a cell within one's blood that carries oxygen throughout the body. It is also where antigens can be found, which determine which type of blood a person has.

registered nurse [N-COUNT-U14] A **registered nurse** is a person who has received a degree or diploma in nursing and has passed the required licensure exam. Registered nurses usually practice nursing in hospitals and doctors' offices and spend much of their time caring for patients.

respiratory system [N-COUNT-U7] The **respiratory system** is the set of organs that allow you to breathe in oxygen and exhale carbon dioxide.

re-order [N-COUNT-U13] To **re-order** something is to order something that has been ordered previously in order to ensure that supplies do not run out.

sedative [N-COUNT-U12] A **sedative** is a drug that puts a person to sleep or calms the person down.

severe [N-COUNT-U10] When something is **severe** it is extremely strong.

sharp [ADJ-U11] If something is **sharp**, it is felt acutely and intensely.

sharps container [N-COUNT-U3] A **sharps container** is a special container that stores sharp hospital objects.

shooting [ADJ-U11] If something is **shooting**, it feels as though it is flashing through one's body.

shortage [N-UNCOUNT-U14] A **shortage** is a deficiency of something that is needed.

small intestine [N-COUNT-U8] The **small intestine** is the part of the digestive system where the majority of digestion and absorption of food into the bloodstream takes place. Food enters the small intestine directly after passing through the stomach.

sore throat [N-COUNT-U10] A **sore throat** is a condition in which someone feels pain in the throat caused by inflammation.

spinal [ADJ-U4] If something is **spinal**, it relates to the bones in your back that support the body.

state board of nursing [N-COUNT-U14] A **state board of nursing** is a board that decides the rules regulating the licensure of nurses and the practice of nursing in a given state.

stimulant [N-COUNT-U12] A **stimulant** is a drug that makes someone become more active or alert.

stomach [N-COUNT-U8] The **stomach** is a muscular, hollow organ that is also the main part of the digestive system. It contains strong acids that are used to digest food.

stuffy [ADJ-U10] When a nose is **stuffy** it is blocked up, causing breathing difficulty.

subjective data [N-UNCOUNT-U9] **Subjective data** is health information that only the patient is aware of. This includes things such as pain or itching.

suppository [N-COUNT-U12] A **suppository** is a pill that is inserted into a person's rectum. It is used to administer medicine.

surgeon [N-COUNT-U1] A **surgeon** is a doctor who cuts open patients and performs medical operations.

surgery [N-UNCOUNT-U2] **Surgery** is the medical discipline that deals with the use of instruments to operate on patients. Surgery is used to diagnose and treat disease and injury.

syringe [N-COUNT-U3] A **syringe** is a container shaped like a tube that is used to draw liquid out of or into something.

throbbing [ADJ-U11] If something is **throbbing**, it feels as if it is pulsating.

Type A [ADJ-U5] If blood is **Type A**, it has only the A antigen on its red blood cells. It also has the A antibody in its plasma.

Type AB [ADJ-U5] If blood is **Type AB**, it has both the A and B antigens on its red blood cells. It has neither the A nor B antibodies in its plasma, though.

Type B [ADJ-U5] If blood is **Type B**, it has only the B antigen on its red blood cells. It also has the B antibody in its plasma.

Type O [ADJ-U5] If blood is **Type O**, it has neither A nor B antigens on its red blood cells. It does have both the A and B antibodies in its plasma, though.

ulcer [N-COUNT-U8] An **ulcer** is an unusually acidic area of the digestive system that is very painful. Most ulcers occur in the stomach or the small intestine.

Glossary

unbearable [ADJ-U11] If something is **unbearable**, it is intolerable or unendurable. It is too much for a person to take.

universal donor [N-COUNT-U5] A **universal donor** is someone whose blood is capable of being given to any other person in the world, no matter what their blood type is. Specifically, a person with Type O blood is a universal donor.

vaccine [N-COUNT-U13] A **vaccine** is a substance given to a person to help them become to immune to a disease.

valve [N-COUNT-U6] A **valve** is a structure in the heart that opens and closes. It keeps blood from traveling backwards.

vein [N-COUNT-U6] A **vein** is a tube in the body that carries blood back to the heart.

vena cava [N-COUNT-U6] The **vena cava** is one of the two major veins that carries blood back to the heart.

ventricle [N-COUNT-U6] A **ventricle** is one of the two lower chambers of the heart. It holds blood that is going to be sent out to the body.

wheelchair [N-COUNT-U3] A **wheelchair** is a chair with wheels that people who cannot walk use to move around.

wrist [N-COUNT-U4] The **wrist** is the body part that connects the hand and the arm.

CAREER PATHS

Nursing

Book 2

Virginia Evans
Kori Salcido - R.N.

Express Publishing

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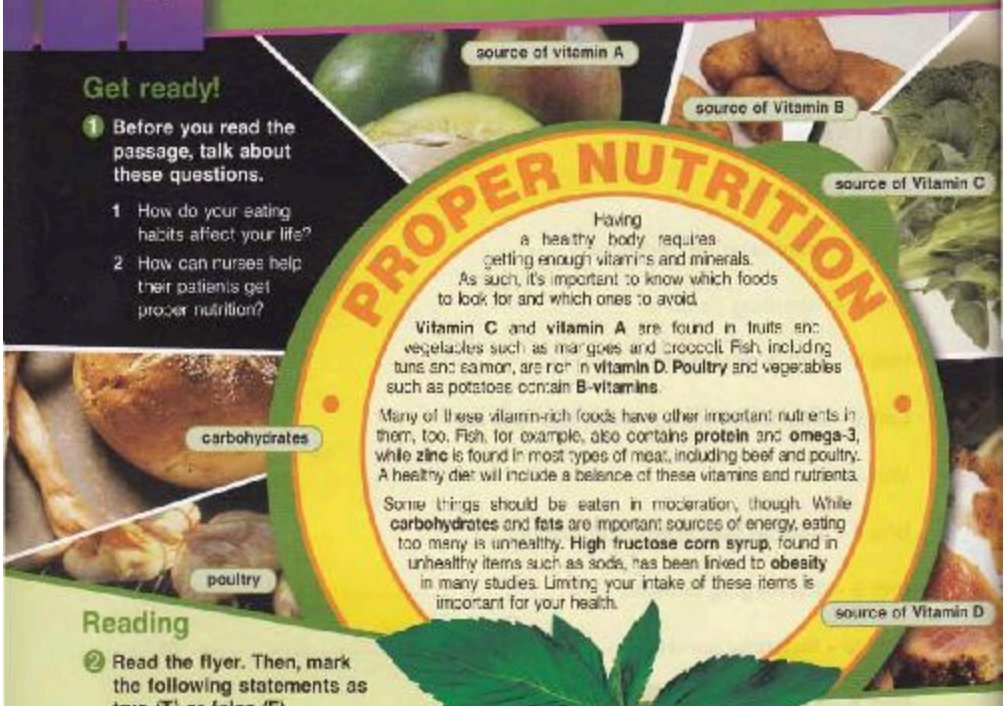
Glossary 34

1 Nutrition

Get ready!

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

1 How do your eating habits affect your life?
2 How can nurses help their patients get proper nutrition?



PROPER NUTRITION

Having a healthy body requires getting enough vitamins and minerals. As such, it's important to know which foods to look for and which ones to avoid.

Vitamin C and **vitamin A** are found in fruits and vegetables such as mangoes and broccoli. Fish, including tuna and salmon, are rich in **vitamin D**. **Poultry** and vegetables such as potatoes contain **B-vitamins**.

Many of these vitamin-rich foods have other important nutrients in them, too. Fish, for example, also contains **protein** and **omega-3**, while **zinc** is found in most types of meat, including beef and poultry. A healthy diet will include a balance of these vitamins and nutrients.

Some things should be eaten in moderation, though. While **carbohydrates** and **fats** are important sources of energy, eating too many is unhealthy. **High fructose corn syrup**, found in unhealthy items such as soda, has been linked to **obesity** in many studies. Limiting your intake of these items is important for your health.

Reading

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

1 __ Salmon is a source of vitamin C and omega-3.
2 __ Zinc and B-vitamins are found in poultry.
3 __ Any consumption of fats is unhealthy.

Vocabulary

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

1 Foods made from grains are full of nutrients that provide energy. c _ _ _ o _ _ d _ _ l _ _
2 A diet that is high in organic compounds that store excess nutrients can lead to a variety of health problems. _ a _ s
3 Most sodas are considered unhealthy largely because of how much sugar substitute they contain. _ i _ _ f _ _ _ t _ _ e _ _ r s _ _ u _
4 Poor intake and use of food is a factor in dozens of health conditions. _ u _ _ i _ _ _ n
5 Fish contain a nutrient that contributes to tissue, bone, muscle, skin, and blood health. _ r _ _ e _ n
6 A medical condition in which people have a dangerous amount of body fat is caused by poor diet and can significantly impair a person's mobility and health. o _ _ s _ _ y

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

1 __ Vitamin A
2 __ Vitamin C
3 __ Vitamin D
4 __ B-vitamins
5 __ omega-3
6 __ zinc
7 __ poultry

A contributes to central nervous system health
B helps prevent cancer
C acts as an anti-oxidant and helps prevent heart disease
D benefits the eyes
E aids the creation of healthy bones
F promotes skin and muscle health
G meat that comes from birds such as chicken and turkey

5 Listen and read the flyer again. Which food group should not be eaten to excess?

Listening

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

1 What is the conversation mostly about?
- **A** a patient's recent weight loss
- **B** the impacts of a poor diet
- **C** how to improve a patient's nutrition
- **D** the benefits of B vitamins and omega 3

2 What will the patient likely do?
- **A** purchase fish
- **B** eat healthier fats
- **C** stop drinking soda
- **D** schedule a second check up

7 Listen again and complete the conversation.

Nurse: John, before we finish your 1 _____, there's something we should discuss.
Patient: What's that?
Nurse: Your weight gain. You understand the risks of 2 _____, don't you?
Patient: I do, yeah. I know my weight is getting 3 _____ _____ _____.
Nurse: You need to change your diet drastically and exercise more.
Patient: I know. But I get tired so easily.
Nurse: Changing your diet will help. Add some 4 _____ and B-vitamins. Your muscles will recover faster.
Patient: Oh, thanks. Are there certain foods I should look for?
Nurse: Well, poultry has both. But you'll also need to 5 _____ the bad stuff. Fewer fats, and no high fructose corn syrup. So soda is out.
Patient: I do drink it often, probably one or two cans a day.
Nurse: You can't do that if you want to 6 _____ _____ _____.
Patient: Okay. Starting today, no more.

Speaking

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

USE LANGUAGE SUCH AS:

There's something we should discuss.
Changing your diet will help.
Fewer fats and no high fructose corn syrup.

Student A: You are a nurse discussing nutrition with one of your patients. Talk to student B about:
- their health problems
- their diet
- what they need to start eating

Student B: You are an patient. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out notes about a change of diet recommendation.

Recommended Diet Changes

Patient: _____
Nurse: _____

Consume more: _____
_____

Consume less/fewer: _____
_____

This will: _____
_____



2 Hygiene

Prevent the Spread of Disease:


facemask

*Use Proper **Hygiene!***

It's easy to **transmit** diseases and **infections** when you don't use proper hygiene. Fortunately, using proper hygiene is easy. Just follow these simple rules:

- Wash your hands. Live **viruses** are often present on an object that a sick person has touched. Washing your hands removes the viruses you pick up in this way. Using **antimicrobial** soap makes hand washing even more effective.
- Use **disinfectant** in your home. Using a disinfectant to clean your kitchen and bathroom prevents the buildup of harmful **bacteria**.
- Apply **antibiotic** ointments as needed. When someone in your family gets a cut or scrape, use antibiotic ointment to clean the wound.
- Wear a **facemask** when working around sick people. Many diseases are transmitted through the air we breathe.
- Sometimes, very sick patients need to be **isolated**. This usually only happens when the disease they have is easy to transmit and spreads rapidly.


antimicrobial


bacteria


virus

Get ready!

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

1 Why is proper hygiene important?
2 How do nurses help patients use proper hygiene?

Reading

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

1 __ Viruses cannot survive on inanimate objects.
2 __ Antimicrobial soap should be used to disinfect bathrooms.
3 __ People with diseases that pass quickly from one person to another sometimes require quarantine.

Vocabulary

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

1 __ antibiotic
2 __ bacteria
3 __ disinfectant
4 __ isolate
5 __ transmit
6 __ infection
7 __ hygiene

A a substance used to clean an object and kill any microorganisms on it
B used to kill or prevent the growth of unicellular microorganisms
C to pass something from one place to another
D unicellular microorganisms that are capable of infecting a host organism
E a colonization of a host organism by a microorganism
F to put a person or animal in isolation to prevent the spread of a disease
G the practice of keeping oneself clean

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

1 __ A It's important to use a good <u>infection</u> when you're cleaning your kitchen.
__ B The man contracted a <u>virus</u> and was so ill that he could not go to work.

2 __ A Mr. Kim was transmitted to avoid making the other patients sick.
__ B Jerry uses antimicrobial soap because it kills more viruses than regular soap.

3 __ A Wear a <u>facemask</u> when with sick people.
__ B To prevent infection, the nurse applied bacteria to the patient's injuries.

5 **Listen and read the poster again. What makes washing more effective?**

Listening

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

1 What is the main idea of the conversation?
- A treating a patient with a virus
- B preventing the spread of a virus
- C describing the symptoms of a virus
- D investigating how a patient caught a virus

2 What can be inferred about the woman?
- A She was infected at her job.
- B She will not cook for her family.
- C She passed the virus to her children.
- D She is not going to work the next day.

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

Nurse: How's it going today, Samantha?
Patient: Actually, I think I'm sick. Something's been **1** _____.
Nurse: I see. How are you feeling?
Patient: I have a **2** _____ and a fever, and my stomach has been cramping.
Nurse: It sounds like you have a **3** _____. Is anyone else in your family sick?
Patient: No, not yet. And I don't want them to get sick, either.
Nurse: Of course not. Make sure that you **4** _____ often.
Patient: Oh, of course.
Nurse: And if you're not using **5** _____ soap, it'd be worth switching.
Patient: I'll pick some up on the way home. It's still okay for me to cook for my family, right?
Nurse: Well, be careful. Definitely use a good **6** _____ before and after you're in the kitchen.
Patient: I don't have any of that. I guess I need to pick some of that up, too!

Speaking

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

USE LANGUAGE SUCH AS:

Actually, I think I'm sick.
Make sure that you ... often.
If you're not using ... soap, it'd be ...

Student A: You are a nurse talking to a patient. Talk to Student B about:
- how the patient feels
- keeping family healthy
- what the patient needs to buy

Student B: You are a patient who does not feel well. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the report about the patient you saw and your recommendations.**

Patient Interaction Report

Patient: _____
Nurse: _____
Patient Complaint: _____
_____
_____
_____
Condition/Diagnosis _____
_____
_____
_____
Recommendations: _____
_____
_____
_____

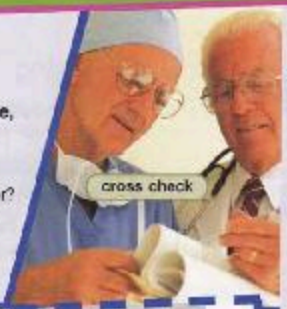
3 Administering medication

Get ready!

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

1 How can nurses make administering medication safer?

2 Why is it important to double check doctors' orders?



Birmingham City Hospital

Prescription Medication

The 5 Rights

1 Right Medicine
Always **crosscheck** with the head nurse on duty. Have him or her countersign the **medication** order when administering high risk medicine.

2 Right Patient
Never assume that the patient is in the correct room. Always look at the patient's identification bracelet before administering medication.

3 Right Dose
Always double-check the dosage of the medication that you are giving your patient as well as the expiration date. Warn patients of any possible side effects.

4 Right Time
Always check the scheduled times for administration of medication to avoid accidental overdose.

5 Right Route
Always obey the prescribed route of administration. **Oral administration** and **intramuscular administration** are not equal, and each **prescription** is given for a reason.









Reading

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

1 __ Medication orders require the signature of the doctor and head nurse.

2 __ Nurses must confirm patients' room numbers before providing medication.

3 __ Intramuscular administration may not be changed to oral administration.

Vocabulary

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

1 Most patients prefer introduction of medicine through the mouth to an injection. o _ _ l
_ d _ _ n _ t _ _ _ i _ n

2 A patient can die if given the wrong amount of certain medications. _ _ s _ g _

3 The unintentional results of some medicines include an upset stomach. s _ _ e _ _ f _ _ t _

4 The introduction of medication into the body through an injection is painful, but requires smaller doses than pills.
_ _ t _ a _ _ s _ _ _ _ r
_ d _ _ n _ _ t _ _ t _ _ n

5 If a drug is past its final day that a dose of medication is fit for use, toss it. _ _ p _ r _ _ i _ _ d _ t _

6 Nurse Roberts decided to consult with another person to confirm the dosage. c _ _ s _ c _ _ _ k

7 Richard signed the prescription and asked the head nurse to sign it as well. _ _ u _ _ e _ _ _ g _

4 **Fill in the blanks with the correct words and phrases:** *prescription, route of administration, identification bracelet, tablets, shots.*

1 Medication is only available with a doctor's _____.
2 These _____ are easier to swallow with a glass of water.
3 Mr. Smith may get a pill or an injection. The doctor did not specify the _____.
4 The child cried when he received his _____.
5 Every patient wears an) _____.

5 **Listen and read the hospital procedures again. Why is a time check important when administering drugs?**

Listening

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

1 What is the conversation mainly about?
- A checking a nurse's work
- B identifying an unknown patient
- C correcting a doctor's dosage error
- D changing medicine administration procedures

2 What can be inferred about the woman?
- A She is the head nurse.
- B She measured the dosage incorrectly.
- C She asked the man for help with her patients.
- D She has worked there longer than the man.

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

N 1: Hey, Mark. How's your first day going so far?
N 2: Pretty good, actually. Did you still want to 1 _____ _____ my work?
N 1: I probably should, just for today. I see you already have a signature from the head nurse.
N 2: Yes, I made sure to 2 _____ with her because heparin is a high risk medicine.
N 1: Excellent. Now, did you check the patient's 3 _____ _____?
N 2: Of course.
N 1: Good. How about the 4 _____? Are you sure you have that right?
N 2: Yeah, the dosage is 20 units, and it doesn't 5 _____ until next year.
N 1: Great. And did you tell the patient about the possible 6 _____ _____?
N 2: Oh! No, I forgot about that!
N 1: Make sure you do that every time. You don't want your patient to be 7 _____ if she gets the bruising that heparin can cause.

Speaking

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

USE LANGUAGE SUCH AS:

Did you still want to double check my work?

Did you check the patient's identification ...

How about the ...?

Student A: You are a nurse talking to a new nurse on the floor. Talk to Student B about:
- completed tasks
- incomplete tasks
- following procedures

Student B: You are a new nurse. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out an evaluation form about the new nurse's work.**

NURSE EVALUATION FORM

Nurse being evaluated: _____

Did nurse:
Crosscheck with Head Nurse: Y / N
Confirm medication expiration date Y / N

Notes: _____

_____

_____

Rating:
Excellent Satisfactory Poor

4 Admitting patients

Get ready!

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

1 What do hospitals need to know about patients when admitting them?

2 How do nurses help doctors learn about their patients?

Reading

2 Read the patient admission form. Then, choose the correct answers.

1 What is the form mostly about?

A treatment options
B physician's diagnosis
C personal information
D prescription medication

2 What is NOT in the patient's family history?

A cancer
C heart problems
B diabetes
D psychosocial disorders

3 What can be inferred about the patient?

A He will develop cancer.
B He has been in a car accident.
C He has been hospitalized before.
D He has a broken bone in his back.

Vocabulary

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

1 __ A People without family history often can't afford to see a doctor.
__ B Hospitals use patient's biographic data to identify who is in their hospital.

2 __ A A complete medical history provides doctors with patient's past injuries.
__ B The patient stated that her insurance was a sharp pain in her side.

3 __ A Mrs. Jenkins was hospitalized when her injuries were fully healed.
__ B Contact the patient's next of kin to inform them about the patient's status.

4 __ A Patients give advance directives to choose what treatments they receive.
__ B Over-the-counter medications are only available with a prescription.

5 __ A Doctors hospitalize their patients only when their condition is very serious.
__ B Be sure Mr. Jackson is admitted his medication every hour.





Patient admission

Patient to Admit: Nickolas R. Foote
Biographic Data:
Date of Birth: 5/4/1981
Marital Status: Single
Chief Complaint: Patient is experiencing constant severe pain in lower back. Over-the-counter medication is not significantly reducing the pain. Primary physician suggests he be hospitalized.
Medical History: No previous history of back pain. Broken leg treated on 4/1/1980. Admitted 9/28/2001 for knee surgery.
Family History: History of cancer on patient's father's side. History of diabetes and heart disease on patient's mother's side.
Psychosocial History: Not applicable. Patient has had no treatment for psychosocial disorders.
Allergies: Penicillin, peanuts
Next of Kin: Michael A. Foote, father
Insurance: First California Insurance Company, ID #1/C99120-24521
Advance Directives: In the event that the patient is unable to make his own decisions, all decisions regarding the patient's medical treatment are to be made by his father, Michael A. Foote.

4 Fill in the blanks with the correct words and phrases: *family history, chief complaint, insurance, over-the-counter, admit, psychosocial history.*

1 _____ medications can lessen the symptoms of colds and viruses.
2 As the _____ costs rise, people are spending more on medical treatment.
3 The patient's _____ showed that his father and grandfather had heart problems.
4 The patient's _____ was a cramp, but the doctor feared it was a more serious issue.
5 Sarah's _____ includes her treatment for depression and anxiety.
6 The doctor will _____ John to the hospital because of his serious condition.

5 Listen and read the patient admission form again. What drug should not be given to the patient?

Listening

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

1 __ The patient made a mistake on her patient information form.
2 __ The nurse is concerned about the patient's fever.
3 __ The patient is not aware of any allergies.

7 Listen again and complete the conversation.

Nurse: Good morning, Valerie. How are you feeling?
Patient: Not very well. I haven't been this sick **1** _____ _____ _____.
Nurse: I'm sorry to hear that. We need to fill out this patient information form before we treat you, though, okay?
Patient: Okay. That's fine.
Nurse: All right. First, tell me a little more about how you're feeling.
Patient: Well, I woke up with severe **2** _____ _____, and I've been throwing up all morning.
Nurse: I see. Do you have a **3** _____?
Patient: No, I don't have a fever. I've taken my **4** _____ a few times today, too.
Nurse: That's good. Next, I need some information about your **5** _____ _____. Any major procedures in your past?
Patient: Um, I had my tonsils out when I was five. I also broke my leg when I was fourteen.
Nurse: That's pretty simple. Do you have any **6** _____ to medication?
Patient: Not that I know of, no.

Speaking

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

USE LANGUAGE SUCH AS:

How are you feeling?
We need to fill out this patient information form.
Any major procedures in your past?

Student A: You are a nurse talking to a patient who is being admitted. Ask Student B questions to find out:

- how he or she feels
- allergies
- his or her medical history

Student B: You are a patient. Answer Student A's questions.

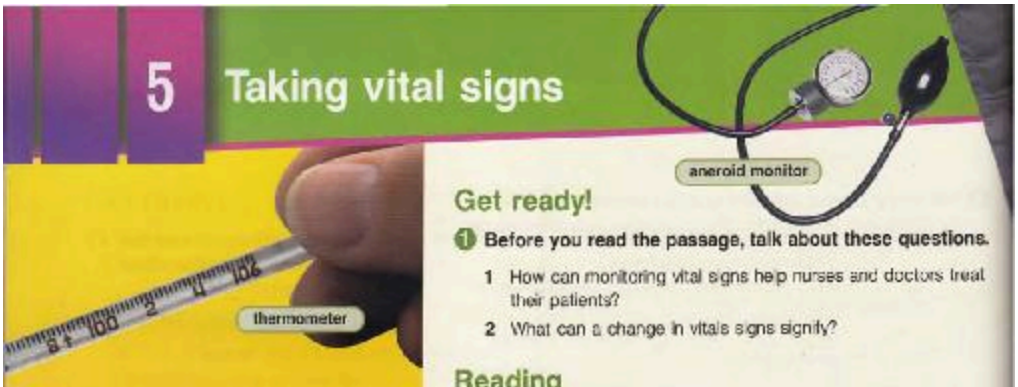
Writing

9 Use the conversation from Task 8 to fill out a patient admission form.

Patient Admission Form

Patient Name: _____
Date of Birth: _____
Marital Status: _____
Chief Complaint: _____
Medical History: _____
_____
_____
Allergies: _____

5 Taking vital signs



Get ready!

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

1 How can monitoring vital signs help nurses and doctors treat their patients?

2 What can a change in vitals signs signify?

Reading

2 Read the information from the patient condition check form. Then, choose the correct answers.

Patient Condition Check Date: March 10

GLOUCESTER
GENERAL HOSPITAL

Patient Name: Hannah Monroe
ID Number: 5512 Sex: Female
Room: 441A
Primary Physician: Dr. James May
Attending Nurse: Walter McCormick
Exam Performed By: Daniella Jones
Patient Condition: **Stable**

Patient **Vital Signs**:

Body Temperature: 100.6 degrees Fahrenheit, as taken by **oral thermometer**
Heart Rate: 81 **beats per minute** (resting rate)
Blood Pressure: 120 **systolic**/80 **diastolic**, as taken by **aneroid monitor**
Respiration: Exhibiting **eupnea**.
Notes: No issues to report.

Patient Name: George Frank
ID Number: 3635 Sex: Male
Room: 441B
Primary Physician: Dr. James May
Attending Nurse: Daniella Jones
Exam Performed By: Daniella Jones
Patient Condition: **Serious**

Patient Vital Signs:

Body Temperature: 102 degrees Fahrenheit, as taken by oral thermometer
Heart Rate: 120 beats per minute (resting rate)
Blood Pressure: 133 systolic/88 diastolic, as taken by aneroid monitor
Respiration: Frequently exhibiting **apnea**.
Notes: Patient may need assistance of respirator.

1 What is the form mostly about?
- **A** changes in the patients' conditions
- **B** details of the patients' medical histories
- **C** summaries of the patients' illnesses
- **D** records of the patients' responses to treatment

2 Which of the following is NOT true about George Frank?
- **A** He has a fever.
- **B** He is not breathing correctly.
- **C** He is relying upon a respirator.
- **D** He has the same doctor as Ms. Monroe.

3 What can be inferred about the patients from the form?
- **A** They are checked every hour.
- **B** They are treated by the same medical team.
- **C** They have fully recovered from their illnesses.
- **D** They aren't always checked by an attending nurse.

Vocabulary

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

1 __ eupnea
2 __ diastolic
3 __ apnea
4 __ systolic
5 __ resting rate
6 __ stable
7 __ heart rate

- **A** a measurement of how many times a person's heart beats per minute
- **B** measures blood pressure as the heart beats
- **C** measures blood pressure as the heart rests
- **D** difficult or irregular breathing
- **E** having steady vital signs
- **F** a measurement of heart beats per minute while not engaged in physical activity
- **G** regular, easy breathing

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

1 Mr. Robert's heart rate measurement was dangerously high.
b _ _ t _ _ r m _ _ u _ _

2 The device designed to measure blood pressure finds the systolic and diastolic. _ n _ _ o _ d m _ n _ _ o _

3 Nurses regularly take measurements of important medical statistics for every patient in the hospital.
v _ _ a _ s _ g _ _

4 The new digital devices used to measure temperature are faster than the old ones. _ h _ _ m _ m _ _ _ r _

5 The doctor was called in to help the patient whose breathing had become irregular. _ _ s _ _ r _ t _ o _

5 Listen and read the patient condition check form again. Which patient has normal blood pressure?

Listening

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

1 __ Ms. Monroe's temperature has gone up.
2 __ The doctor has approved a respirator for Mr. Franks.
3 __ The man expects the female patient to be released soon.

7 Listen again and complete the conversation.

Nurse 1: Danielle, I need you to fill out a 1 _____ _____ for Mr. Frank in Room 441B.
Nurse 2: Don't worry about it, Walt. I already did that.
Nurse 1: Oh! Great. How are things going for him?
Nurse 2: Not so good, actually. His temperature is rising and he's still displaying bouts of 2 _____.
Nurse 1: Hmm. If that keeps up, we're going to have to do something.
Nurse 2: Don't worry. I left a note for Dr. May suggesting a 3 _____, but he won't see it until tomorrow. But the other patient in the room is doing well.
Nurse 1: Oh, Ms. Monroe? I'm glad to hear that. She was in pretty bad shape yesterday.
Nurse 2: Yeah, she had a 4 _____ of 107 when she came in, but it's reduced to 100 or so.
Nurse 1: That's great news. And her 5 _____ _____?
Nurse 2: It's stabilized in the last few hours. She's responding really well to her 6 _____.
Nurse 1: Fantastic. It sounds like she'll be 7 _____ _____.
Nurse 2: I just wish I could say the same for Mr. Frank.

Speaking

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

USE LANGUAGE SUCH AS:

How are things going for him?
His temperature is rising and ...
It's stabilized in the last few hours.

Student A: You are a nurse talking to another nurse about some patients. Ask Student B questions to find out:

- how one patient is doing
- how the other patient is doing
- what needs to change in order to help the patient recover

Student B: You are a nurse. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 and the patient condition check to fill out a patient condition check form.

Patient Condition Check

Patient: _____
ID Number: _____ Sex: ____
Room: _____
Primary Physician: _____
Attending Nurse: _____
Exam Performed By: _____
Patient Condition: _____
Patient Vital Signs:
Body Temperature: ____ Heart Rate: ____
Blood Pressure: ____ Respiration: ____
Notes: _____

6 Accidents, emergencies, and first aid

Get ready!

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

1 What are some important steps to take during emergencies?

2 What kind of injuries do nurses see in emergency rooms?

Reading

2 Read the first aid poster. Then, choose the correct answers.

1 The poster is mostly about how to
- A perform CPR.
- B help injured people.
- C administer morphine.
- D identify third-degree burns.

2 What is the first thing a person should do to an unresponsive person?
- A administer CPR
- B check for breathing
- C sterilize his or her wounds
- D cover the person with a blanket

3 What can be inferred about first-degree burns?
- A They usually cause people to go into shock.
- B They are less painful than third-degree burns.
- C They occur more frequently than other burns.
- D They require more bandages than second-degree burns.

Vocabulary

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

1 **rescue breathing/chest compressions**

_____ helps, when someone stops breathing.

_____ can save the life of someone whose heart has stopped.

2 **blisters/shock**

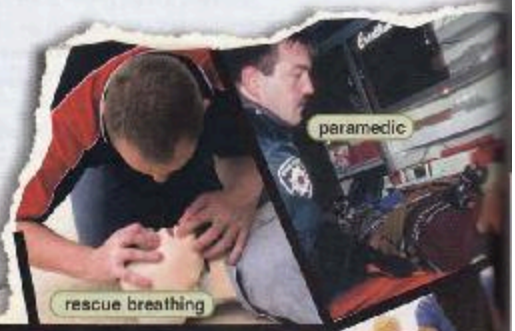
We elevated Meg's feet because she was in _____.

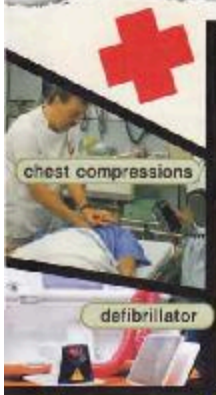
Tyler has a lot of _____ on his foot because his shoes are too small for him.

3 **responsiveness/third-degree burns**

Only doctors can effectively treat a serious medical condition like _____.

It's important to check for _____ in accident victims to see if CPR is needed.





A seriously injured person needs immediate attention from **paramedics** or other emergency medical personnel. However, you can help the injured person before medical professionals arrive.

First, check for **responsiveness**. If an injured person is unresponsive, check for breathing and a pulse. If these are missing, perform **CPR**.

CPR consists of **chest compressions**, designed to restart the heart and circulate oxygenated blood, and **rescue breathing**, designed to provide oxygen for someone who cannot breathe on their own. If a **defibrillator** is available, this is an easier and more effective way to reset an abnormal heartbeat.

Sterilize any open wounds that an injured person has and place a **bandage** over them. Look for **blisters** that indicate a first- or second-degree burn and cool them with cold water or ice. For those in **shock**, elevate their feet, cover them with a blanket, and get help.

People with serious injuries such as **third-degree burns** require painkillers like **morphine** and other treatments that you cannot provide. Wait with the injured person until help arrives.



First Aid Guidelines

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

1 __ defibrillator 3 __ sterilize 5 __ morphine
2 __ CPR 4 __ paramedic 6 __ bandage

A making something unable to transmit disease
B a device which delivers an electric shock to the heart in an effort to reset it
C a procedure designed to be used on people in cardiac and/or pulmonary arrest
D a piece of cloth used to cover a wound
E a person trained to respond to emergency situations and provide medical assistance
F a drug used as a pain reliever

5 Listen and read the poster again. What treatment should a person in shock receive?

Listening

6 Listen to a conversation between a nurse and a patient in an emergency room. Mark the following statements as true (T) or (F) false.

1 __ The patient has a third-degree burn.
2 __ The nurse gives the patient medicine for his pain.
3 __ The patient's cut must be cleaned and covered.

7 Listen again and complete the conversation.

Nurse: Hello, sir. Don't worry, everything's going to be okay. What happened?
Patient: There was an 1 _____ at work. A machine caught fire behind me.
Nurse: Okay. Where are you **2** _____?
Patient: My back hurts pretty badly. I think it's **3** _____.
Nurse: I can see that. But I don't think it's too serious, though.
Patient: Really? How can you tell?
Nurse: Well, it's blistering, and that's a good sign. It means it's probably not a **4** _____-_____ _____.
Patient: That's good. It still hurts, though.
Nurse: Of course. I'll get an icepack to **5** _____ _____ _____. That should make it feel a bit better.
Patient: Thanks. I also cut my hand as we were trying to put the fire out.
Nurse: Okay, we just need to **6** _____ it and get a bandage over it.
Patient: All right. Thank you so much.

Speaking

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

USE LANGUAGE SUCH AS:

Where are you injured?
I think it's ...
We just need to ... it.

Student A: You are a nurse in the emergency room. Talk to Student B about:

- where the injury is
- how the patient was hurt
- how you are going to help the person

Student B: You are in an emergency room. Imagine an injury and talk to Student A.

Writing

9 Use the conversation from Task 8 to fill out the notes summarizing the patient's injuries and treatment.

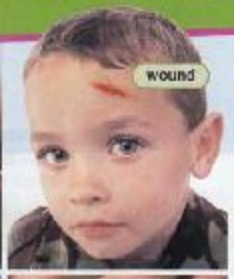
LONGMAN HOSPITAL

Emergency Room Patient Notes

Nurse: _____
Patient: _____
Injury: _____
How Injury Occurred: _____
_____
Treatment Administered: _____
_____
_____

7 Wound care

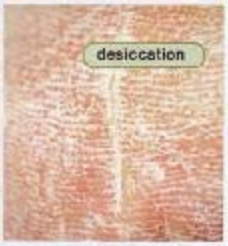












Monitoring Your Wound

Your nurses will **dress** and check your wounds frequently. But you can help them by watching out for these serious developments around your injury.

Necrosis

Necrosis is the death of **tissue** caused by infection, trauma, or toxins. Watch for **eschars** or **sloughs** of dead tissue that have fallen from the skin. The dead tissue requires **debridement**, and the cause of the necrosis needs to be treated as soon as possible.

Maceration or Desiccation

Skin needs to be kept from getting too wet or too dry. In the case of maceration, look for skin that is unusually soft and white. This means that it is being kept constantly wet. For **desiccation**, watch for skin that is dried out, causing cracking and bleeding.

Cellulitis

Cellulitis is the **inflammation** of connective tissue and skin. It commonly occurs where the skin has been broken, such as areas near **sutures**. Cellulitis may include an **exudate** that needs to be drained.

Lincoln County Medical Center

Get ready!

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

1 How do nurses treat wounds?

2 What are the consequences of poor wound care?

Reading

2 Read the handout for patients at Lincoln County Medical Center. Then, mark the following statements as true (T) or false (F).

1 ___ A patient with dead tissue around a wound needs debridement.

2 ___ A wound that lacks moisture will result in maceration.

3 ___ An inflamed wound may need to be drained.

Vocabulary

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

1 ___ **A** Nurse Daniels suspects that her patient has maceration because his skin is so pale and soft.

___ **B** Quite a bit of wound has flowed into Jonathan's inflamed tissue since last night.

2 ___ **A** The inflamed skin on Rebecca's arm looks like it is caused by cellulitis.

___ **B** The doctor put quite a few tissues in the wound after the operation.

3 ___ **A** A patient with a wound leaking slough most likely has maceration.

___ **B** The dry skin on his arm was the result of desiccation.

4 ___ **A** A doctor found eschars in Sarah's bandage.

___ **B** The tissue in Mr. Roger's leg is showing signs of debridement.

5 ___ **A** The woman received a serious suture and requires surgery.

___ **B** Doctors were surprised to find necrosis in Mrs. Smith's wound and they don't know why the tissue is dying.

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

1 __ tissue
2 __ surgeon
3 __ inflammation
4 __ wound
5 __ exudate
6 __ debridement
7 __ slough
8 __ dress

A an injury that usually involves the rupture of the skin
B a response in which tissue swells or becomes red
C a stitch used to join the edges of a wound
D a procedure whereby dead tissue is removed
E to apply medication or a bandage to an injury
F a grouping of cells with a specific purpose
G extra matter that has flowed into tissue
H a mass of dead tissue

5 Listen and read the handout again. How else can dehydrated skin be described?

Listening

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

1 What is the main topic of the conversation?
- A the condition of a patient's wound
- B why a wound must be dressed again
- C how a patient should care for his wound
- D when a patient's wound will be fully healed

2 What does the woman want the head nurse to do?
- A to change the bandage
- B to reduce the moisture
- C to confirm the maceration
- D to increase the patient's medication

7 Listen again and complete the conversation.

N: That's good. I need to check your 1 _____ again, okay?
P: All right. Go ahead.
N: Hmm. It seems like it's getting 2 _____ _____ _____.
P: How's that? What's it look like?
N: Your skin is really 3 _____ and very pale under the bandage.
P: What does that mean?
N: I think you've got a bit of 4 _____ from your skin being too wet. We need to get this dried out or it won't heal.
P: Yeah, it's been feeling a little 5 _____, but I thought that was normal.
N: Unfortunately, it's not. I'm going to go get the 6 _____ and see if he agrees with me. I'll be right back with him.

Speaking

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

USE LANGUAGE SUCH AS:

I need to check your wound again.
It seems like it's getting ...
What's it look like?

Student A: You are a nurse checking on a patient's wound. Talk to Student B about:
- how he or she feels
- the wound's condition
- what you think is wrong

Student B: You are a patient. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the patient's medical record.

Medical Record

Patient: _____
Injury: _____
Condition of Injury: _____
_____
Treatment: _____



8 Medical specimens and testing

REDWOOD MEDICAL CENTER

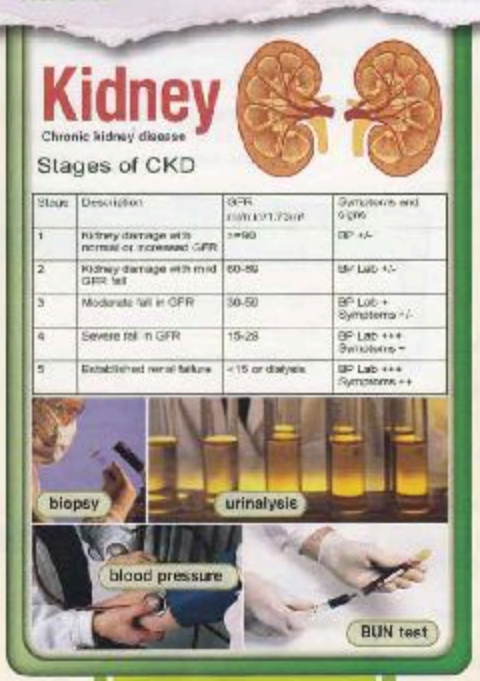
Medical Report: CKD Test Analysis

Patient Name: Toby Brown
Suspected Condition: Chronic kidney disease (CKD)
Lab Tests Conducted on: April 9

Patient complained of lack of energy and decrease in appetite. Patient has a family history of **kidney** problems. Standard tests for **renal** function were conducted.

Lab tests suggest that the patient's **blood pressure** is at the high end of the normal range. Results show a reading of 130/90. A **urinalysis** reveals a high level of **albumin** present in the patient's **urine**. A blood test revealed that **creatinine** levels are slightly elevated. These results suggest patient may be in the early stages of kidney disease.

The next step is to order a **GFR test** and a **BUN test**. A **biopsy** may also be necessary to determine the cause of the kidney disease. The **pathology report** should be sent immediately to Suite 203 on the second floor.



Stage	Description	GFR	Symptoms and signs
1	Kidney damage with normal or increased GFR	>=90	BP +/-
2	Kidney damage with mild GFR fall	60-89	BP Lab +/-
3	Moderate fall in GFR	30-59	BP Lab + Symptoms +/-
4	Severe fall in GFR	15-29	BP Lab +++ Symptoms +
5	Established renal failure	<15 or dialysis	BP Lab +++ Symptoms ++

Get ready!

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

1 What health problems do doctors test people for?
2 What kinds of medical tests do doctors perform?

Reading

2 Read the report from a doctor at Redwood Medical Center. Then, fill in the blanks with the correct words and phrases from the word bank.

word BANK

blood urinalysis decrease
BUN test renal CKD urine

Mr. Brown complained of low energy and a 1_____ in appetite. The doctor performed tests to determine 2 _____ function. The 3 _____ indicated too much albumin in the patient's 4 _____. According to the 5 _____ test, his creatinine levels are a little high. The doctor thinks that the patient may have 6 _____. He orders a GFR test and a 7 _____.

Vocabulary

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

1 _ renal
2 _ pathology report
3 _ creatinine
4 _ urine
5 _ kidney
6 _ blood pressure
7 _ biopsy
8 _ BUN test

A a report that discusses exam results
B one of two organs that removes waste
C relating to the kidneys
D a waste product in the blood
E a liquid waste product
F a measure of the pressure with which blood moves through the body
G a test that determines the amount of urea nitrogen in the blood
H a procedure in which tissue is removed and examined

4 Place a check (✓) next to the response that answers the question.

1 Are you familiar with CKD?
- A ___ Yes, it's a yellow liquid waste product.
- B ___ Yes, it's a condition in which a person gradually loses kidney function.

2 What does a GFR test do?
- A ___ It measures blood pressure.
- B ___ It helps to determine how much kidney function a person has.

3 Can you tell me what albumin is?
- A ___ Yes, it's a protein found in the body.
- B ___ Yes, it's a waste product in the blood.

4 Why would you perform a urinalysis?
- A ___ To test for albumen.
- B ___ To measure blood pressure.

5 Listen and read the Medical report again. What indicates a problem with renal function?

Listening

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

1 ___ The patient's GFR level is in the normal range.
2 ___ The tests showed the cause of the high BUN level.
3 ___ The patient will undergo a biopsy next Thursday.

7 Listen again and complete the conversation.

Nurse: I have your 1 _____ _____ _____ back.
Patient: Great. What do the results say?
Nurse: Well, according to the 2 _____ test, your GFR level is 70.
Patient: Is that bad?
Nurse: It's a little below the normal range. But it's still a 3 _____ _____ rating.
Patient: I guess that's 4 _____ _____ _____.
Nurse: It is. However, according to the BUN test, your BUN level is 5 _____ _____. But we're still not completely certain what's causing that.
Patient: Oh. So what happens next?
Nurse: Well, the doctor has ordered a biopsy. That should help us 6 _____ _____ what's going on.

Speaking

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

USE LANGUAGE SUCH AS:
What do the results say?
It's a little below the normal range
We're still not completely certain ...

Student A: You are a patient who had a kidney test done. Talk to Student B about:
- test results
- next procedures
- scheduling your next visit

Student B: You are a nurse. You have Student A's test results. Answer Student A's questions.

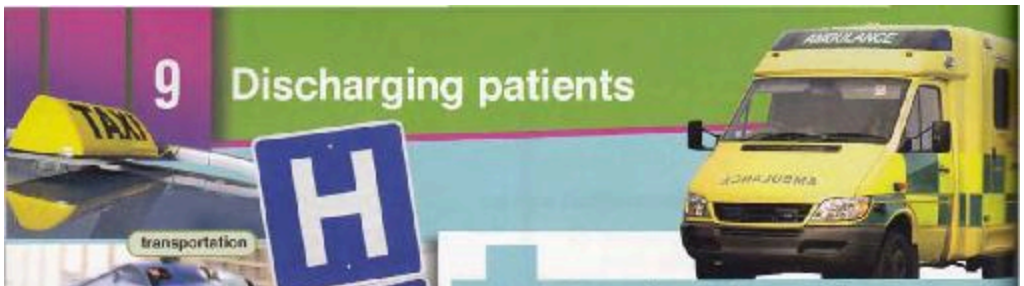
Writing

9 Use the conversation from Task 8 to fill out the kidney test result form.

Kidney Test Results

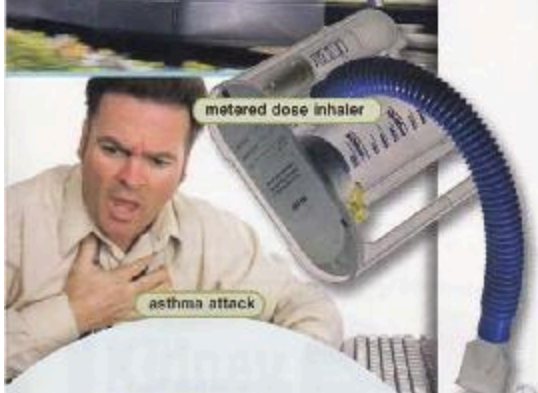
Patient Name: _____
GFR Results: _____
BUN Results: _____
_____
Further Testing Needed: Y / N
Next Procedure: _____
Date/Time of Procedure: _____

9 Discharging patients





transportation



metered dose inhaler

asthma attack



nebulizer

Crawford Hospital

Hospital Discharge Summary Form

Patient Name: Matt Clark
Date of Admittance: 2/15/10
Date of Discharge: 2/17/10
Discharge Planner: Amy Grant

Reason for Admittance: Patient suffered severe asthma attack. Patient received oral medication and a chest x-ray.

Home Care: Bed rest for one full day. Patient should avoid heavy physical activity for at least one week.

Aids: Patient will receive a metered dose inhaler to take home. Patient will also be sent home with a nebulizer in case of more severe asthma attacks.

Follow-up: Patient should make an appointment with his primary care doctor for a follow-up visit in two weeks.

Existing Services: Patient is currently receiving weekly physical therapy for a previous knee injury. The physiotherapist providing the care is Dr. Kemp.

Additional Notes:

Insurance: Coverage for patient's hospital stay is 100%. Coverage for hospital aids is 80%.

Transportation: Patient's daughter (Sarah Clark) will pick up patient at 4:15 pm at the east wing entrance.

Get ready!

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

1 What information should nurses and doctors consider when discharging a patient?

2 Why must nurses and doctors plan discharges carefully?

Reading

2 Read the form at Crawford Hospital. Then, mark the following statements as true (T) or false (F).

1 __ The hospital treated the patient's asthma attack with a nebulizer.

2 __ The patient is not to do hard physical work for seven days.

3 __ The patient must pay for 20% of the cost of the aids.

Vocabulary

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

1 __ existing services
2 __ metered dose inhaler
3 __ aids
4 __ transportation
5 __ discharge
6 __ asthma attack

A the medical equipment that a hospital uses
B a problem in which a person's airways tighten
C hospital services that a patient is receiving
D the release of a patient
E the movement of a person or thing
F a device that allows people to inhale medication when pressed

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

1 Dave receives <u>treatment to help regain movement</u> for his old injury. p _ _ s _ _ _ l t _ e _ a _ _

2 Cindy uses <u>a machine that converts medicine into a mist</u> for her asthma. _ _ b _ l _ _ e _

3 The <u>amount of medical bills that an insurance company will pay</u> for my care is 100%. _ o _ e _ a _ _

4 Tony scheduled <u>a visit following a procedure</u> after his surgery. f _ _ l _ _ - u _

5 **Listen and read the discharge form again. What will the patient do in two weeks time?**

Listening

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

1 What is the dialogue mostly about?

A how to correctly use a nebulizer
B a review of the discharge process
C when the patient should pay the bill
D the steps a patient takes to be discharged

2 What can you infer about the patient?

A He has never used a nebulizer.
B He has not set up a way to get home.
C He is unsure of his insurance coverage.
D He must pay for the entire visit himself.

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

Nurse: Hi, Matt. How are you feeling today?
Patient: Much better. I'm 1 _____ _____ to going home.
Nurse: That's good to hear! I just need to discuss some details of the 2 _____ process with you.
Patient: Sure.
Nurse: We're sending you 3 _____ with a nebulizer. Do you know how to use it?
Patient: No. Is it tricky?
Nurse: Not at all. I'll show you before you leave. Now, let's discuss your 4 _____.
Patient: My health insurance will cover the whole visit, right?
Nurse: Yes. However, the coverage for the 5 _____ _____ is 80%. You should receive a bill for the remainder in a week or so.
Patient: Okay. I'll 6 _____ _____ _____ _____ in the mail.

Speaking

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

USE LANGUAGE SUCH AS:

I just need to discuss some details of the .. process with you.
Do you know how to use it?
Let's discuss your coverage

Student A: You are a nurse preparing to discharge Student B. Ask Student B questions about:

- aids
- coverage
- transportation

Student B: You are about to be discharged. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 and the form to fill out the nurse's discharge notes.**

Crawford Hospital

Discharge

2/17/2012

Patient Name: _____

Aids patient will receive to take home:

_____

_____

_____

Coverage for hospital visit: _____ %

Coverage for hospital aids: _____ %

Transportation details:

_____

_____

10 Maternity nursing

Get ready!

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

1 What are some of the signs of pregnancy and labor?

2 How can a maternity nurse help a pregnant woman prepare for labor?



Greenville Health Clinic for Women



The 3rd Trimester & Signs of Labor

Women in the end stages of **pregnancy** often wonder if certain movements mean they're starting labor. Yet there are many occurrences that just mean your baby is moving and healthy.

In the weeks before labor, **lightening** may occur. Women often feel more pressure near the pelvis after this. You may also notice an increase in **discharge** or **bloody show**. This does not mean labor has started.

When labor does start, your **contractions** may become stronger. Do not confuse labor with **Braxton-Hicks contractions**, which are natural and happen long before labor starts. However, contractions that grow more frequent indicate that labor is close. Your **water breaking** is another sign that labor will occur soon.

Signs of labor do vary. Remember to continue performing **fetal movement counts** to monitor your baby's health in the final weeks of pregnancy. Women who suspect something is wrong should call an **OB Triage unit** immediately. An emergency **c-section** can be performed if complications occur.

Reading

2 Read the handout from the Greenville Health Clinic for Women. Then, choose the correct answers.

1 What is the main idea of the handout?

- **A** when a pregnant woman should call an OB Triage
- **B** how to correctly perform fetal movement counts
- **C** how a pregnant woman can tell if labor has started
- **D** how a woman can identify if lightening has occurred

2 What is a sign that labor will likely start soon?

- **A** bloody show
- **B** water breaking
- **C** fetal movement
- **D** discharge

3 A pregnant woman suddenly feels more pressure closer to her pelvis. She has likely just experienced

- **A** c-section
- **B** bloody show
- **C** Braxton-Hicks contractions
- **D** lightening

Vocabulary

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



1 __ labor
2 __ bloody show
3 __ contraction
4 __ pregnancy
5 __ discharge
6 __ water breaks
7 __ Braxton-Hicks contraction

- **A** light-colored mucus that the body releases in the later stages of pregnancy
- **B** the bloody substance that the body sometimes releases in the later stages of pregnancy
- **C** when the sac around the fetus ruptures
- **D** contractions that are strong, but that do not become longer like a true labor contraction
- **E** a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby
- **F** a tensing of the uterus during labor
- **G** a state in which a woman carries a developing child inside her body

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

1 ___ **A** A trimester is a period of three months of pregnancy.
___ **B** A Braxton-Hicks contraction is a true labor contraction.

2 ___ **A** Discharge occurs when a woman's uterus tenses during labor.
___ **B** Fetal movement counts help keep track of a baby's kicks.

3 ___ **A** A woman who feels her fetus drop lower may have experienced lightening.
___ **B** A contraction occurs when a fluid filled sac in the body breaks.

4 ___ **A** Bloody show usually happens very early in pregnancy.
___ **B** A woman who has complications during pregnancy may need a c-section.

5 Listen and read the handout again. What should a woman count in the final stages of pregnancy?

Listening

6 Listen to a phone conversation between an OB Triage nurse and a pregnant woman. Mark the following statements as true (T) or false (F).

1 ___ The woman's water broke before she called.
2 ___ The woman's contractions are getting stronger.
3 ___ The woman is experiencing Braxton-Hicks contractions.

7 Listen again and complete the conversation.

Nurse: OB Triage unit. How 1 ____ ____ ____ you?
Woman: Hi. I'm experiencing some 2 ____. I think I might be in labor.
Nurse: Okay. Stay calm. Have you noticed an increase in discharge or any bloody show?
Woman: No, I haven't.
Nurse: Do you know if your 3 ____ ____ already?
Woman: No, definitely not.
Nurse: Alright. Are the contractions becoming more 4 ____?
Woman: Not really. They're all about twenty minutes apart.
Nurse: Well, it sounds like you're 5 ____ ____ ____ ____. The contractions you feel are Braxton-Hicks contractions.
Woman: Oh. So I shouldn't do anything right now?
Nurse: For now just continue the fetal movement counts. And if the contractions increase in strength and frequency, come to the 6 ____ ____ unit.

Speaking

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

USE LANGUAGE SUCH AS:

How can I help you?
I think I might be in labor.
Are the contractions becoming more frequent?

Student A: You are an OB Triage nurse. A woman calls for help. Ask Student B about:

- discharge
- water breaking
- contractions

Student B: You are a pregnant woman. You call Student A because you think you might be in labor. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the nurse's records.



OB Triage Records

Caller Name: _____

Problem: _____

Signs: Bloody show? Y/N
Water broke? Y/N
More frequent contractions? Y/N

Advice given: _____

_____

11 Pediatric nursing



Get ready!

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

1 What illnesses affect children most often?

2 How is treating children more difficult than older patients?

Newborns: Common Illnesses

Remember, not every illness requires a doctor's visit. Review the following common illness to know when you should or shouldn't bring in your new son or daughter.

Jaundice occurs in almost half of all babies. It is caused by **elevated** levels of a chemical called **bilirubin** in the baby's blood. This results in yellowing skin. Most cases are resolved with **phototherapy**. Mild jaundice may be treated with sunlight. Serious cases, in which a baby's entire **abdomen** or eyes appear yellow, require hospitalization and **bili lights.**

Erythema toxicum is a bumpy **rash** that develops on most babies. It is usually harmless and should disappear within a matter of days. Schedule a visit if it remains for longer than a week.

Oral thrush is a painful irritation marked by **sores** and a white film in a baby's mouth. It is caused by a **yeast infection**, which newborns' undeveloped **immune systems** cannot combat. As such, it requires immediate professional treatment.



phototherapy



sore



rash

Reading

2 Read the page from a pediatrician's website. Then, choose the correct answers.

1 What is the page mostly about?

A complications of common newborn illnesses
B descriptions of typical newborn illnesses
C treatments for common newborn illnesses
D typically confused newborn illnesses

2 What leads to jaundice in newborns?

A yeast infections
B high amounts of bilirubin
C overexposure to sunlight
D contact with infected people

3 What can you infer about oral thrush?

A It is a harmless rash.
B It occurs in most infants.
C It can be treated at home.
D It rarely affects healthy adults.

Vocabulary

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

1 __ newborn
2 __ elevated
3 __ bilirubin
4 __ rash
5 __ abdomen
6 __ immune system
7 __ oral thrush
8 __ phototherapy

A a pigment that can turn skin yellow
B a disease marked by painful spots in the mouth
C the front, middle section of the body
D a child that is less than four weeks old
E the body's defense against infection
F an irritated area of skin
G being higher than usual
H a treatment that involves exposure to lights

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

1 John's daughter has yellow skin. She may have a <u>disease caused by poor liver function</u>.
j _ _ n _ _ c _

2 Place the child under <u>the lamp that emits blue light</u> to treat her bilirubin.
_ l _ _ _ l _ g _ _

3 Don't worry about those marks on the child's skin. It's just a <u>common, bumpy rash</u>.
c _ m _ _ n , _ _ m _ _ r _ s _ _

4 The doctor applied cream to the patient's <u>damaged area of skin</u>.
_ o _ e

5 Listen and read the website page again. What should you do if your 10-day-old baby has a bumpy rash?

Listening

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

1 ___ The father calls because his son has a fever.
2 ___ The child shows signs of a mild case of jaundice.
3 ___ The man is going to take his child to the doctor.

7 Listen again and complete the conversation.

Nurse: Thompson Pediatrics, Nurse Jackson speaking.
Parent: Hi, this is James Roberts. My son Alan is a new patient at your practice.
Nurse: Is 1 _____ _____ Mr. Roberts?
Parent: Well, I think Alan might have 2 _____. His skin looks yellowish.
Nurse: And how old is he?
Parent: He was just born a week ago.
Nurse: Well, don't worry. Many newborns get jaundice and most cases are mild. Tell me, is his 3 _____ yellow?
Parent: It's 4 _____ _____ _____. I mean, his skin is yellow all over.
Nurse: Okay, can you check his eyes? If they're yellow, it might be a serious case.
Parent: Actually yes. His eyes are 5 _____ _____ _____.
Nurse: Hmm. To be on the safe side, 6 _____ _____ _____ bring him in?
Parent: We'll be right in, thanks.

Speaking

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

USE LANGUAGE SUCH AS:

I think ... might have ..
His skin is yellow all over.
Can you check his eyes?

Student A: You are a nurse at a pediatric clinic. A parent suspects his or her child is sick. Ask Student B questions to find out:

- suspected illness
- color of abdomen
- color of eyes

Student B: You are a parent calling a pediatric office because you think your child might have jaundice. Answer Student A's questions. Make up a name for you and your child.

Writing

9 Use the conversation from Task 8 to fill out the nurse's notes on the child.

PATIENT CALL RECORD

Patient: _____

Nurse Answering Call: _____

Caller's Concern: _____

Condition/Symptoms: _____

Recommended Action: _____



12 Surgical nursing





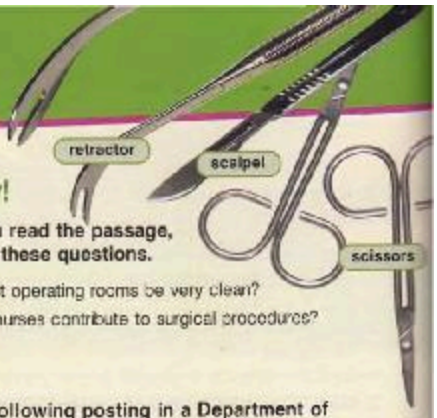
Surgical nurse shifts begin approximately one hour before the first scheduled **surgical procedure.** Please see that the **operating room** is fully prepared fifteen minutes prior to use.

When it is ready, notify Dr. Jenkins, Operating Room **Coordinator**. Always follow these steps to ensure the safety and health of both patients and staff.

1. With the assistance of cleaning staff, ensure that the room is **sterile**.
2. Gather and sterilize all surgical tools, including **scissors**, **forceps**, **retractors**, and **scalpels**.
3. Set up sterile table with tools, **sponges**, towels, and medications.
4. Stock the **scrub room** with **bactericidal** soap, gowns, gloves, harnets, masks, and shoe covers.
5. Assist the surgeons in scrubbing and gowning.
6. Pass tools to the surgeons during operations.

After each procedure, transport the patient to the **post-operative unit.** Then work with the cleaning staff to clean and **sanitize** the operating room and all equipment.

Operating Room Preparation and Surgical Procedures



Get ready!

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

1 Why must operating rooms be very clean?
2 How do nurses contribute to surgical procedures?

Reading

2 Read the following posting in a Department of Surgery. Then, mark the following statements as true (T) or false (F).

1 __ Operating rooms must be sanitized an hour before a surgical procedure.
2 __ Non-medical staff members participate in sterilizing operating rooms.
3 __ Nurses are not allowed in operating room during surgical procedures.

Vocabulary

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

1 __ operating room
2 __ bactericidal
3 __ coordinator
4 __ post-operative unit
5 __ forceps
6 __ scrub room
7 __ scalpel
8 __ retractor

A a room where surgery is performed
B an instrument used to hold an incision open
C a room where doctors sanitize themselves
D a tool used to grasp small objects
E an instrument used to cut into a patient
F a person who is in charge of a system
G a room where patients heal after surgery
H capable of killing microorganisms

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

1 Be sure to <u>clean</u> all of the equipment that will be used in the surgery. _ a _ _ t _ _ _
2 The doctor needs <u>an absorbent material</u> to wipe away some blood. s _ _ _ g _
3 During a <u>procedure in which doctors cut into a living body</u>, patients are often unconscious.
_ _ r _ _ c _ _ p _ _ c _ _ u _ _
4 Those <u>connected metal blades</u> are very sharp, so be careful when using them. _ c _ _ s _ _ s

5 Listen and read the posting again. What should happen after each surgery?

Listening

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

1 What is the conversation mostly about?
- A changing the time of a surgical procedure
- B locating a room for a surgical procedure
- C selecting tools for a surgical procedure
- D sterilizing instruments for a surgical procedure

2 What can you infer from the conversation?
- A Operating room two is sterile.
- B The doctor will cancel the procedure.
- C The nurse cleaned operating room four.
- D Only two patients are scheduled for surgery.

7 Listen again and complete the conversation.

Nurse: Excuse me, Dr. Jenkins? Do you have a moment?

Doctor: Of course. How can I help?

Nurse: Well, we have a 1 _____ scheduled in operating room four at noon. That's ten minutes from now.

Doctor: Correct. Is there a problem?

Nurse: Unfortunately, yes. I don't think anyone 2 _____ the room after the operation this morning.

Doctor: We can't perform a surgical procedure in an unclean room. It's unsafe. Are you sure?

Nurse: I am. The instruments from the last 3 _____ are still in there.

Doctor: So there are used 4 _____ and scissors still in the room?

Nurse: Exactly. There must have been a miscommunication between the nursing and cleaning staff.

Doctor: Okay. 5 _____ _____ we'll do. Operating room two hasn't been used all day. We'll do the surgery there.

Nurse: Great. I'll bring in a sterile set of tools.

Doctor: Thanks. After that, 6 _____ _____ room four.

Speaking

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

USE LANGUAGE SUCH AS:

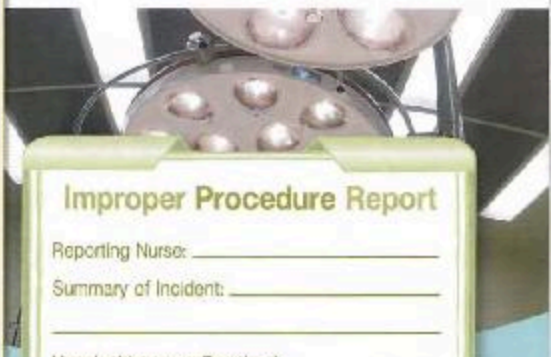
We can't perform a surgical procedure in ...
Operating room ... hasn't been used all day.
I'll bring in a sterile set of tools.

Student A: You are a nurse. There is a problem with a planned surgical procedure. Talk to Student B about:
- a problem with an operating room
- potential causes of the problem
- solutions to the problem

Student B: You are an operating room coordinator. Help Student A solve a problem.

Writing

9 Use the conversation from Task 8 to fill out a report on the problem.



Improper Procedure Report

Reporting Nurse: _____

Summary of Incident: _____

_____

How Incident was Resolved: _____

_____

_____

Do you believe similar incidents can be avoided? If so, how? _____

_____

13 Home health nursing



ARBOR HOME HEALTHCARE

At Arbor Home Healthcare, we know that an **illness** or **injury** can make even simple tasks seem impossible. We also understand that comfort and happiness aid **recovery**. That's why our trained and licensed nurses come to assist and treat you where you're most comfortable: at home. We offer a range of services:

Medication - We work with your physician and pharmacy to pick up and administer prescriptions.

Injections - Nurses can provide single injections or **infusion therapy**.

Wound care - Our nurses will help you clean and bandage your wound to ensure proper healing.

Personal care - We will assist you with **mobility**, bathing, and **grooming**.

Household assistance - We can help with **chores** and meal preparation.

Advocacy - Our nurses can accompany you during **appointments** to help you understand options and make decisions.

Arbor Home Healthcare accepts most major insurance providers. For **out-of-network patients**, our friendly **administrative** staff can negotiate lower rates for most services.

Get ready!

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

1 What kind of patients need assistance at home?

2 What services can nurses provide or not provide in patients' homes?

Reading

2 Read the brochure from Arbor Home Healthcare. Then, mark the following statements as true (T) or false (F).

1 ___ Arbor Home Healthcare nurses can write prescriptions for patients.

2 ___ Arbor Home Healthcare nurses help some clients make dinner.

3 ___ Clients whose insurance is not accepted must pay full price.

Vocabulary

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

1 ___ illness
2 ___ injury
3 ___ administrative
4 ___ mobility
5 ___ out-of-network
6 ___ chore
7 ___ bathing

A the act of cleaning oneself
B a disease or harmful condition
C the ability to move
D not covered by an insurance policy
E physical damage to the body
F related to business matters
G a household task

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

word BANK

grooming infusion therapy
recovery advocacy appointment

1 Mark has become quite used to needles after undergoing daily _____.

2 Because of her nurse's _____, Rebecca understood much more clearly.

3 Doctors expect the man's _____ from the serious injuries to take months.

4 If you know you will miss a(n) _____, you are expected to notify the doctor's office in advance.

5 After the accident, James struggled to complete simple tasks like _____ himself and cooking.

5 **Listen and read the brochure again. What can help patients become well again?**

Listening

6 **Listen to a conversation between an Arbor Home Healthcare nurse and a new client. Check (✓) the tasks the client will need help with.**

1 ❑ Picking up her medicine
2 ❑ Calling her doctor
3 ❑ Washing herself
4 ❑ Combing her hair
5 ❑ Measuring her injections

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

Nurse: Hello, Ms. Jackson. Welcome to Arbor Home Healthcare.

Patient: Thanks. I've decided I need some help managing my health.

Nurse: That's what we're here for. **1** _____ _____ your medical care. What services would you need?

Patient: I have a few prescriptions for my blood pressure. And my daily insulin shots.

Nurse: Okay. We can **2** _____ _____ for you.

Patient: That'd be great. I can't always get to the pharmacy.

Nurse: And the shots, **3** _____ _____ those administered?

Patient: Definitely. I've been having trouble **4** _____ the dosages.

Nurse: Got it. Now, are there any **5** _____ issues we should know about?

Patient: I hate to say it, but yes. I can't always reach what I need or get to the phone on time.

Nurse: But **6** _____ _____, those you still take care of just fine?

Patient: Oh yes.



Speaking

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

USE LANGUAGE SUCH AS:

I've decided I need some help ..
What services would you need?
I can't always ..

Student A: You are a home health nurse talking to a new client. Ask Student B questions to find out his or her:

- medical needs
- mobility issues
- personal care

Student B: You are a new client of a home healthcare service. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the client's enrollment form for home healthcare provision.**

New Patient Enrollment Form

Client Name: _____

Summary of Medical Needs: _____

_____

_____

_____

Summary of Household Assistance: _____

_____

_____

_____

14 Public health nursing



Get ready!

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

1 How do people prevent diseases from spreading in cities?
2 What are important ideas for nurses to educate the public about?

Lamont University
Public Health Fair

Welcome to the annual Lamont University Public Health Fair! Today's **keynote speaker** will be Karen Netherwood, **MSN**. Miss Netherwood will address the role of **public health nurses** in shaping government policies. We will also have several other speakers from the field of public health nursing. We hope you can join us for all of these informative discussions.

Schedule of Events

9:00 am:
"Responding to **Epidemics**" with Steven Landers, MD. Dr. Landers will discuss epidemics and **preventative** measures in large populations such as cities, states, and countries.

11:00 am:
"**Infectious** Diseases: a Twenty-First Century Perspective" with Barbara Johnson, RN. Miss Johnson will present recent **statistics** on **communicable** diseases from the **CDC**. She will also talk about effective methods of prevention in densely populated urban areas.

12:00 pm:
Lunch

2:00 pm:
Workshop on **outreach** within homeless communities. Gloria Escher, MSN will **moderate** a dialogue about successful techniques for treating **outbreaks** among the homeless.

5:00 pm -
Keynote address with Karen Netherwood, MSN





Reading

2 Read the schedule of events for a public health fair. Then, choose the correct answers.

1 What do all of the talks address?
- A treating spreading diseases
- B preventing disease outbreaks
- C managing the health of groups
- D affecting government decisions

2 What will NOT be discussed in Barbara Johnson's talk?
- A data from the CDC
- B diseases that spread easily
- C stopping diseases from spreading in cities
- D effects of diseases in densely populated urban areas

3 What can you infer about the fair?
- A All of the speakers are nurses.
- B Nurses must purchase tickets to each talk.
- C The talks will focus on eliminating communicable diseases.
- D Public health nursing and government will be discussed last.

Vocabulary

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

1 **infectious / preventative**
Taking _____ action will prevent the spread of the disease.
_____ diseases spread quickly.

2 **outreach / epidemics**
The nurses hope that the _____ program will improve local health.
_____ fade with vaccine use.

3 **MSN / CDC**
Nurses at the _____ can recognize the symptoms of many diseases.
Nurses with a _____ are qualified to operate independently.

4 Fill in the blanks with the correct words: *keynote speaker, public health nursing, statistics, communicable, workshop, moderate, outbreak.*

1 All nurses at this hospital must attend a(n) _____ on preventing infection.
2 _____ diseases spread rapidly.
3 The _____ gave a terrific speech.
4 During a serious _____ of the flu, thousands of people became ill.
5 Dr. Stephenson was asked to _____ the discussion of admittance procedures.
6 Once a relatively small field, _____ is now a major part of the nursing world.
7 _____ on recovery times show that rest speeds are healing.

5 Listen and read the schedule of events again. How often does Lamont University hold a public health fair.

Listening

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

1 __ The woman was disappointed with the conference.
2 __ Closing public areas is the most important response to an epidemic.
3 __ Epidemics are spread by people who do not appear to be sick.

7 Listen again and complete the conversation.

N: Hi, Dr. Landers. I was in your talk on epidemics this morning.
S: Oh, good. What did you think?
N: It was really informative, thanks. But I do have a question or two, **1** _____.
S: Sure. What would you like to know?
N: Well, you said that the most important part of responding to an epidemic is **2** _____, right?
S: Yes. Isolating infected people stops them from spreading the disease.
N: But people can still spread **3** _____ before they show symptoms.
S: That's true. It's a definite challenge in stopping epidemics.
N: So, wouldn't it be better to shut down **4** _____ where people get sick? Like movie theaters?
S: Actually, **5** _____ spread in those places.
N: Really? So what do you do instead?
S: We **6** _____ people about preventative measures, like hand washing.

Speaking

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

USE LANGUAGE SUCH AS:

You said that the most important part of responding ...
But people can still spread ...
So wouldn't it be better to ...

Student A: You are a nurse attending a health seminar. Ask Student B questions about:

- how epidemics spread
- educating people
- best response to an epidemic

Student B: You are a speaker at a health seminar. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the nurse's notes. Include how epidemics spread, responses, and education.

Response to Epidemics - Notes

_____
_____
_____
_____
_____

15 Agency nursing

Get ready!

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

1 What are the benefits of working as a nurse in foreign countries?
2 What are the difficulties of working as a nurse in foreign countries?





WORLDWIDE NURSING NETWORK

Begin a new career today! The Worldwide Nursing Network (WNN) can help you find **international** nursing jobs. We work with over 500 employers in fifteen countries to find positions for our clients. A variety of exciting **full-time**, **part-time**, and **per diem** jobs are available. We specialize in **travel nursing** assignments for those that want to experience a variety of locations.

Qualifications:
- nursing degree (Associate or Bachelor's) and license
- at least one year of **clinical** experience

If you meet these requirements, WNN will open your account free of charge. Just fill out the application at the bottom of this page. Then one of our **associates** will contact you to discuss your situation and goals. There's no fee unless you're successfully placed.

After we place you in a job, our immigration specialists will work with you through every step of your **transition**:
- getting a **passport**
- obtaining a **work visa**
- finding **temporary housing**

Don't wait. Contact us right now

Reading

2 Read the advertisement from a nursing agency. Then, mark the following statements as true (T) or false (F).

1 __ The agency is seeking nurses who are available at least 20 hours a week.
2 __ Nurses do not have to pay in order to be placed through the agency.
3 __ The agency will help nurses rent a house or apartment before they move.

Vocabulary

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

1 __ qualification
2 __ clinical
3 __ per diem
4 __ associate
5 __ travel nursing
6 __ transition
7 __ international

A related to the practice of medicine
B concerning or involving another country
C a change
D a degree and license
E an employee
F paid by the day
G a field in which nurses move



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

WORD BANK

part-time full-time passport
work visa temporary housing

1 Because her job is _____, Sarah has time during the day to study.
2 This country requires that foreign workers get a _____ to start a job here.
3 Just find some _____ if you're not going to live here permanently.
4 It is illegal to leave or enter this country without a _____.
5 John has a _____ job that takes up most of his time during the week.

5 🎧 **Listen and read the advertisement again. How can WNN help nurses find an international placement?**

Listening

6 🎧 **Listen to a conversation between a nursing agency employee and a nurse. Choose the correct answers.**

1 What is the main topic of the conversation?
- A the locations a nurse hopes to work in
- B a nurse signing up with a nursing agency
- C the status of a nurse's work visa application
- D minimum qualifications to work for the agency

2 What can you infer about the woman?
- A She recently became a nurse.
- B She has an expired work visa.
- C She cannot afford the agency's fee.
- D She has never traveled internationally.

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

Nurse: Hello Mr. Anders. Thanks for meeting with me.
Employee: It's my pleasure. We're always excited to **1** _____ _____ new nurses.
Nurse: Well, where should we start?
Employee: Why don't you tell me why you're interesting in travel nursing?
Nurse: I've always wanted to **2** _____ _____ _____. But I've never had the money to do it.
Employee: That's actually what brings in a lot of people. Now, if I remember correctly, you meet the **3** _____ requirements, yes?
Nurse: I do. I have five years of clinical experience.
Employee: Great. Next, since the position includes international travel, we'll need to get you a **4** _____.
Nurse: Now, if I get a passport, do I still **5** _____ _____ _____ _____?
Employee: Unfortunately, yes. But we take care of all the paperwork.
Nurse: That's really helpful. Which reminds me, when do I **6** _____ _____ _____?
Employee: Not until we've confirmed a placement for you.

Speaking

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

USE LANGUAGE SUCH AS:

Tell me why you're interested in travel nursing?
I have ... years of clinical experience.
We'll need to get you a ...

Student A: You are an employee at a nursing agency. Ask Student B about his or her:
- interest
- qualifications
- passport and work visa

Student B: You are a nurse who is interested in travel nursing. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 to fill out the enrollment form.**

Worldwide Nursing

Enrollment Form

Nurse: _____
WNN Associate: _____
Reason for coming to WNN:
_____
_____
Meets clinical qualifications? Y / N
Years experience: ____
Has passport? Y / N
Has work visa? Y / N
Tasks to accomplish before collecting fee:
_____
_____

Glossary

abdomen [N-COUNT-U11] The **abdomen** is the front section of the body below the chest and above the waist.

administrative [ADJ-U13] If an employee is **administrative**, that employee handles business or organizational matters.

admit [N-COUNT-U4] To **admit** someone to a hospital is to have that person stay in the hospital to receive treatment.

advance directive [N-COUNT-U4] An **advance directive** is an order specifying what is to be done in the event that a certain situation arises. An advance directive may state, for example, that a patient does not wish to be resuscitated in the event that he or she experiences cardiac or pulmonary arrest.

advocacy [N-UNCOUNT-U13] **Advocacy** is the practice of speaking on behalf of someone else or providing information and support to another person.

aids [N-COUNT-U9] Hospital **aids** are the various medical supplies and equipment that hospitals use.

albumin [N-UNCOUNT-U8] **Albumin** is a type of protein found in the body.

allergy [N-COUNT-U4] An **allergy** is a disorder of the immune system that causes normally harmless substances such as pollen, plants, or food items to produce an adverse reaction.

aneroid monitor [V-I-U5] An **aneroid monitor** is a device used to measure one's blood pressure.

antibiotic [ADJ-U2] If something is **antibiotic**, it kills or prevents the growth of bacteria.

antimicrobial [ADJ-U2] If something is **antimicrobial**, it kills or prevents the growth of microorganisms such as bacteria.

apnea [N-COUNT-U5] **Apnea** is irregular or difficult breathing.

appointment [N-COUNT-U13] An **appointment** is an arrangement to meet with a doctor or medical professional at a specific time and place.

associate [N-COUNT-U15] An **associate** is an employee.

asthma attack [N-COUNT-U9] An **asthma attack** is a condition in which a person's airways become tight and the person has trouble breathing.

bacteria [N-UNCOUNT-U2] **Bacteria** are unicellular microorganisms that are capable of infecting a host organism.

bactericidal [ADJ-U12] If something is **bactericidal**, it will kill bacteria upon contact.

bandage [N-COUNT-U6] A **bandage** is a piece of cloth used to cover a wound.

bathing [N-UNCOUNT-U13] **Bathing** is the act of cleaning oneself.

beats per minute [N-COUNT-U5] **Beats per minute** is the common unit of measurement used to express a person's heart rate.

bili light [N-COUNT-U11] A **bili light** is a special lamp that emits a blue light which can break down bilirubin in the skin.

bilirubin [N-UNCOUNT-U11] **Bilirubin** is a pigment in blood cells that if not removed by the liver can build up and give skin a yellow appearance.

biographic data [N-COUNT-U4] **Biographic data** is information regarding one's life, including, for example, name, age, marital status, and experiences.

biopsy [N-COUNT-U8] A **biopsy** is a medical procedure in which a piece of tissue is removed and examined to help determine an illness.

blister [N-COUNT-U6] A **blister** is a pocket of fluid in the skin that is caused by many things, including burns.

blood pressure [N-UNCOUNT-U8] **Blood pressure** is a measure of the pressure with which blood moves through the body.

bloody show [N-UNCOUNT-U5&U12] **Bloody show** refers to the blood or bloody substance that the body sometimes releases in the later stages of pregnancy.

body temperature [N-UNCOUNT-U5] **Body temperature** is the temperature of the body. 98.6 degrees Fahrenheit is normal human body temperature.

Braxton-Hicks contraction [N-COUNT-U10] **Braxton-Hicks contractions** are contractions that are strong, but do not become longer or more frequent like true labor contractions.

BUN test [N-COUNT-U8] A **BUN (Blood Urea Nitrogen) test** is a test to determine the amount of urea nitrogen in the blood.

B-vitamins [N-UNCOUNT-U1] **B-vitamins** are a group of vitamins that have a range of health benefits, including the promotion of skin and muscle health as well as proper immune system function.

carbohydrates [N-UNCOUNT-U1] **Carbohydrates** are substances found in sugar, bread, potatoes etc which provide the body with heat and energy.

CDC [N-UNCOUNT-U14] The **CDC (Center for Disease Control and Prevention)** is an organization in the United States that monitors and responds to outbreaks of disease.

cellulitis [N-UNCOUNT-U7] **Cellulitis** is inflammation of connective tissue or skin that occurs in places where the skin has previously been broken. Cellulitis is most common in skin on the face or lower legs.

chest compression [N-COUNT-U6] A **chest compression** is a physical intervention designed to create artificial circulation in a person whose heart has stopped functioning. Chest compressions are a part of CPR.

chief complaint [N-COUNT-U4] A **chief complaint** is a statement indicating the symptom, condition, or problem that is causing a patient to seek medical attention.

chore [N-COUNT-U13] A **chore** is a household task that must be completed, such as cleaning or laundry.

CKD [N-UNCOUNT-U8] **CKD (Chronic Kidney Disease)** is a medical condition in which a person loses kidney function over time.

clinical [ADJ-U15] If something is **clinical**, it is related to the practice of medicine.

communicable [ADJ-U14] If a disease is **communicable**, it can be passed on from one person to another.

contraction [N-COUNT-U10] A **contraction** is a tensing of the uterus during pregnancy and labor.

coordinator [N-COUNT-U12] A **coordinator** is a person who is in charge of a system or organization and who is responsible for keeping the system running smoothly.

countersign [V-I-U3] To **countersign** something is to put one's signature to it in order to authenticate or verify it.

coverage [N-UNCOUNT-U9] **Coverage** refers to the amount of medical costs a health insurance company will pay.

CPR [N-UNCOUNT-U6] **Cardiopulmonary Resuscitation (CPR)** is a procedure designed to be used on people in cardiac and/or pulmonary arrest. It creates artificial circulation and respiration.

creatinine [N-UNCOUNT-U8] **Creatinine** is a waste product found in blood that the kidney usually removes.

cross check [V-I-U3] To **cross check** something is to determine the accuracy of it by verifying it with multiple sources.

c-section [N-COUNT-U10] A **c-section (caesarean-section)** is a medical procedure that involves cutting into a pregnant woman's abdomen to deliver a baby.

debridement [N-UNCOUNT-U7] **Debridement** is a procedure whereby dead tissue is surgically removed from a living organism.

defibrillator [N-COUNT-U6] A **defibrillator** is a device which delivers an electric shock to the heart in an effort to reset an abnormal heartbeat.

desiccation [N-UNCOUNT-U7] **Desiccation** is a condition wherein tissue becomes excessively dry, frequently leading to cracking.

diastolic [N-COUNT-U5] If a blood pressure measurement is **diastolic**, it is a measurement of blood pressure as a heart rests.

discharge [N-COUNT-U9] A hospital **discharge** is the release of a patient after care is given.

discharge [N-UNCOUNT-U10] **Discharge** is light-colored mucus that the body releases in the later stages of pregnancy.

Glossary

discharge planner [N-COUNT-U9] A **discharge planner** is a person who plans the details of a hospital discharge.

disinfectant [N-COUNT-U2] A **disinfectant** is a substance that is used to clean a non-living object and kill any microorganisms that are living on it.

dosage [N-COUNT-U3] A **dosage** is the amount of medication to be given to a patient.

dress [V-T-U7] To **dress** a wound is to apply medication or a bandage to it.

elevated [ADJ-U11] If something is **elevated**, it is higher than usual.

epidemic [N-COUNT-U14] An **epidemic** is the sudden spread of a disease through a significant portion of a population.

erythema toxicum [N-UNCOUNT-U11] **Erythema toxicum** is a harmless skin condition in which infants' skin has yellow and white bumps surrounded by red skin.

eschar [N-COUNT-U7] An **eschar** is a piece of dead tissue that has fallen from the surface of the skin.

eupnea [V-T-U5] **Eupnea** is normal, unlabored breathing.

existing services [N-COUNT-U9] **Existing services** are the hospital services that a patient is currently receiving.

expiration date [N-COUNT-U3] An **expiration date** is a date that marks the final day that a particular dose of medication is considered fit for use.

exudate [N-COUNT-U7] An **exudate** is a fluid that has escaped from the circulatory system and flowed into tissue as a result of inflammation.

facemask [N-COUNT-U2] A **facemask** is a piece of cloth worn over the face that is intended to prevent the spread of disease.

family history [N-COUNT-U4] A **family history** is a list of the medical conditions or problems experienced by members of one's family.

fats [N-UNCOUNT-U1] **Fats** are organic compounds that are used to store excess nutrients in order to produce energy at a later time.

fetal movement count [N-COUNT-U13] A **fetal movement count** is a count of the number of times a fetus moves during a certain amount of time.

follow-up [N-COUNT-U9] A **follow-up** is a visit to a doctor following treatment or a procedure to ensure that a patient is healthy.

forceps [N-PLURAL-U12] **Forceps** are an instrument used in surgery to grasp small objects or to clamp blood vessels shut.

full-time [ADJ-U16] If a job is **full-time**, it requires a person to work at least forty hours a week.

GFR test [N-COUNT-U8] A **GFR (Glomerular Filtration Rate) test** is a test to determine how much kidney function a person has.

grooming [N-UNCOUNT-U13] **Grooming** is the practice of taking care of one's personal appearance, such as combing hair or shaving.

heart rate [N-UNCOUNT-U5] **Heart rate** is a measurement of how many times per minute a person's heart beats.

high fructose corn syrup [N-UNCOUNT-U1] **High fructose corn syrup** is a modified corn syrup that is used as a sugar substitute. High fructose corn syrup is found in most processed foods and drinks.

hospitalize [N-COUNT-U4] To **hospitalize** someone is to put that person in a hospital so that he or she will be given the necessary treatment. Usually, only people with fairly serious medical conditions are hospitalized.

hygiene [N-UNCOUNT-U2] **Hygiene** is the practice of keeping oneself clean. Among other things, it includes proper bathing and hand washing habits.

identification bracelet [N-COUNT-U3] An **identification bracelet** is a bracelet worn by patients in a hospital that has essential information such as the patient's name and birth date written on it.

illness [N-COUNT-U13] An **illness** is a disease or condition that damages a person's health.

immune system [N-COUNT-U1] The **immune system** is the body's defense against infection that includes special cells that attack and destroy foreign substances.

infection [N-COUNT-U2] An **infection** is a colonization of a host organism by a microorganism such as bacteria or a virus. Infections are usually harmful for the host organism.

infectious [ADJ-U14] If a disease is **infectious** it can be spread from one person to another.

inflammation [N-UNCOUNT-U7] **Inflammation** is a response by tissue to a harmful substance such as pathogens, irritants, or damaged tissue.

infusion therapy [N-UNCOUNT-U13] **Infusion therapy** is the process of passing medicine into the body over a long period of time by using an intravenous line.

injury [N-COUNT-U13] An **injury** is physical damage to part of the body.

insurance [N-COUNT-U4] **Insurance** is a form of risk management wherein one pays a company a certain amount of money each month in exchange for the assurance that the company will cover the costs incurred by a specified situation such as a car accident or a medical emergency.

international [ADJ-U15] If something is **international**, it concerns or involves a different country.

intramuscular administration [N-COUNT-U3] **Intramuscular administration** is the introduction of medication into the body by way of an injection.

isolate [V-T-U2] To **isolate** someone is to keep that person by him or herself so that he or she cannot infect others with a disease.

jaundice [N-UNCOUNT-U11] **Jaundice** is a medical condition resulting from poor liver function which is characterized by yellow skin and eyes.

keynote speaker [N-COUNT-U14] A **keynote speaker** is the featured speaker at a public event who delivers a speech after others have spoken.

kidney [N-COUNT-U8] A **kidney** is one of the two organs that removes waste from the blood and produces urine.

labor [N-UNCOUNT-U10] **Labor** is a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby.

lightening [N-UNCOUNT-U12] **Lightening** occurs when the fetus drops down into the pelvis in the later stages of pregnancy.

maceration [N-UNCOUNT-U7] **Maceration** is a condition wherein tissue becomes soft and pale from being constantly wet.

medical history [N-COUNT-U4] A **medical history** is a detailed list of previous medical experiences. This may include past surgeries or other forms of treatment.

metered dose inhaler [N-COUNT-U9] A **metered dose inhaler** is a small device that delivers a measured amount of medication to your lungs when you press down on the device whilst breathing in.

mobility [N-UNCOUNT-U13] **Mobility** is the ability to move, especially moving to complete a task.

moderate [V-T/I-U14] To **moderate** a meeting is to be in charge of it and lead the discussion.

morphine [N-UNCOUNT-U6] **Morphine** is a highly addictive psychoactive drug used as a pain reliever in serious situations.

MSN [N-COUNT-U14] An **MSN (Master's of Science in Nursing)** is an advanced degree available to nurses who wish to become administrators or practice medicine more independently.

nebulizer [N-COUNT-U9] A **nebulizer** is a machine that converts liquid medicine into a mist that a person inhales using a mask.

Glossary

necrosis [N-UNCOUNT-U7] **Necrosis** is a condition wherein the cells in a living organism's tissue are dying.

newborn [N-COUNT-U11] A **newborn** is a child that is less than four weeks old.

next of kin [N-UNCOUNT-U4] A **next of kin** is one's closest living relative who should be contacted about medical decisions or events.

nutrition [N-UNCOUNT-U1] **Nutrition** is the process of taking in food and nutrients and using them for growth and energy.

OB Triage [N-COUNT-U10] An **OB Triage** is an area of a hospital for emergency care for pregnant women.

obesity [N-UNCOUNT-U1] **Obesity** is a medical condition wherein excess body fat leads to health problems and a decreased life expectancy.

omega-3 [N-UNCOUNT-U1] **Omega-3** is a fatty acid that promotes brain functions and development and helps prevent cancer and cardiovascular disease.

operating room [N-COUNT-U12] An **operating room** is a room in a hospital specially designed to have surgical procedures performed in it.

oral administration [N-UNCOUNT-U3] **Oral administration** is the introduction of medication into the body by way of the mouth.

oral thrush [N-UNCOUNT-U11] **Oral thrush** is an infection in the mouth that causes painful sores.

outbreak [N-COUNT-U14] An **outbreak** is the sudden appearance of a disease in a population.

out-of-network [ADJ PHRASE-U13] If something is **out-of-network**, it is not covered by an insurance policy.

outreach [N-UNCOUNT-U14] **Outreach** is the practice of going to a community or population that might usually be ignored or neglected in order to help people there or get them involved in a productive effort.

over-the-counter [ADJ-PHRASE-U4] If something is **over-the-counter**, it is available without a prescription. Common painkillers and cough suppressants are examples of over-the-counter medications.

paramedic [N-COUNT-U6] A **paramedic** is a person trained to respond to emergency situations and provide medical assistance.

part-time [ADJ-U15] If a job is **part-time**, it requires a person to work less than forty hours a week.

passport [N-COUNT-U15] A **passport** is a document issued by a government that allows people to enter and exit other countries.

pathology report [N-COUNT-U8] A **pathology report** is a report that discusses what was found after cells and tissue were examined.

per diem [ADJ-U15] If a job is **per diem**, it hires and pays an employee by the day instead hiring that employee full or part time.

phototherapy [N-UNCOUNT-U1] **Phototherapy** is the use of light to treat a skin disorder.

physical therapy [N-UNCOUNT-U9] **Physical therapy** is treatment for an injury that helps a person regain movement.

physiotherapist [N-COUNT-U9] A **physiotherapist** is a doctor who specializes in physical therapy.

post-operative unit [N-COUNT-U12] A **post-operative unit** is a part of a hospital where patients are taken after surgical procedures to recover.

poultry [N-UNCOUNT-U1] **Poultry** is meat that comes from birds, such as chicken or turkey.

pregnancy [N-COUNT-U10] **Pregnancy** is a state in which a woman carries a developing child inside her body.

prescription [N-COUNT-U3] A **prescription** is a note from a doctor stating that a patient should receive a certain amount of a powerful medicine.

preventative [ADJ-U14] If something is **preventative**, it is intended to stop something else from occurring.

protein [N-UNCOUNT-U1] **Protein** is a nutrient that contributes to the development of healthy tissue, bone, muscle, skin, and blood.

psychosocial history [N-COUNT-U4] A **psychosocial history** is a list of one's experiences or problems with psychological development and social interaction.

public health nursing [N-UNCOUNT-U14] **Public health nursing** is the field of nursing that concerns educating the public and promoting good health, as well as preventing and treating disease in groups or populations.

qualification [N-COUNT-U15] A **qualification** is a requirement that someone must have or meet in order to be eligible for something.

rash [N-COUNT-U11] A **rash** is an area of irritated skin.

recovery [N-UNCOUNT-U13] **Recovery** is the process of healing from an injury or becoming healthy after an illness.

renal [ADJ-U8] Something that is **renal** is related to the kidneys.

rescue breathing [N-UNCOUNT-U6] **Rescue breathing** is a physical intervention designed to create artificial respiration in a person who is unable to breathe on their own. Rescue breathing is a part of CPR.

respiration [N-UNCOUNT-U5] **Respiration** is the transport of oxygen from outside the body to inside the body.

responsiveness [N-UNCOUNT-U6] **Responsiveness** is the ability to react to external stimuli such as noise or touch.

resting rate [N-COUNT-U5] A **resting rate** is a measurement of how many times a person's heart beats per minute while they are resting and not engaged in physical activity that raises their heart rate.

retractor [N-COUNT-U12] A **retractor** is an instrument used in surgery to hold an incision open.

route of administration [N-COUNT-U3] A **route of administration** is the method by which a medication is introduced to the body.

sanitize [V-T-U12] To **sanitize** something is to clean it and kill or remove all bacteria.

scalpel [N-COUNT-U12] A **scalpel** is a very sharp knife used in surgery to cut into a patient.

scissors [N-PLURAL-U12] **Scissors** are sharp metal blades that are connected in a way that allows them to slide past one another and cut any material between them.

scrub room [N-COUNT-U12] A **scrub room** is a room near an operating room that contains sinks and strong disinfectants in order to allow all medical personnel to remove bacteria from their skin.

shock [N-UNCOUNT-U6] **Shock** is a life-threatening medical emergency wherein a decrease in blood circulation to the body's tissue threatens the life of the tissue or the entire organism.

shot [N-COUNT-U3] A **shot** is the act of injecting medication into a patient's body.

side effect [N-COUNT-U3] A **side effect** is an undesired effect of taking medicine. Side effects are usually harmful or unpleasant.

slough [N-COUNT-U7] A **slough** is a mass of dead tissue.

sore [N-COUNT-U11] A **sore** is a damaged or infected area on the surface of a body part.

sponge [N-COUNT-U12] A **sponge** is an absorbent material that is used in surgery to soak up blood or to apply disinfectant.

stable [ADJ-U5] If someone is **stable**, they have unvarying vital signs or a favorable prognosis.

statistics [N-PLURAL-U14] **Statistics** are numbers, values, or data that can be used to make predictions or analyze a population.

sterilize [V-I-U5] To **sterilize** something is to make it unable to transmit infection or disease by destroying the microorganisms found on it.

Glossary

surgical procedure [N-COUNT-U12] A **surgical procedure** is a procedure in which a surgeon uses instruments to cut into a living body to repair damage or remove diseased tissue.

suture [N-COUNT-U7] A **suture** is a stitch or fastener used to join together the edges of a wound and promote healing.

systolic [N-COUNT-U5] If a blood pressure measurement is **systolic**, it is a measurement of blood pressure as a heart beats.

tablet [N-COUNT-U3] A **tablet** is a form of medication that is swallowed. Tablets are often referred to as "pills".

temporary housing [N-UNCOUNT-U15] **Temporary housing** is a place in which a person lives for a short time before establishing a more permanent home.

thermometer [N-COUNT-U5] A **thermometer** is a device that is used to measure the temperature of something.

third-degree burn [N-COUNT-U6] A **third-degree burn** is a skin injury caused by heat. Third-degree burns are very serious burns that result in the loss of the epidermis and damage to the subcutaneous tissue.

tissue [N-UNCOUNT-U7] **Tissue** is a grouping of cells that form a structural material with a specific purpose. Examples include skin or muscle.

transition [N-COUNT-U15] A **transition** is the process of changing from one thing or place to another.

transmit [V-I-U2] To **transmit** something is to pass it from one place or person to another.

transportation [N-UNCOUNT-U9] **Transportation** is the movement of a person or thing from one location to another, often in a vehicle.

travel nursing [N-UNCOUNT-U15] **Travel nursing** is a field in which nurses move to different locations that need nurses.

trimester [N-COUNT-U10] A **trimester** is a period of three months that pregnancy is commonly divided into.

urinalysis [N-COUNT-U8] A **urinalysis** is a test that examines a urine sample.

urine [N-UNCOUNT-U8] **Urine** is a liquid waste product that the body produces.

virus [N-COUNT-U2] A **virus** is an infectious microorganism that is capable of replicating within the cells of a living organism.

vital signs [N-COUNT-U5] A person's **vital signs** are measurements of important medical statistics including body temperature, heart rate, blood pressure, and respiratory rate.

Vitamin A [N-UNCOUNT-U1] **Vitamin A** is a vitamin that benefits the eyes.

Vitamin C [N-UNCOUNT-U1] **Vitamin C** is a vitamin that acts as an anti-oxidant and helps prevent heart disease and promotes overall health.

Vitamin D [N-UNCOUNT-U1] **Vitamin D** is a vitamin that contributes to bone health, helping to prevent osteoporosis.

water break [V PHRASE-U10] A pregnant woman's **water breaks** when the fluid-filled sac around the fetus ruptures. This happens shortly before labor occurs.

work visa [N-COUNT-U15] A **work visa** is a document that allows a person to work in a foreign country.

workshop [N-COUNT-U14] A **workshop** is an educational event in which professionals are led through a discussion of a topic in order to better understand or deal with it.

wound [N-COUNT-U7] A **wound** is an injury that usually involves the rupture of the skin or other tissue and results from something other than disease.

zinc [N-UNCOUNT-U1] **Zinc** is a metallic chemical element that contributes to the development and functioning of the brain and central nervous system.

CAREER PATHS

Nursing

Book 3

Virginia Evans
Kori Salcido - R.N.

Express Publishing

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1 Schedules and hours

The Daily Post - MARCH

OVERWORKED NURSES: Low pay - high stress

The findings of the latest Daily Post **survey** are startling: over fifty percent of Springfield County nurses feel **overworked**. The survey asked three hundred **full-time** and **part-time** nurses to rate their work experiences. The results reveal that the majority of nurses work long **shifts** with few breaks in between. Most reported feelings of fatigue and lack of energy.

Nurses cited several reasons for this **exhaustion**. Low pay drives nurses to work longer hours to earn **overtime** pay. Furthermore, high stress on the job leads many nurses to retire early, which increases strain on the current workforce. And although **demand** for nurses is high, few hospitals have the **budget** to hire more.

The dangers of such strain are obvious. Low energy and tiredness can negatively affect job performance and put patients at risk. But the surveyed nurses also offered solutions to these issues.

Among their suggestions is providing financial **incentives** to prevent early **retirement**. Also suggested was an increase in part-time positions to reduce stress on nurses working long hours. Finally, a majority of nurses requested shorter shifts with lighter **workloads** to prevent exhaustion and on the job errors.

And they want these changes soon. According to the nurses, delaying these improvements threatens the well-being not only of medical providers, but that of patients, too.





Get ready!

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

1 Why is it necessary for some nurses to work long hours?

2 What are the dangers of nurses working too much?

Reading

2 Read the article from The Daily Post. Then, mark the following statements as true (T) or false (F).

1 __ The Post survey interviewed half of Springfield County nurses.

2 __ Hospitals are not hiring new nurses for financial reasons.

3 __ The nurses suggested that early retirement reduces stress on the workforce.

Vocabulary

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

1 __ shift
2 __ incentive
3 __ full-time
4 __ budget
5 __ retirement
6 __ overworked
7 __ demand

A a plan that details how money is spent
B working at least 30 hours per week
C the need for something to be available
D the period during which a person works
E the stage when people stop working
F having worked until you are exhausted
G something that motivates people

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

word BANK

survey | part-time | budget | overtime | workload | exhaustion

1 Greg's only works four hours a day at his new job. It is a _____ job.

2 Melissa has to grade fifty tests today. She has a heavy _____.

3 Adam created a _____ to study people's opinions.

4 Jason works so much that he is constantly tired. He is suffering from _____.

5 Abby's shift ends at 5 pm, but last night she worked until 8 pm to get _____ pay.

5 🎧 **Listen and read the article again. What proposals are made to stop fatigue and mistakes at work?**

Listening

6 🎧 **Listen to a conversation between a nurse and his supervisor. Choose the correct answers.**

1 What is the dialogue mostly about?
- A the length of the man's shifts
- B overtime pay that the man earned
- C a nurse asking to work fewer hours
- D problems caused by an overworked nurse

2 According to the dialogue, what will the supervisor try to do?
- A offer some of the other nurses overtime
- B get someone else to take over the man's shifts
- C try to lighten the man's daily workload a bit
- D give the man more breaks while he is at work

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

Nurse: Excuse me, Janet. Can I talk to you?
Supervisor: Sure. What's **1** _____ _____ _____?
Nurse: I was wondering if another nurse could take over a couple of my shifts.
Supervisor: Why? Is everything okay?
Nurse: Yeah, I'm fine. But I leave work feeling really tired on most days. And the **2** _____ is starting to get to me.
Supervisor: So you're feeling overworked?
Nurse: A bit. My workload is **3** _____ _____ _____.
Supervisor: I'm **4** _____ _____ _____ that. But unfortunately, I'm not sure I can do much.
Nurse: Oh. May I ask why?
Supervisor: Well, it's not that I don't want to help, but we're already short on nurses.
Nurse: So there's no way to **5** _____ _____ _____?
Supervisor: Not really. It would mean giving the other nurses **6** _____. And that's just not in the budget.

Speaking

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

USE LANGUAGE SUCH AS:

So you're feeling overworked?
My workload is ...
So there's no way to ...?

Student A: You are a nurse who feels overworked. Talk to Student B about:
- exhaustion
- workload
- reducing hours

Student B: You are the head nurse of the hospital. Discuss the above points with Student A.

Writing

9 **Use the conversation from Task 8 and the article to write a petition to your supervisor asking to improve your work conditions (100-120 words). Talk about:**
- The reasons for your exhaustion
- The dangers of being overworked
- Solutions to help change the situation



2 Communicating with patients and families



HAYWARD HEALTH CLINIC MEMO

Subject: Communicating with Patients

Nurses, as you know, clear communication is vital to providing the best care possible. However, it seems that as of late, we are not getting all the information we need.

If you suspect you are not getting enough information from a patient, remember some of the possible causes of such **miscommunication**:

- ✓ Poor **Health Literacy** - Uninformed patients may not understand key terms.
- ✓ Negative **Preconceptions** - Patients may not trust medical professionals or may experience **anxiety**.
- ✓ **Cultural Differences** - Different cultures may have different approaches to dealing with illness. If you recognize any of these issues, a few simple steps can be taken to help improve communication.
- ✓ Establish a good **rapport**. It's very important to the **therapeutic** process.
- ✓ Show **empathy**.
- ✓ Be aware of how your **verbal** and **non-verbal** cues affect the interaction.
- ✓ Don't use too much **jargon**, since this may confuse or intimidate your patient.
- ✓ Ask **open-ended questions** to help signal to patients that you care about their input.

Remember, you are our first and most important line of communication to 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 Why is clear communication between doctors and patients important?

2 What kind of misunderstandings can arise between doctors and patients?

Reading

2 Read the memo to the nursing staff of the Hayward Health Clinic. Then, fill in the blanks with the correct words from the word bank.

WORD BANK

improve jargon communication
trust empathy confuse health

Hayward Health Clinic believes that clear **1** _____ is necessary to provide good care. They suggest that miscommunication can occur due to poor **2** _____ literacy. Or a patient may not **3** _____ doctors and nurses. To help **4** _____ communication, nurses should show **5** _____. They also should limit their use of **6** _____ because this might **7** _____ the patient.

Vocabulary

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

1 __ health literacy
2 __ miscommunication
3 __ verbal
4 __ empathy
5 __ cultural differences
6 __ preconception

A different behaviors in different societies
B the ability to relate to other people's feelings
C related to the use of spoken language
D the ability to understand health information
E an assumption
F a mistake in an exchange of information

4 Choose the word that is closest in meaning to the underlined part.

1 Gina asks her patient about his day to develop a connection.
A preconception **B** rapport **C** anxiety

2 Some patients say music is helpful for healing or feeling relaxed.
A therapeutic **B** verbal **C** non-verbal

3 The nurse is using too much specialized vocabulary.
A jargon **B** anxiety **C** empathy

4 Hospitals can cause feelings of nervousness and worry.
A rapport **B** jargon **C** anxiety

5 Ask more questions that require answers longer than one-word responses.
A cultural differences
B open-ended questions **C** preconceptions

6 Frowning is a type of communication that is done without the use of spoken language.
A therapeutic **B** empathy **C** non-verbal

5 Listen and read the memo again. What may patients find confusing when talking to medical staff?

Listening

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

1 What is the main idea of the dialogue?
A how cultural differences affect communication
B why a nurse is having trouble talking with a patient
C why it's important to ask open-ended questions
D how to improve patients' health literacy

2 According to the dialogue, how can the nurse establish a good report?
A explain jargon when talking to the patient
B focus on the patient's medical history
C ask why the patient feels nervous or anxious
D start by asking non-medical or personal questions

7 Listen again and complete the conversation.

N 1: Well, she's complaining of constant headaches. I asked about her medical 1 _____, but she didn't say much.
N 2: Is it just a 2 _____? Maybe she doesn't know what you're asking for.
N 1: It's possible. But I can't tell because she's barely speaking to me.
N 2: She might just be anxious. It can be scary to feel terrible but not know why.
N 1: Yeah, she does seem 3 _____ _____.
N 2: Did you use lots of 4 _____? In my experience, that makes things worse.
N 1: I might have. I mean, I asked her if she thought they might be migraines or cluster headaches.
N 2: See, if she has 5 _____ _____ _____, those terms might sound scarier than they are.

Speaking

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

USE LANGUAGE SUCH AS:
Maybe she doesn't know what you're ...
She might just be ...
Did you use lots of ...

Student A: Student B asks your advice about a patient. Talk about:
- miscommunication with patient
- how the patient may be feeling
- using too much jargon

Student B: You are a nurse having trouble talking with a patient. Ask Student A for advice.

Writing

9 Use the conversation from Task 8 and the memo to write tips on improving communication (100-120 words). Talk about:
- patients' feelings
- avoiding jargon

3 Chronic vs. acute conditions

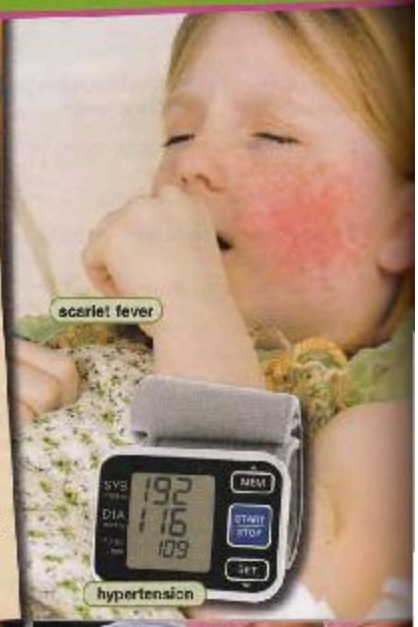
Chronic and Acute Illnesses: The Dangers of Late Intervention

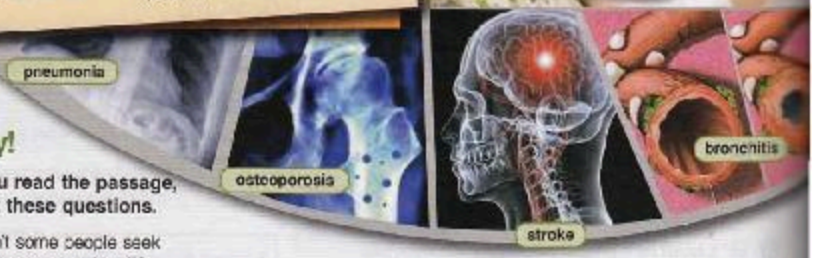
Many people who experience an illness feel no need to seek immediate treatment. They may believe that they will get eventually better. Or that any pre-existing medical conditions they have will not worsen in the presence of another illness. But such thinking is dangerous. Both chronic and acute illnesses that are left untreated can grow more severe. And they can lead to even more serious complications down the road.

In chronic conditions, early intervention is vital. Insufficient treatment can actually result in the occurrence of a debilitating acute condition. For instance, osteoporosis that is not properly managed can lead to broken bones. Likewise, chronic bronchitis that is left untreated increases the risk of dangerous respiratory conditions like pneumonia. And hypertension left unchecked can result in a deadly stroke.

Similarly, delaying treatment of acute conditions can cause the onset of chronic ones. For example, a bout 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.

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





Get ready!

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

1 Why don't some people seek medical treatment when ill?

2 What are the dangers of not seeking medical treatment when ill?

Reading

2 Read the article from The Daily Post. Then, mark the following statements as true (T) or false (F).

1 ___ Osteoporosis is an acute medical condition.

2 ___ Untreated pneumonia can lead to chronic bronchitis.

3 ___ Chronic high blood pressure can cause a fatal acute condition.

Vocabulary

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

1 ___ intervention
2 ___ condition
3 ___ chronic
4 ___ pre-existing
5 ___ acute
6 ___ strep virus
7 ___ chronic bronchitis

A having been present before some event occurs

B the process of treating a condition to cure it or prevent it from becoming worse

C a bacteria that causes throat infections and Scarlet fever

D appearing suddenly and with great intensity

E a medical illness or disease

F a persistent condition in which tubes in the lungs swell and make it difficult to breathe

G developing slowly and lasting a long time

4 **Place the words and phrases from the word bank under the correct heading.**

WORD BANK

scarlet fever osteoporosis hypertension
stroke pneumonia endocarditis

Chronic	Acute

5 **Listen and read the article again. How may early intervention help a patient?**

Listening

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

1 __ The patient has a case of chronic pneumonia.
2 __ The patient came to the hospital as soon as the coughing became worse.
3 __ Exercising more frequently can help the patient control his condition.

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

Nurse: Good morning, Mr. Arnold. You're here because of 1 _____ _____ _____, yes?
Patient: Yes. It's been getting worse for a while now.
Nurse: Well, the doctor believes it's a case of acute 2 _____.
Patient: Is that bad?
Nurse: It's not. 3 _____ _____ _____. But we would have liked to treat it a little earlier.
Patient: Is it harder to treat now?
Nurse: A bit. You'll have to be on antibiotics longer now. If we'd had some kind of intervention earlier, it wouldn't have 4 _____ _____ _____.
Patient: Yeah, I thought about coming into the hospital as soon as the coughing became worse.
Nurse: Is there a reason you didn't?
Patient: Well, I thought maybe it was just my bronchitis. 5 _____ _____ _____.
Nurse: Wait. You have 6 _____ _____?
Patient: Yes. I've had it for almost ten years now.
Nurse: Mr. Arnold, are you aware that chronic bronchitis makes you more susceptible to infection?

Speaking

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

USE LANGUAGE SUCH AS:

The doctor believes it's a case of ...
Is it harder to treat now?
You have ...?

Student A: You are a nurse discussing a condition with a patient. Talk to Student B about:

- diagnosis
- treatment
- pre-existing conditions

Student B: You are a patient at the hospital. Discuss the above points with Student A.

Writing

9 **Use the conversation from Task 8 and the article to write notes about the importance of treating illnesses early (100-120 words). Include:**

- How chronic conditions can lead to acute ones
- How acute conditions can lead to chronic ones
- How people can prevent illnesses from getting worse



4 Diabetes

Get ready!

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

1 What are some ways that diabetes is treated?

2 How can diabetes be prevented?







About Diabetes

Type 1 diabetes

Once known as juvenile diabetes, type 1 diabetes mostly affects children and teens whose bodies are unable to make insulin. 10-15% of people with diabetes have type 1 diabetes.

Type 2 diabetes

Type 2 diabetes is the most common form of the disease. It results from poor insulin production or from **insulin** resistance.

Gestational diabetes

Four percent of pregnant women are diagnosed with gestational diabetes. After birth, blood sugar tends to return to normal, but the patient has a greater risk of later developing type 2 diabetes.

Causes

1.6 million new cases of diabetes are diagnosed each year. There are certain risk factors for developing type 2 diabetes: genetics, race, a high **BMI**, inactivity, high blood pressure, high blood fat levels, gestational diabetes, a diet high in fat or alcohol.

Complications

Diabetes reduces blood flow around the body. It leads to problems with the eyes, feet, kidneys, nervous system, skin, digestive system, sexual function, teeth and **gums**. It can result in heart attacks, strokes, **cataracts**, **glaucoma**, **blindness** and even **amputations**.

Treatment

For these reasons it is crucial to manage diabetes. Treatment plans are tailored to each patient, to help keep **glucose** levels within a target range.

Reading

2 Read the article from Doctor's Office. Then, mark the following statements as true (T) or false (F).

1 __ Type 2 diabetes is most commonly found in young people.

2 __ Two of the causes of diabetes are lack of exercise and a family history of the disease.

3 __ The side effects of diabetes are relatively harmless.

Vocabulary

3 Read the sentence and choose the correct word.

1 Risk factors for **BMI / type 2 diabetes** include a poor diet and high blood pressure.

2 During times of war, it was common for doctors to have to perform several **amputations / gums** each day.

3 **Insulin / Glaucoma** controls the amount of sugar entering the blood stream.

4 The dentist numbed the **gums / cataracts** before beginning the procedure.

5 The doctor suspected that the elderly woman had **glucose / glaucoma** because the pressure in her eyes was too high.

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

1 As a result of George's <u>inability to see</u>, he carries a cane. _ l i n d n e s s

2 A doctor diagnosed the pregnant woman with an <u>inability to produce enough insulin to control sugar</u>, but assured her that her condition would probably disappear after the birth.
_ e s t a t i o n a l _ i a b e t e s

3 By the time Hazel turned ninety, she had a milky eye that made it hard to see, but did not want surgery. c a t a r a c t

4 The personal trainer measured Jessica's <u>quantity of fat in her body</u> to determine how much weight she needed to lose. _ M _

5 Mark developed <u>a condition where his body could not make insulin</u> shortly after his seventh birthday. _ y p e 1 d i a b e t e s

6 Melanie was relieved when she discovered that her <u>natural sugar</u> reading was not high. _ l u c o s e

5 **Listen and read the article again. Which type of diabetes usually lasts for a short period of time?**

Listening

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

1 Which of the risk factors for diabetes does the patient have?

A He is overweight.
B He is over a certain age.
C He has unhealthy eating habits.
D He has a family history of the disease.

2 What will the patient most likely do to manage his diabetes?

A lose weight
B take insulin shots
C follow an eating plan
D stop eating his favorite food

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

Nurse: Mr Finklestein, did Dr. Lopez explain your test results?
Patient: Yes, and I was shocked. I can't believe I have type 2 diabetes.
Nurse: Is there a family history of diabetes?
Patient: No. None.
Nurse: Well, there are many risk factors besides 1 _____.
Patient: But I'm not even overweight.
Nurse: You are approaching sixty, though. Unfortunately, 2 _____ is a factor.
Patient: Not much I can do about that. So will I need 3 _____ _____?
Nurse: No, not as long as you manage your diabetes by making some 4 _____. Like monitoring your diet.
Patient: That's a relief. But I heard that pasta is bad for diabetics. That's my favorite food. Do I have to give it up?
Nurse: So long as you 5 _____ _____ _____ no. You also might want to consider switching to a whole grain pasta.
Patient: Okay. Is there a list of foods that I should eat?
Nurse: Of course, but it looks a lot like any other 6 _____ _____.
Patient: Really? I would have expected something pretty restrictive.
Nurse: Not really. It's the same idea as 7 _____ _____. Eat more healthy food and less junk.
Patient: I should probably be eating healthy anyway.

Speaking

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

USE LANGUAGE SUCH AS:

is there a family history of diabetes?
I heard that pasta is bad for diabetics.
it looks a lot like any other ...

Student A: You are a nurse discussing managing a condition with a patient. Talk to Student B about:

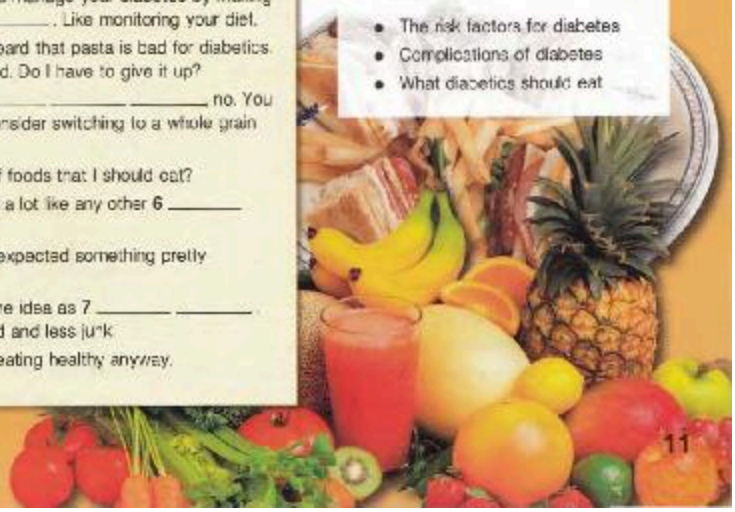
- risk factors for diabetes
- lifestyle changes
- what to eat

Student B: You are a patient. Discuss the above points with Student A.

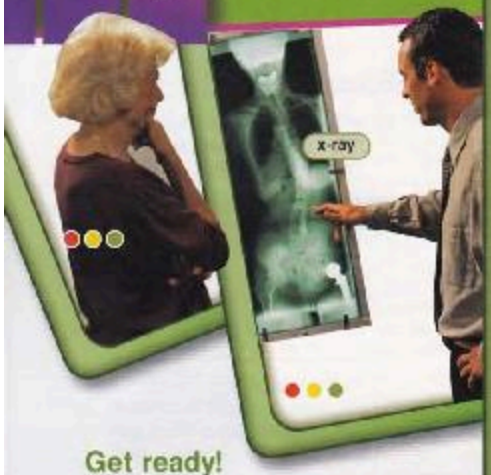
Writing

9 **Use the conversation from Task 8 and the article to write a passage about type 2 diabetes (100-120 words). Talk about:**

- The risk factors for diabetes
- Complications of diabetes
- What diabetics should eat



5 Cancer



Get ready!

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

1 What are the different types of cancer?
2 How has cancer treatment improved over the years?

Reading

2 Read the webpage from an oncology department's website. Then, choose the correct answers.

1 What is the purpose of the webpage?
- A to discuss the causes of various cancers
- B to stress the importance of treating cancer early
- C to suggest ways of treating an immune system disorder
- D to explain the different therapy protocols to patients

2 What is true about chemotherapy?
- A It requires exposure to x-rays.
- B It requires lengthy hospitalization.
- C It is usually given through the veins.
- D It has no known side effects.

3 During immunotherapy, _____.
- A antibodies destroy cancer cells
- B the blood vessels are unable to grow
- C the patient is given a vaccine to fight cancer
- D a patient's immune system is temporarily weakened

CANCER TREATMENT OPTIONS



*A cancer diagnosis can be overwhelming, but there are now many treatment options. 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 as a pill or liquid, or as an injection. The most common delivery method is an IV. Chemo can be received in a hospital or **outpatient** setting. Your doctor may prescribe chemo before or after surgery. Talk to your doctor about potential side effects.

Radiation therapy

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

Immunotherapy

Immunotherapy boosts the patient's immune system. Antibodies are made in a lab and then introduced to the patient's system. They target the cancer cells and kill them. Immunotherapy is also a means of conveying **poisons** straight to cancer cells.

Photodynamic therapy

Photodynamic therapy uses drugs and light to kill cancer cells.

Anti-angiogenesis therapy

Tumors need a blood supply to survive. Anti-angiogenesis stops a tumor from making new blood vessels, so that it cannot grow.

Vocabulary

3 Use the words and phrases from the word bank to fill in the blanks.

word BANK

outpatient radiation therapy x-ray
chemotherapy oncologist poison

1 Frank became very ill when he accidentally drank the _____.
2 The _____ was pleased to tell Margaret that her cancer was in remission.
3 The doctor suggested the patient receive _____ which uses a beam to target cancer cells.
4 Paul's doctor told him to get a(n) _____ of his wrist because he thought it was broken.
5 Leslie was glad she was being treated as a(n) _____ because she slept better in her own bed.
6 Each week Wilson was hooked up to an IV while he received his _____ treatment.

4 **Match the words (1-4) with the definitions (A-D).**

1 __ tumor
2 __ photodynamic therapy
3 __ anti-angiogenesis therapy
4 __ cancer

A a cancer protocol that prevents a tumor from growing new blood vessels
B a disease in which cells grow in an uncontrolled and abnormal way
C a form of treatment that kills cancer cells with light and drugs
D a mass of cells in the body that are growing in an atypical manner

5 **Listen and read the webpage again. Radiation therapy is best for what?**

Listening

6 **Listen to a conversation between a nurse and a patient. Check (✓) the side effects of chemotherapy.**

1 ❑ weight loss
2 ❑ nausea
3 ❑ sore throat
4 ❑ migraine
5 ❑ baldness

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

Nurse: Hello, Mrs. Henderson, how are you feeling?
Patient: Well, to be honest I'm pretty nervous. This is my first chemotherapy session.
Nurse: That's totally natural. Would it help if I explained what's going to happen?
Patient: I think so.
Nurse: We're going to put a **1** _____ in one of the veins in your arm and get the chemo into your system that way.
Patient: Will it hurt?
Nurse: You'll **2** _____ _____ _____.
Patient: And the **3** _____ _____?
Nurse: Well the drugs are very strong, because we need to kill the cancer. Unfortunately they do harm **4** _____ _____ _____ too.
Patient: The doctor said I'll feel sick to my stomach, right?
Nurse: Yes. Chemo affects the **5** _____ _____. You'll probably lose your appetite and some weight.
Patient: And does that happen right away?
Nurse: Yes, probably within a day or two. Did the doctor tell you about chemo's effect on **6** _____ _____?
Patient: He did. What do most patients do?
Nurse: It depends on the amount of hair loss. Some just wear hats, others, if they **7** _____ _____ _____, wear wigs.

Speaking

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

USE LANGUAGE SUCH AS:

This is my first chemotherapy session.
Would it help if I explained what's going to happen?
And the side effects?

Student A: You are a patient about to receive chemotherapy. Ask Student B questions about:

- the procedure
- the side effects
- dealing with side effects

Student B: You are a nurse. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 and the webpage to write a letter to a patient outlining her chemotherapy treatment plan (100-120 words). Talk about:**

- What chemotherapy is
- What is involved in the treatment
- Possible side effects



6 Heart disease



WHAT IS HEART DISEASE

Types of heart disease

Cardiovascular (heart) disease is the leading cause of death in the US, but many people know little about it. Heart disease is a term that covers several problems that can affect this vital organ. **Coronary artery disease, heart failure** and congenital heart disease are all forms of heart disease.

Prevention

Simple measures can reduce your likelihood of getting heart disease.

- Stop smoking
- Exercise
- Eat a heart-healthy diet
- Maintain a healthy weight (**Abdominal obesity** is linked to heart disease.)
- Reduce stress
- Get check ups and screenings

Treatment

Coronary artery disease can be treated with an **aspirin** regimen, ACE inhibitors or beta-blockers. Treatment plans may involve lowering high blood pressure and **cholesterol**. Surgical options include installing stents or performing open heart surgery to bypass **plaque buildup** in the arteries.

Heart failure occurs when the heart has trouble pumping blood around the body. This condition is treated with drugs to help the heart function correctly. Surgical options include the installation of a **pacemaker** or, in some cases, a **heart transplant**.

It is important to take good care of your heart. Be sure to follow the methods for prevention and get regular check ups from your doctor.

Get ready!

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

1 What types of diseases can affect the heart?

2 What can decrease people's risk of getting heart disease?

Reading

2 Read the poster from a hospital waiting room. Then, fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

surgery inactivity combat several
reducing coronary artery disease

There are 1 _____ diseases that can be classified as heart disease. Risk factors for heart disease include smoking, 2 _____, poor diet, excess weight and stress. In addition to taking medication, a person with 3 _____ can benefit from 4 _____ cholesterol and blood pressure. While there are medicines available to 5 _____ heart disease, 6 _____ may be necessary.

Vocabulary

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

1 **stress / aspirin**

John was under a lot of _____ because he was studying for his finals.

Trish hurt her shoulder playing basketball, so she took a(n) _____.

2 **cholesterol / congenital heart disease**

Heather's baby was born with _____ and needed an operation.

Frank had a blood test to check his _____ level.

3 **abdominal obesity / heart failure**

Joe has _____, which means that his heart doesn't pump blood fast enough.

After the doctor told Sandra she had _____, she started exercising.

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

1 ___ **A** Karl is a cardiovascular surgeon.
___ **B** Fred takes a stent every day to lower his blood pressure.

2 ___ **A** Coronary artery disease is a condition that affects the digestive system.
___ **B** Jen's pacemaker helps her heart beat properly.

3 ___ **A** Thanks to my grandfather's kidney transplant, his life expectancy is much longer.
___ **B** The cardiovascular system is made up of the thyroid, pituitary and adrenal glands.

4 ___ **A** John was born with pacemaker, so he's gone to the doctor since childhood.
___ **B** A stent was put in Marilyn's vein to allow blood to flow easily.

5 ___ **A** Plaque buildup in the arteries can lead to serious problems.
___ **B** When Julia had a transplant, a solution was injected into her forehead.

5 **Listen and read the poster again. How can heart failure be treated?**

Listening

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

1 ___ The patient has been diagnosed with an arrhythmia.
2 ___ An arrhythmia does not always require treatment.
3 ___ The patient needs to undergo more testing.

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

Nurse: Hi, Mr. Rodriguez. How are you doing today?
Patient: Fine. I'm just anxious to get these **1** _____ _____ back.
Nurse: That's right. Dr. Pitt thinks it could be **2** _____ _____ _____ or arrhythmia, right?
Patient: Yes, but shouldn't we be able to tell what I've got, just from my symptoms?
Nurse: Well, they have the same warning signs: shortness of breath, **3** _____ _____ _____.
Patient: What can I expect as far as treatments go?
Nurse: It depends on your diagnosis. If it's an arrhythmia, there may not be a need for treatment at all.
Patient: Really? **4** _____?
Nurse: Well, some arrhythmias are just caused by simple things like **5** _____ _____. But if it's more serious than that, there are a few treatment options.
Patient: I see. What kind of options?
Nurse: A combination of **6** _____ _____ and medication. Possibly surgery.

Speaking

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

USE LANGUAGE SUCH AS:

Dr. .. thinks it could be ..
They have the same warning signs.
What kind of options?

Student A: You are a patient. Ask Student B questions about
- symptoms of arrhythmia and coronary artery disease
- arrhythmia treatment options
- coronary artery disease treatment options

Student B: You are a nurse. Answer Student A's questions.

Writing

9 **Use the conversation from Task 8 and the poster to write an article about heart disease (100-120 words). Talk about:**

- Ways to prevent heart disease
- Treatment options

7 Trauma and triage

The ESI Triage System: Purpose of the System

Hundreds of **trauma** patients enter a hospital's emergency department each day. These patients' ailments range from **fractures** and **compound fractures** to severe burns. Since the acuity of their conditions can vary greatly, it is necessary to prioritize patient care. **The Emergency Severity Index** (ESI) **triage** system allows nurses to quickly assess a patient's condition. This helps nurses determine the order in which to treat patients.

How It Works

When patients enter the emergency department, nurses must assign them to an ESI level. You must first determine if a patient is in danger of dying immediately. Such patients are assigned to **ESI 1**. This level is reserved for patients needing immediate life-saving treatment. If the patient is not dying, you must decide how long the patient can wait for treatment. Patients needing immediate treatment are assigned to **ESI 2**. However, many patients are not critically ill and are able to wait for care. For these patients, nurses should estimate how many resources they will likely require. Patients requiring multiple resources are assigned to **ESI 3**. Patients who are likely to need only one resource are assigned to **ESI 4**. Finally, patients who need no resources at all are assigned to **ESI 5**.

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fracture


compound fracture

trauma patient

Get ready!

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

1 Why are triage systems necessary in hospitals?

2 What kind of patients should be treated before others?

Reading

2 Read the page from a nursing guide. Then, complete the table using information from the guide.

ESI Level	Patient Condition
ESI 1	
ESI 2	
ESI 5	

Vocabulary

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

1 __ ESI 3
2 __ triage
3 __ Emergency Severity Index
4 __ ESI 5
5 __ compound fracture
6 __ ESI 2

A the process of assessing the severity of patients' conditions to determine the order in which to treat them

B a method of classifying patients into five categories based on the severity of their conditions and resource needs

C the stage at which a patient needs immediate treatment, but is not dying

D the stage at which a patient is not critically ill and needs no resources

E the stage at which a patient is not critically ill, but needs several resources

F a fracture in which the bone protrudes through the skin

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

1 The nurse examines a patient to determine the <u>severity of the condition</u>. a _ _ i _ _
2 Mark has a <u>condition in which a person's bone is broken</u>. _ _ a _ t _ _ e
3 A patient may die soon without treatment. He is assigned to the <u>stage at which a person has a life threatening condition and needs immediate treatment</u>. E _ _ _
4 The doctor has ordered a blood test and x-ray for James. The nurse makes a note that he needs two <u>medical tests and aids provided to patients needing care</u>. _ e _ _ _ r _ _ s
5 The doctor assesses the woman's amount of <u>serious injury</u> to the body. t _ _ u _ _

5 Listen and read the nursing guide again. A critically ill patient should be assigned to what level?

Listening

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

1 _ The patient has a broken bone.
2 _ The nurse decided that the patient did not need resources.
3 _ The nurse should have assigned the patient to ESI 4.

7 Listen again and complete the conversation.

Nurse 1: Hey, Laura. Did you just send a **1** _____ into room 114?
Nurse 2: I did. Was that wrong?
Nurse 1: Not necessarily. But we're pretty full, and we should only be admitting the **2** _____ cases.
Nurse 2: I used the ESI triage system. Do you want to see how I assigned him a level?
Nurse 1: Sure. What did the patient come to the ER for?
Nurse 2: He had a leg **3** _____.
Nurse 1: Was it a compound fracture?
Nurse 2: No, **4** _____ _____ _____ _____ simple fracture.
Nurse 1: What was the acuity of his condition?
Nurse 2: It wasn't very severe. He didn't need immediate care, so then I **5** _____ _____ _____ calculating how many resources he would need.
Nurse 1: Okay. And what did you determine?
Nurse 2: I figured that he would need **6** _____ _____ _____ and an **7** _____.

Speaking

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

USE LANGUAGE SUCH AS:

I used the ESI triage system.
What did the patient come to the ER for?
What was the acuity of his condition?

Student A: You are a nurse reviewing a new nurse's performance. Ask to Student B questions about:

- admitting a patient
- ESI level
- patient's condition and acuity

Student B: You are a new nurse who is being reviewed. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 and the presentation notes on the ESI system to write some presentation notes (100-120 words). Talk about:

- What the ESI triage system is
- What the system is used for
- How the system works



8 Communicating with staff



Dear Staff,
Concerns have been raised about the communication lagging when shifts change. Medical records are not currently being filled in correctly, meaning that nurses who are starting their duties are ill-informed about the patients' current status. This lack of communication is putting patients at **risk**. I would like to take this opportunity to **highlight** the processes which you must **adhere** to when you change shifts.

Please make sure you **update** all medical records. All records must be listed in **chronological order.** Make sure you **document** all medication that the patient has received and make a full **assessment** of the patient's current **status.** Make sure the patient's plan of care is clearly stated.

Make sure your records are **comprehensive**. Do not leave out any important details. However, records must also be **concise.** Avoid unnecessary wordiness.

You must ensure that you write **legibly**, as there have been recent problems reading illegible handwriting. Use all capitals if your cursive is messy, and only use approved standard **abbreviations**.

Observe these guidelines every time you complete your shift.

Thank you in advance for your cooperation.
Lindsey Davies
Head Nurse

Get ready!

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

1 How do nurses communicate with each other about a patient's care?
2 What problems can occur when nurses change shifts?

Reading

2 Read the email from a head nurse. Then, choose the correct answers.

1 What is the email about?
- A problems with patient care
- B nurses arriving late for shifts
- C problems making notes about patients
- D failure to communicate supply issues

2 Which of the following don't need to be written down?
- A the patient's plan of care
- B medication that the patient has received
- C the patient's status at the moment
- D the patient's illness

3 Which of the following does the head nurse ask nurses to do?
- A type their notes
- B write in capital letters
- C highlight the patient's records
- D add as much as information as possible

Vocabulary

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

1 __ legibly
2 __ comprehensive
3 __ concise
4 __ chronological order
5 __ at risk

A in a way which is easy to read
B in danger
C detailed but brief
D listed according to time or date
E complete

4 Read the sentence and choose the correct word.

1 The nurses need to **adhere to / document** all the medication that the patients have taken.
2 There was not a lot of space on the form, so Charlotte used some **assessments / abbreviations**.
3 Every few hours, the nurse made **an assessment / a status** of the patient's condition.
4 The nurse told the doctor about the patient's current **status / abbreviation**.
5 Karen noted the patient's **plan of care / assessment** on the medical records.
6 The head nurse warned that nurses who failed to **highlight / adhere** to the rules would face consequences.

5 Listen and read the email again. Why is communication important to the staff when they change shift?

Listening

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

1 __ The man cannot read the handwriting on the records.
2 __ The records do not mention the patient's current status.
3 __ The notes on the records are too brief.

7 Listen again and complete the conversation.

N 1: Anything wrong?
N 2: Yes, it's this 1 _____ _____. I don't understand it at all.
N 1: What's the problem?
N 2: It's 2 _____ _____ _____ that I don't understand.
N 1: 3 _____ _____ _____ abbreviations?
N 2: It says the patient got 20 milligrams of M. Does that M stand for 4 _____ or magnesium?
N 1: I don't know.
N 2: The nurse 5 _____ _____ _____ it. There's no assessment of the patient's current status.
N 1: Let me have a look. Yes, look, it's here. It's just that the nurse didn't write it in 6 _____ _____.
N 2: Oh yes, so it is. It isn't very 7 _____ though. It just says 'recovering'.
N 1: Yes, I know we're supposed to be 8 _____ but this is really bad.
N 2: It is and I can't find any details about the patient's plan of care either.
N 1: We should tell the head nurse. Maybe she can talk to the other nurses.

Speaking

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

USE LANGUAGE SUCH AS:

It's this ... I don't understand it at all.
We should tell the head nurse.
Maybe she can talk to ...

Student A: You are a nurse who has just come on shift. You cannot understand a patient's medical records. Talk to Student B about:

- abbreviations
- status updates
- lack of information

Student B: You are a nurse. A colleague talks to you about a problem with some medical records. Respond and make suggestions.

Writing

9 Using the conversation from Task 8 and the email to write a short polite message to the nurse suggesting how the medical notes could be improved (100-120 words). Talk about:

- What problems you encountered
- How these problems can be avoided
- What could happen to patients in these situations

9 IV care

Get ready!

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

1 Why do patients have to go on IVs?
2 What equipment is associated with IV care?

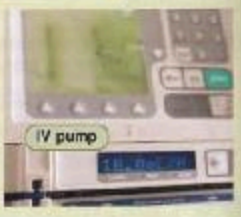
IV Summary
Patient Name: Carlotta Salinas
Solution: **Hypotonic** saline
Infusion Rate: **Direct infusion.** Set clamp to 140 mL/h.
Cause for IV: Ms. Salinas has diabetes and has become dehydrated as a result of high glucose levels.
Notes: Watch for infiltration where IV drip is inserted. Notify MD immediately if this occurs.

IV Summary
Patient Name: Raymond Willis
Solution: **Hypertonic** saline
Infusion Rate: **Continuous infusion** of nutrient solution through **IV pump**. Set clamp to 50 mL/h
Cause for IV: Mr. Willis is unconscious with a head injury and requires **parenteral** nutrition.
Notes: Check IV site regularly for signs of infection. If patient returns to consciousness, or shows any signs of sickness, fever or altered heart rate, inform MD immediately.

IV Summary
Patient Name: Mark Smith
Solution: **Isotonic saline**
Infusion Rate: **Intermittent infusion.** Set **roller clamp** to a 150mL/h **microdrip.**
Cause for IV: Mr. Smith is severely dehydrated due to gastroenteritis and requires an isotonic saline solution to restore normal fluid levels.
Notes: Check patient for signs of dehydration hourly. Reduce to 75m L/h **macrodrip** when symptoms fade. Watch for signs of diarrhea and vomiting.







Reading

2 Read the notes about patient IVs. Then, mark the following statements as true (T) or false (F).

1 ___ Mark Smith is receiving the most IV solution.
2 ___ Carlotta Salinas and Mark Smith are both receiving IV because they have low fluid levels.
3 ___ Raymond Wills is suffering from sickness and fever.

Vocabulary

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

1 **isotonic / saline**

A(n) _____ solution contains salt.

An _____ solution does not change fluid levels in cells or arteries.

2 **continuous / intermittent**

There has been a(n) _____ stream of people coming into my office all day!

The consultant makes _____ appearances in the ward, but he isn't here all the time.

3 **parenteral / hypertonic**

_____ solution has a higher salt content than that of blood.

The woman is unconscious, so she needs _____ nutrition or she'll starve.

4 **hypotonic / direct**

The patient requires _____ infusion of a saline solution.

A _____ solution will move fluid out of the veins and arteries.

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

1 The nurse set the patient's IV to a infusion rate for delivering a small amount of IV solution at a specific flow rate.
m _ _ _ _ _ _ l _

2 The IV fluid was administered using a machine that controls the delivery of fluids and medications.
_ _ _ u _ _

3 The patient requires an introduction of fluids to the body through an IV of saline solution.
i _ _ _ _ _ n

4 This patient's IV should be set to an infusion rate that delivers large amounts of IV solutions through rapid delivery of small drops. m _ _ _ _ _ _ p

5 The nurse turned the plastic device fitted to an IV tube counterclockwise to turn off the patient's IV.
r _ _ _ _ _ _ _ l _ _ _

5 Listen and read the notes again. What is parenteral nutrition?

Listening

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

1 What is the main idea of the conversation?
- A a patient's sudden decline
- B an incorrect IV infusion rate
- C a malfunctioning roller clamp
- D a patient receiving the wrong solution

2 What is the man likely to do next?
- A contact the doctor
- B adjust the IV flow
- C talk to the patient
- D change to a roller clamp

7 Listen again and complete the conversation.

Nurse 1: I've been looking at Raymond Wills's 1 _____ _____ IV, and it seems to be off.
Nurse 2: What do you mean?
Nurse 1: The summary says he's supposed to be on an IV of fifty 2 _____ per hour, but it's currently on sixty.
Nurse 2: Is it? 3 _____ _____ _____ the records. Maybe the doctor ordered it to be increased and we didn't hear about it.
Nurse 1: I've already 4 _____ them. There's nothing written down.
Nurse 2: Perhaps someone accidentally hit the button and set it going 5 _____ _____ _____ _____.
Nurse 1: It's possible. Do you think we should switch over to a regular 6 _____ _____ to avoid giving him too much?
Nurse 2: Maybe. But 7 _____ _____ _____ with the 8 _____ before you change anything. How is the patient doing?
Nurse 1: He hasn't returned to consciousness but his heart rate and temperature are normal.

Speaking

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

USE LANGUAGE SUCH AS:

I've been looking at ... IV, and it seems to be off.
Maybe the doctor ordered it to be increased ...
Do you think we should switch over to ...

Student A: You are a nurse. A colleague talks to you about a problem with an IV. Respond to Student B and make suggestions. Find out:
- if the nurse has checked the records
- what the options are
- how the patient is doing

Student B: You are a nurse who has noticed that a patient's IV is set at the wrong rate. Ask Student A for help.

Writing

9 Use the conversation from Task 8 and the patient notes to write a report about a patient whose IV was set at the wrong rate (100-120 words). Talk about:

- How this might have happened
- What options you considered
- How you solved the problem

10 Preparing a patient for surgery

Get ready!

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

1 How are patients prepared for surgery?

2 What risks should patients be warned about before surgery?

Reading

2 Read the checklist from Cook Hospital. Then, mark the following statements as true (T) or false (F).

1 ___ The pre-op form must be completed one hour before surgery.

2 ___ An operative permit is an example of a personal effect.

3 ___ Known allergies should be indicated on the EKG report.

Vocabulary

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

1 ___ pre-op

2 ___ witness

3 ___ anesthesia permit

4 ___ initial

5 ___ medication reconciliation form

6 ___ post-op

A a license that a person signs to approve the use of painkillers

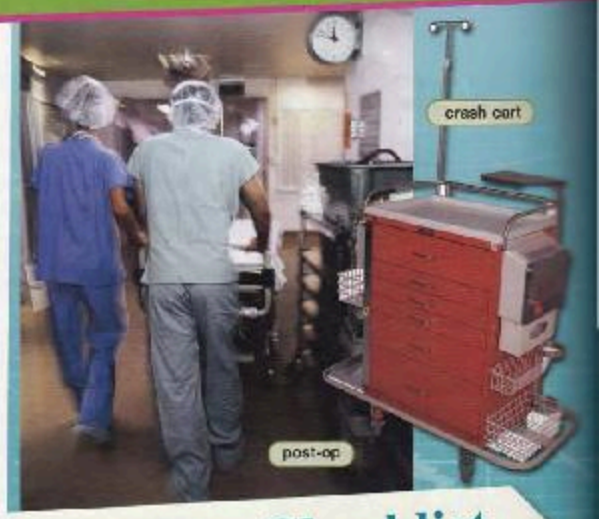
B occurring after a surgical procedure

C occurring before a surgical procedure

D to write the first letters of your first and last name on a document

E to sign a document as proof that you saw an event occur

F a form that reviews a patient's past medication orders and compares it to current orders



Pre-Op Checklist

This pre-op checklist details all forms and tasks that are necessary in order to proceed with scheduled surgery. The form is to be completed by the attending nurse. **Initial** each task on the left to indicate its completion at least one hour prior to the patient's scheduled surgery. Sign and date the form at the bottom.

- ☐ Patient history and physical exam performed
- ☐ **Operative permit** signed by patient and **witnessed**
- ☐ **Anesthesia permit** signed by patient and witnessed
- ☐ **Medication reconciliation** form signed by patient and physician
- ☐ **EKG report** present in patient's medical file
- ☐ Patient given **NPO order**: Y/N
  If yes, specify number of hours that have elapsed since NPO: _____
- ☐ Post-op room confirmed: Y/N
  If yes, specify ward and room number: _____
- ☐ **Chlorhexidine bath** scheduled to be given prior to surgery
- ☐ Information on identification bracelet double-checked
- ☐ Known allergies indicated on patient's identification bracelet
- ☐ Fully stocked **crash cart** present in surgery room
- ☐ Patient's informed of **personal effects** policy, including jewelry, glasses, watches, and hair accessories

Signature _____ Date _____

4 Fill in the blanks with the correct words: *chlorhexidine, crash cart, EKG report, NPO order, operative permit, personal effects.*

1 Patients with a(n) _____ cannot eat.
2 Nurses monitor the _____ to make sure a patient's heartbeat is normal.
3 Before surgery, the patient takes a bath in _____ to kill bacteria.
4 The patient signs a(n) _____ giving the doctor permission to perform surgery.
5 Nurses collect _____ such as glasses and watches.
6 Gloves are stored in the _____.

5 Listen and read the checklist again. What must the attending nurse do in order to indicate the completion of the pre-op checklist?

Listening

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

1 What can you infer about the patient?
A He is hungry.
B He is nervous about the surgery.
C He has had other surgical procedures.
D He met with the surgeon the day before.

2 According to the dialogue, what does the patient still have to sign?
A the anesthesia permit
B the operative permit
C the NPO order
D the chlorhexidine form

7 Listen again and complete the conversation.

Nurse: Hello, Mr. Willis. How are you feeling?
Patient: Okay. I'm ready to get 1 _____.
Nurse: We're almost ready. I just need to finish reviewing this 2 _____ with you.
Patient: Sure.
Nurse: I have your signed anesthesia permit here. But I still need you to sign the 3 _____ permit.
Patient: Alright. Where 4 _____?
Nurse: Right here. Thanks. Now, did Dr Martinez give you an NPO order?
Patient: Yeah. I haven't had anything to 5 _____ since about 11 pm yesterday. I can't wait to eat again.
Nurse: I can imagine. Now, do you have any allergies to latex or dyes?
Patient: No, not that 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:
I just need to finish reviewing this ..
I still need you to sign the ..
Do you have any allergies ..

Student A: You are a nurse who is preparing a patient for surgery. Talk to Student B about:
- operative permit
- NPO order
- personal effects

Student B: You are a patient getting ready for surgery. Discuss the above points with Student A.

Writing

9 Use the conversation from Task 8 and the checklist from Cook Hospital to write a brief passage about completing a pre-op checklist (100-120 words). Talk about:

- What the pre-op checklist is for
- When to complete the checklist
- What tasks are involved
- How to indicate that a task is complete

11 Preventing infection



5 STEPS TO PREVENTING INFECTION

1 HAND HYGIENE

Your hands are the most common **vectors** for spreading **nosocomial** infections. Regular hand washing can reduce **contamination** considerably. Use the **alcohol-based** hand **sanitizers** located throughout the hospital to reduce outbreaks of **E. Coli** or staph infection. Be aware that not all **pathogens** are killed by alcohol-based sanitizers. Use soap and water when caring for patients with the pathogen C. Diff, for instance, and ensure that all visitors do the same.

2 USE CHECKLISTS

Use checklists to ensure that procedures are completed accurately. If patients are fitted with unnecessary tubes such as **urinary catheters**, infection can ensue. Keep checklists to clarify what has been fitted.

3 KITS

Keep kits to hand which contain all the equipment needed for common procedures. You don't want to be running to the supply closet mid-procedure for something that you have forgotten.

4 ORAL HYGEINE

One of the most common infections in intensive care units is **ventilator-associated pneumonia**. Keep bacteria levels low by regularly cleaning the patient's mouth, gums and teeth.

5 DIAGNOSTIC TESTS

Be **vigilant** and look out for patients showing signs of infection. Use quick diagnostic tests to identify patients with infectious diseases such as **MRSA**. If patients who show symptoms are rapidly tested, the risk of spread is reduced.

Get ready!

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

1 What sorts of infection may occur in hospitals?

2 How can nurses minimize the spread of such infections?

Reading

2 Read the flyer about preventing infections. Then, complete the table using information from the passage.

Aim	How to do it
Reduce the spread of E. Coli and staph infection	1 _____
Reduce the spread of C. Diff	2 _____
Ensure that procedures are completed accurately	3 _____
Reduce the incidence of ventilator-associated pneumonia	4 _____
Catch infections early	Be vigilant 5 _____

Vocabulary

3 Read the sentence and choose the correct word.

1 Patients who cannot move may need a **urinary catheter / vector.**

2 **Staph infection / Ventilator-infected pneumonia** tends to be found among patients in IC units.

3 **Contamination / MRSA** is an infection which is very difficult to treat.

4 The most common **sanitizer / vector** for the spread of diseases is your hands.

5 It is a nurse's duty to keep the incidence of **vigilant / nosocomial** infections to a minimum.

6 Bacteria infections such as **E. Coli / pathogens** can be spread by poor hygiene.

4 Fill in the blanks with the correct words and phrases: *vigilant, contamination, staph infection, pathogens, sanitizer, alcohol-based.*

1 It's a nurse's duty to be _____ and look out for signs of infection in patients.
2 To be safe, use the hand _____ before you treat a different patient.
3 _____ can spread quickly in hospitals which are not clean.
4 A _____ is a kind of bacterial infection commonly found in hospitals.
5. Some pathogens are not killed by _____ products, so you must use soap as well.
6 If you wash your hands regularly, you can prevent _____ of samples.

5 Listen and read the flyer again. How do staff in hospitals ensure bacteria levels are at a minimum?

Listening

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

1 __ The C. Diff infection is still spreading.
2 __ None of the visitors has any symptoms.
3 __ Two nurses have caught the infection.

7 Listen again and complete the conversation.

D: I've noticed there has been a recent 1 _____ of C. Diff on the ward.
N: Yes, that's right. We have all the 2 _____ _____ in isolation now.
D: Have those patients received any visitors recently?
N: Yes, we're making sure they wash their hands when they arrive and leave to avoid 3 _____.
D: Good. Make sure they don't use those 4 _____-_____ _____. You know they need to use soap and water.
N: Yes, we've made sure of that.
D: Excellent. Have any of the visitors 5 _____ _____ _____?
N: No, they haven't.
D: Okay, but make sure you stay on top of that. What about the nurses?
N: One nurse who was treating those patients has come down with something.
D: The same infection?
N: We are not sure. They're doing some 6 _____ _____ at the moment. It might be E. Coli.

Speaking

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

USE LANGUAGE SUCH AS:

There has been a recent outbreak of ...
Make sure they don't use those ...
Stay on top of that.

Student A: You are a doctor. There is an outbreak of an infection in the hospital. Talk to Student B about:

- preventing infections
- visitors with symptoms
- nurses with symptoms

Student B: You are nurse. Talk to Student A about the infection.

Writing

9 Use the conversation from Task 8 and the flyer to write an email outlining how to prevent infection spreading on your ward (100-120 words). Talk about:

- What all nurses must remember to do
- What nurses need to ask visitors
- What visitors must do

12 OB/GYN nursing

Adjusting to Menopause

Although menopause signifies an end to a woman's reproductive years, it is nothing more than a natural transition that is part of every woman's life. Knowing the signs of the process can help prepare you for this change and prepare for life after.



Perimenopause

Menopause will not arrive suddenly. Rather, over a period of years, starting in the late thirties to forties, your body will gradually reduce production of **estrogen** and **progesterone**. This time, typically lasting between two and ten years, is called perimenopause.

Symptoms include:

- irregular **menstrual cycle**
- **hot flashes**
- insomnia
- reduced **libido**
- limited **fertility**

There is no real need to see a physician for perimenopause symptoms, unless they are interfering with your daily life. In such cases, your medical provider may choose **hormone therapy** to reduce their impact.

Menopause

Menopause officially occurs when a woman has not had a menstrual cycle for twelve months. At this point, her ovaries have exhausted their supply of eggs and the **uterus** no longer forms new linings. In addition to these reproductive changes, menopause also puts women at risk for bone loss. For detailed information about transitioning to menopause, schedule an appointment with a provider in the **OB/GYN** department.

Get ready!

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

1 What are common issues OB/GYN nurses must address?

2 How is OB/GYN nursing different from other nursing fields?

Reading

2 Read the pamphlet from an OB/GYN office. Then, mark the following statements as true (T) or false (F).

1 ___ Hormone levels rise as perimenopause advances.

2 ___ A woman can experience perimenopause for a decade.

3 ___ A weakened skeletal structure is a side effect of menopause.

Vocabulary

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

1 ___ obstetrics
2 ___ ovary
3 ___ fertility
4 ___ libido
5 ___ uterus
6 ___ estrogen
7 ___ perimenopause

A the ability to have children
B a period in which a woman's menstrual cycle becomes irregular
C a hormone that regulates the menstrual cycle
D a hollow organ in which a fetus can develop
E an organ that holds and releases eggs
F a person's sexual urges
G the field of medicine that concerns the care of pregnant women

4 Fill in the blanks with the correct words and phrases: *gynecology, menopause, hot flash, menstrual cycle, insomnia, progesterone, hormone therapy.*

1 Mrs. Thomas's lengthy _____ began to make her sweat.
2 The doctor recommended that the woman undergo _____ in order to lessen the effects of her perimenopause symptoms.
3 It is common for a doctor that specializes in obstetrics to also study _____.
4 Janet suspected she was entering perimenopause when her _____ became more irregular.
5 When _____ levels decrease, the uterus will stop producing a lining to prepare for pregnancy.

5 Listen and read the pamphlet again. When does a woman officially have menopause?

Listening

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

1 What is the conversation mostly about?
- **A** entering perimenopause
- **B** the symptoms of menopause
- **C** treatment for perimenopause
- **D** adjusting to life after menopause

2 What can you infer about the woman?
- **A** She has at least one child.
- **B** She does not exercise on a regular basis.
- **C** She is too young to enter perimenopause.
- **D** She does not know the symptoms of menopause.

7 Listen again and complete the conversation.

Nurse: Are you having regular menstrual cycles?
Patient: Not exactly. I've missed at least two in the last year.
Nurse: Well, the good news is that you're definitely not in menopause - not until you've missed 12 consecutive cycles.
Patient: 1 _____ _____ _____. But I'm definitely showing some other symptoms, too.
Nurse: Can you describe those?
Patient: I'm not sleeping well, and 2 _____ _____ _____ getting hot flashes.
Nurse: All right. It sounds to me like you're 3 _____ _____. It just means your hormones are starting to level off.
Patient: So can I still get pregnant? My husband and I still talk about 4 _____ _____ _____.
Nurse: Yes, you can. But I wouldn't wait too long, because perimenopause does lower 5 _____.
Patient: I see. Is there anything we can do about the other symptoms?
Nurse: Some added exercise will help the insomnia. And 6 _____ _____ _____ alcohol should reduce the hot flashes.

Speaking

8 With a partner, act out the dialogue from Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are you having regular menstrual cycles?
I'm definitely showing other symptoms, too.
Can I still get pregnant?

Student A: You are a nurse in an OB/GYN department. Talk to Student B about:
- missed cycles
- fertility
- reducing symptoms

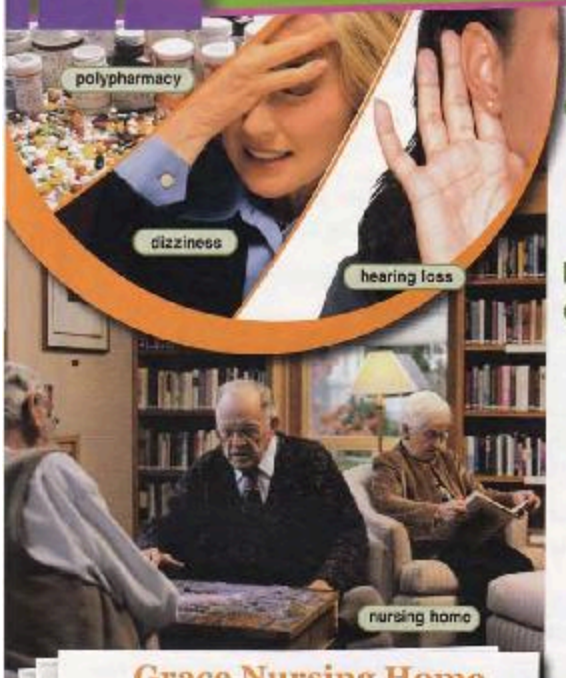
Student B: You are a patient with questions about menopause. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 and the pamphlet to write a summary of perimenopause symptoms and how to reduce them (100-120 words). Talk about:

- The symptoms of perimenopause
- The difference between menopause and perimenopause
- How to reduce the symptoms

13 Geriatric nursing



Grace Nursing Home

ABOUT US

We at Grace **Nursing Home** are dedicated to providing the highest level of care to our patients. Our staff includes over twenty highly skilled nurses specializing in **geriatric** care. Unlike most **assisted living** facilities, Grace Nursing Home provides 24-hour **supervision** and assistance to our patients.

OUR CARE

Grace Nursing takes pride in providing the very best care. Our nurses are trained to recognize and treat a wide variety of conditions. We closely monitor patient medication to prevent **polypharmacy** problems including harmful **drug interactions** that can lead to **dizziness**, falls or strokes. We provide our patients with top-quality equipment and products such as mattresses that help prevent **bed sores**. We offer a variety of activities and services to keep our patients healthy and happy.

OUR PATIENTS

At Grace we care for and treat patients with a wide range of medical problems, from **immobility** to **incontinence**. Some patients need only moderate assistance, such as those with **hearing loss**. Others require closer supervision, such as those suffering from **Alzheimer's disease**.

The patients at Grace may differ in their needs. But they all come here seeking the same thing: reliable, top-rate care. If you or your loved one is looking for such care, contact Grace today.

Get ready!

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

1 What kind of illnesses affect the elderly?
2 What special care must nurses provide for the elderly?

Reading

2 Read the brochure from a nursing home facility. Then, choose the correct answers.

1 What is the brochure mostly about?
- A the dangers of polypharmacy
- B services provided by a company
- C a hospital that treats Alzheimer's
- D how a nursing home prevents strokes

2 The nursing home differs from assisted living facilities because it
- A helps people with moderate needs.
- B treats patients with several conditions.
- C provides equipment to patients at no charge.
- D offers care and supervision to patients all day and night.

3 According to the passage, what is NOT a possible effect of drug interactions?
A stroke B falls C dizziness D sores

Vocabulary

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

1 __ incontinence 4 __ Alheimer's disease
2 __ geriatric 5 __ supervision
3 __ polypharmacy 6 __ assisted living

- A the act of watching over someone
- B a brain disease that causes a person to lose memory and the ability to think clearly
- C the inability to control one's bladder or bowel movements
- D relating to the care and treatment of the elderly
- E a living situation in which a person receives assistance with daily activities
- F the use of too many medications at once

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

1 Jack uses a wheelchair to move around because of his loss of movement. l _ _ o _ _ l _ _ y

2 Amy is experiencing the feeling that things are spinning and that she might fall. d _ _ z _ _ _ s _

3 Gio sleeps on a special mattress to prevent skin wounds caused by too much pressure. _ e _ s _ _ _ s

4 Cindy who takes three different pills sometimes feels sick because of the mixture of medications. _ r _ _ i _ _ _ r _ _ _ i _ _

5 Sam uses a hearing aid because of his loss of the ability to hear. _ _ _ r _ _ g l _ _ _

5 **Listen and read the brochure again. How is Grace Nursing Home different to other assisted living providers?**

Listening

6 **Listen to a conversation between a nurse and a patient's daughter. Mark the following statements as true (T) or false (F).**

1 _ The woman asks the nurse for advice.

2 _ The patient has incontinence and immobility problems.

3 _ The nurse recommends that the patient go to a nursing home.

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

W: I'm looking into different 1 _____ _____ facilities for my dad. Can you help me?

N: Sure. What kind of facility are you interested in?

W: Either a nursing home or 2 _____ _____. We're not sure which is best.

N: Well, they offer similar services, but different 3 _____ _____ _____.

W: How so?

N: Nursing homes provide 4 _____ _____ _____ supervision. With assisted living, you can ask for assistance when you need it.

W: Which do you think would be best for my dad?

N: Well, his overall health is fairly good. But he does have some 5 _____ problems.

W: And some problems 6 _____ _____.

N: Yes, there are some immobility issues. How much assistance would you say he needs with daily activities?

W: Not too much. He occasionally needs help dressing himself.

N: But aside from that he's 7 _____ _____, right?

W: Yes.

N: Well, assisted living might be the best fit.

Speaking

8 **With a partner, act out the roles below Task 6. Then, switch roles.**

USE LANGUAGE SUCH AS:

What kind of facility are you interested in?

We're not sure which is best.

Which do you think would be best for my ..

Student A: Your father is elderly and you're looking into geriatric care facilities for him. Talk to Student B about:

- differences between facilities
- your father's overall health
- daily assistance needs

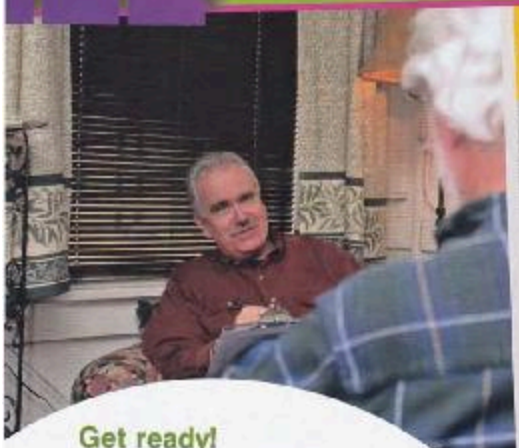
Student B: You are a nurse. You are helping Student A choose a geriatric care facility for his or her father. Discuss the above points with Student A.

Writing

9 **Use the conversation from Task 8 and the brochure to write some notes about nursing homes and assisted living facilities (100-120 words). Include:**

- Services that geriatric care facilities provide
- The kinds of patients that these facilities treat
- Differences between nursing homes and assisted living facilities

14 Psychiatric nursing



Get ready!

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

1 What illnesses do psychiatric nurses treat?

2 What challenges to psychiatric nurses face that others do not?

Reading

2 Read the article about psychiatric nursing. Then, choose the correct answers.

1 What is the purpose of the article?

A to encourage nurses to specialize in a particular field

B to persuade people with mental illnesses to get treatment

C to inform psychiatric nurses about new forms of treatment

D to advise psychiatric nurses on how to treat particular patients

2 Which of the following treatments do psychiatric nurses NOT use?

A psychoanalysis

B oral medicines

C intramuscular injections

D electroconvulsive therapy

3 What can you infer about psychiatric nurses?

A They focus on the treatment of teens.

B They are not trained to treat physical illnesses.

C They work in a range of locations.

D They require less education than other nurses.

A Challenging Career: Psychiatric Nursing

If you would like to specialize in one area of nursing, **psychiatric nursing** could be the right thing for you. It's a growing field, and nurses work in a wide range of locations, using surprisingly **diverse** therapies.

Psychiatric nursing is the care of people with mental illnesses. Such problems may include **dementia, schizophrenia, bipolar disorder, eating disorders, depression** and **addiction.** Nurses use the **DSM-IV** as their main reference source.

Nurses may work in a hospital setting, but they are also likely to meet patients in their own homes, or even in prisons, as many nurses are involved in the **rehabilitation** of those who have been hospitalized or imprisoned.

Psychiatric nursing involves a range of different interventions. Nurses need skill in the administration of medicines, both orally and through intramuscular injection. Nurses may also treat patients using electroconvulsive therapy. Nurses may also be involved in delivering psychotherapy to aid patients' recovery and manage any future crises in their medical health.

If you would like any further details on a career in Psychiatric Nursing, please contact Wendy Stevens at the Center for Psychiatric Training at w.stevens@cpt.org.







Vocabulary

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

1 __ dementia
2 __ schizophrenia
3 __ depression
4 __ eating disorder
5 __ addiction
6 __ bipolar disorder

A a condition which affects memory, commonly seen in elderly people

B a condition in which a person cannot stop doing, eating or taking something

C a condition in which a person cannot understand what is real and what is not

D a condition in which a person does not eat in a healthy way

E a condition in which a person feels sad or hopeless

F a condition characterized by two opposing and extreme moods.

4 Fill in the blanks with the correct words and phrases: *electroconvulsive therapy, DSM-I, rehabilitation, psychotherapy, psychiatric nursing, diverse.*

1 The _____ is the manual used by people working in mental health.
2 There is a _____ range of jobs available in nursing.
3 Keith's job focuses on the _____ of prisoners into the community.
4 _____ is rarely used because of the dangers of electrical shocks.
5 Joan entered _____ because she wanted to improve people's mental health.
6 Psychiatric nurses use non-invasive treatments such as _____.

5 Listen and read the article again. How might psychiatric nurses help patients to get well and stay well?

Listening

6 Listen to a conversation between a psychiatric nurse and a radio interviewer. Check (✓) the things which the nurse does regularly.

1 ☐ work in a hospital
2 ☐ work in people's homes
3 ☐ work with former prisoners
4 ☐ use psychotherapy
5 ☐ use electroconvulsive therapy

7 Listen again and complete the conversation.

Interviewer: Penny, what exactly is 1 _____ _____?
Nurse: Psychiatric nurses care for people with mental illnesses, such as 2 _____ _____ dementia and so forth.
Interviewer: Are you 3 _____ _____ _____ _____?
Nurse: Personally no. I do most of my work at people's homes.
Interviewer: Really?
Nurse: Yes, my work involves the 4 _____ of people back into society.
Interviewer: People who have been previously hospitalized because of 5 _____ _____ ssues, you mean?
Nurse: Yes, and also people with mental illnesses who have been imprisoned.
Interviewer: Fascinating. And what does your work involve?
Nurse: I'm trained in a range of 6 _____. I use many of the same skills as regular nurses. But I'm also trained in 7 _____.
Interviewer: And is electricity still used in psychiatric treatment?
Nurse: 8 _____ _____? No, that's only used in a small number of cases. I've never used it myself.

Speaking

8 With a partner, act out the dialogue from Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:
What exactly is ...?
Are you based in a hospital?
What does your work involve?

Student A: You are a radio host interviewing a psychiatric nurse. Ask Studen: B:
- what the job involves
- what treatments he or she uses
- his or her advice to people interested in the career

Student B: You are a psychiatric nurse being interviewed on the radio. Answer the interviewer's questions.

Writing

9 Use the conversation from Task 8 and the article to write an email to a reporter about what your job as a psychiatric nurse involves (100-120 words). Talk about:

- What sort of illnesses you treat
- Where you work
- What special training you need

15 Hospice nursing



Vernon
Hospice Care

About Us

Vernon **Hospice Care** is a full service provider of end **of life care.** We know there is no more difficult time for patients or their families. Our **compassionate** staff will be there to make sure that you or your loved ones are as comfortable and prepared as possible.

Who Do We Care For

Vernon Hospice Care only assists patients afflicted with a **terminal** disease and who have a **life expectancy** of six months or less.

What Do We Do

Hospice care provides **palliative** measures. It is important to note that such measures do not include **euthanasia**, though **DNR orders** are always honored. Within a strict legal and ethical code, Vernon Hospice staff does everything possible to make patients comfortable and relaxed. We assist patients and families with medication, mobility, meals and medical decisions.

We know that our patients have much more than medical needs, and so we also attempt to relieve emotional stress as well. To that end, we provide therapy, as well as planning for **funerals, burials** and **cremations**. Likewise, we handle **remains** and arrange for prompt delivery of a **death certificate** after a patient **passes away**. Making these decisions and plans ahead of time often helps patients feel prepared and allows families to **grieve** in peace.

Get ready!

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

1 How can nurses help patients who have no hope of recovering?

2 What are some difficulties of treating patients who are dying?

Reading

2 Read the article from Vernon Hospice Care's website. Then, mark the following statements as true (T) or false (F).

1 __ A patient who expected to live for a year is not eligible for Vernon Hospice Care.

2 __ Vernon Hospice Care promises to do everything possible to save its patients' lives.

3 __ Hospice Care nurses help patients decide what will be done with their remains after death.

Vocabulary

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

1 __ funeral
2 __ burial
3 __ palliative
4 __ euthanasia
5 __ grieve
6 __ compassionate
7 __ cremation
8 __ remains

A the act of killing a person in order to end suffering
B the act of burning a dead body and collecting the ashes
C considering others feelings when acting
D the act of putting a body in the ground
E intended to ease pain and discomfort
F to feel sad because of a person's death
G a ceremony for a dead person
H a dead body

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

1 Sean placed a statement that requests no attempts be made to save his life. _ _ R _ r _ _ r

2 The dying patient entered a nursing care intended to make patients comfortable. _ o s _ _ _ e

3 The patient has a short amount of time she is expected to live. _ _ f _ e _ _ e _ _ _ n _ y

4 Mr. Jackson was relieved to hear that his condition was not going to kill him. t _ _ m _ _ a _

5 Life insurance companies will not provide payment until they receive an official document stating that a person has died. _ _ a _ h c _ _ t _ _ _ c _ t _

6 Being a nurse who provides care for patients that are dying is very stressful. _ n _ _ f l _ _ _ c _ _ _

5 Listen and read the article again. What can help the family of a person with a terminal disease?

Listening

6 Listen to a conversation between a hospice nurse and a patient with a terminal illness. Choose the correct answers.

1 What does the nurse do for the patient?

A prepare a death certificate
B increase her pain medication
C convince her to sign a DNR order

2 What can you infer about the patient?

A She has cancer.
B She has chosen not to receive any drugs.
C She has not decided what to do with her remains.

7 Listen again and complete the conversation.

Nurse: Hi, Ms. Wilson. How are you 1 _____ _____ today?
Patient: Oh, as well as I can, I suppose. How are you?
Nurse: I'm well, thanks for asking. Are you feeling any pain right now?
Patient: I am, actually. It's my back again.
Nurse: Okay. I'm going to 2 _____ _____ _____ _____ just a bit. Is there anything else I can do right now?
Patient: No, that's it, thank you. Now, do you have those forms today?
Nurse: Yes, I do. Are you 3 _____ _____ to go over them?
Patient: I think so. Let's start with the DNR order.
Nurse: All right. Now, you understand what this means. 4 _____ _____ _____, we won't provide any life-saving measures.
Patient: That's right. I feel ready, though.
Nurse: I understand. 5 _____ _____ _____ this gets updated right away.
Patient: And do you have the 6 _____ _____ cremations?
Nurse: Yes. On average, you're looking at about 1,000 dollars.

Speaking

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

USE LANGUAGE SUCH AS:

Are you feeling any pain right now?
Do you have those forms?
Let's start with the DNR order.

Student A: You are a hospice nurse, and you are caring for a patient with a terminal illness. Talk to Student B about:

- comfort
- DNR order
- options for remains

Student B: You are a patient with a terminal disease. Talk to Student A about your condition and choices.

Writing

9 Use the conversation from Task 8 and the article to update the record of a patient you have just met who has a terminal illness (100-120 words). Talk about:

- How the patient feels
- Treatments the patient does or does not want
- The patient's plan for his or her remains
- What information you supplied the patient with

Glossary

abbreviation [N-COUNT-U8] An **abbreviation** is a short form of a word or phrase.

abdominal obesity [N-UNCOUNT-U6] **Abdominal obesity** is when a person has a large quantity of fat around the waist and stomach to an extent that is unhealthy.

acuity [N-UNCOUNT-U7] **Acuity** refers to the severity of a patient's condition.

acute [ADJ-U3] An **acute** condition is one that appears suddenly and often with great intensity.

addiction [N-COUNT-U14] **Addiction** is a condition in which a person cannot stop doing something which is bad for them.

adhere to [V-T-U8] To **adhere to** rules or guidelines means to follow them correctly.

alcohol [N-COUNT or UNCOUNT-U4] **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-U13] **Alzheimer's disease** is a brain disease that causes a person to lose memory and the ability to think clearly.

amputation [N-COUNT or UNCOUNT-U4] **Amputation** is when a person's limbs, fingers or toes are removed during surgery.

anesthesia permit [N-COUNT-U10] An **anesthesia permit** is a license that allows a person to administer anesthetic to patients.

anti-angiogenesis therapy [N-UNCOUNT-U5] **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-U2] **Anxiety** is a feeling of nervousness and worry.

aspirin [N-COUNT or UNCOUNT-U6] **Aspirin** is a type of drug, most often in pill form, that is used to relieve pain, inflammation and fever. Aspirin is sometimes prescribed to people with heart problems because it also stops blood from forming clots.

assessment [N-COUNT-U8] An **assessment** is the act of deciding what condition a person is in.

assisted living [N-UNCOUNT-U13] **Assisted living** is a living situation in which a person receives assistance with daily activities, but does not need 24-hour care.

at risk [ADJ-U8] If someone or something is **at risk**, they are in danger.

bed sores [N-COUNT-U13] **Bed sores** are skin wounds caused by too much pressure cutting off blood circulation to a part of the body.

bipolar disorder [N-UNCOUNT-U14] **Bipolar disorder** is a mental illness in which a person shows two extreme and opposing moods.

blindness [N-UNCOUNT-U4] **Blindness** is when a person cannot see at all, or when a person's vision is severely impaired.

BMI [N-COUNT-U4] **BMI** is a measurement of the quantity of fat in a person's body.

budget [N-COUNT-U7] A **budget** is a plan that details how much money can be spent in certain areas.

burial [N-COUNT-U15] A **burial** is the act of putting a dead body underground.

cancer [N-COUNT or UNCOUNT-U5] **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.

cardiovascular [ADJ-U6] If something is **cardiovascular**, it is related to the heart or blood vessels.

cataract [N-COUNT-U4] 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.

chemotherapy [N-UNCOUNT-U5] **Chemotherapy** is a drug or combination of drugs given to a patient, in order to kill cancer cells.

chlorhexidine [N-UNCOUNT-U10] **Chlorhexidine** is a chemical that kills bacteria.

cholesterol [N-UNCOUNT-U6] **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-U3] A **chronic** condition is one that develops slowly and lasts a long time.

chronic bronchitis [N-UNCOUNT-U3] **Chronic bronchitis** is a persistent condition in which tubes in the lungs swell and make it difficult to breathe.

chronological order [N PHRASE-U8] If something is written in **chronological order**, it is written in a list of times or dates, with the earliest time or date first.

compassionate [ADJ-U15] If a person is **compassionate**, that person takes other people's feelings into consideration when making decisions and attempts to do what would make other people feel better.

compound fracture [N-COUNT-U7] A **compound fracture** is a fracture in which the bone protrudes through an open wound.

comprehensive [ADJ-U8] If something is **comprehensive**, it is complete and includes everything which is necessary.

concise [ADJ-U8] If something is **concise**, it is written briefly, but includes a lot of detail.

condition [N-COUNT-U3] A **condition** is a medical illness or disease.

congenital heart disease [N-UNCOUNT-U6] **Congenital heart disease** is a condition where the heart or blood vessels do not form correctly while a baby is in the womb. Sometimes it is detected at birth, or during childhood, but sometimes it is not detected until adulthood.

contamination [N UNCOUNT-U11] **Contamination** is the spread of something, making something else less pure or poisonous.

continuous [ADJ-U9] If something is **continuous**, it happens all the time and doesn't stop.

coronary artery disease [N-UNCOUNT-U6] **Coronary artery disease** is a condition where the arteries become blocked and narrow, which prevents sufficient blood from reaching the heart.

crash cart [N-COUNT-U10] A **crash cart** is a drawer on wheels that contains various medical tools and supplies.

cremation [N-COUNT-U15] A **cremation** is the act of burning a dead body and crushing the bones so that only ash remains.

cultural differences [N-COUNT-U2] **Cultural differences** are different ways of doing or thinking about something in different societies.

death certificate [N-COUNT-U15] A **death certificate** is a document produced to certify that a person is dead, which is needed for legal purposes.

demand [N-UNCOUNT-U1] **Demand** is the need for something to be available.

dementia [N UNCOUNT-U14] **Dementia** is a mental illness common in old people, characterized by loss of memory.

depression [N UNCOUNT-U14] **Depression** is a mental illness in which a person feels sad or hopeless.

direct [ADJ-U9] If something is **direct** it goes immediately to the place where it is needed.

diverse [ADJ-U4] If something is **diverse**, there are many different types of this thing.

dizziness [N-UNCOUNT-U3] **Dizziness** is a feeling that things around you are spinning. It makes you feel like you might fall down.

DNR order [PHRASE-U15] A **DNR (Do Not Resuscitate) order** is an instruction in a terminally ill patient's file that instructs medical personnel not to attempt to save the patient's life or not to make any effort to bring them back to life after they are dead.

document [V-T-U1] If you **document** something, you make a written note of what happened.

drug interaction [N-COUNT-U13] A **drug interaction** is the combined use of drugs that results in negative reactions.

DSM-IV [N COUNT-U14] **DSM-IV** is the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders.

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

eating disorder [N COUNT-U14] An **eating disorder** is a mental illness characterized by a person's unhealthy eating habits.

EKG report [N-COUNT-U10] An **EKG report** is an image that records the heart's electrical currents.

electroconvulsive therapy [N UNCOUNT-U11] **Electroconvulsive therapy** is the treatment of illness using electric shocks.

emergency severity index [N-UNCOUNT-U7] The **Emergency Severity Index (ESI)** is a method of classifying patients into five categories based on the severity of their conditions and resource needs.

empathy [N-UNCOUNT-U2] **Empathy** is the ability to share and relate to someone else's feelings or experiences.

end of life care [PHRASE-U15] **End of life care** is the medical action taken when a person is close to death. The goal of end of life care is to make the patient feel comfortable instead of to save his or her life.

Glossary

endocarditis [N-UNCOUNT-U3] **Endocarditis** is a chronic condition in which the inner layers of the heart become inflamed due to bacteria growing inside.

ESI 1 [N-UNCOUNT-U7] **ESI 1** is the stage at which a patient has a life-threatening condition and needs immediate treatment.

ESI 2 [N-UNCOUNT-U7] **ESI 2** is the stage at which a patient needs immediate treatment, but is not dying.

ESI 3 [N-UNCOUNT-U7] **ESI 3** is the stage at which a patient is not critically ill, but needs several resources.

ESI 4 [N-UNCOUNT-U7] **ESI 4** is the stage at which a patient is not critically ill, but needs one resource.

ESI 5 [N-UNCOUNT-U7] **ESI 5** is the stage at which a patient is not critically ill and needs no resources.

estrogen [N-UNCOUNT-U12] **Estrogen** is a hormone that is produced in the ovaries which regulates the menstrual cycle.

euthanasia [N-UNCOUNT-U15] **Euthanasia** is the practice of killing a patient in order to end the patient's suffering.

exhaustion [N-UNCOUNT-U1] **Exhaustion** is a feeling of being very tired and lacking energy.

fertility [N-UNCOUNT-U12] **Fertility** is the ability to have children.

fracture [N-COUNT-U7] A **fracture** is a medical condition in which a person's bone is broken.

full-time [ADJ-U1] Someone with a **full-time** job works for the full workday.

funeral [N-COUNT-U15] A **funeral** is a ceremony in which a dead person is spoken of and remembered by friends and family before being buried or cremated.

geriatric [ADJ-U13] **Geriatric** nursing is a field of nursing that specializes in the care and treatment of the elderly.

gestational diabetes [N-UNCOUNT-U4] **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-U4] **Glaucoma** is a serious disease of the eyes in which a high level of pressure in the eye causes a person to go blind.

glucose [N-UNCOUNT-U4] **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.

grieve [V-I/T-U15] To **grieve** is to experience and think about sad feelings caused by a person's death.

gum [N-COUNT or UNCOUNT-U4] A **gum** is one of the firm, pink pieces of flesh found in the mouth to which the teeth are attached.

gynecology [N-UNCOUNT-U12] **Gynecology (GYN)** is the field of medicine that concerns the female reproductive organs.

health literacy [N-UNCOUNT-U2] **Health literacy** is the ability to understand and make decisions about health-related information.

hearing loss [N-UNCOUNT-U13] **Hearing loss** is the loss of a portion or all of one's hearing.

heart failure [N-UNCOUNT-U6] **Heart failure** is a condition where the heart cannot pump blood at a fast enough rate. As a result, the body does not receive sufficient oxygen and nutrients.

highlight [V-T-U8] To **highlight** something means to stress it because it is important.

hormone therapy [N-UNCOUNT-U12] **Hormone therapy** is the process of providing a patient with additional hormones or causing a patient's body to produce more hormones in order to achieve a medical goal.

hospice [N-UNCOUNT-U15] **Hospice** is medical care provided to people in the final stages of a terminal illness, with the intent of providing as much comfort as possible.

hot flash [N-COUNT-U12] A **hot flash** is a sudden sensation of heat in the face and neck that is triggered by hormone changes in menopause.

hypertension [N-UNCOUNT-U3] **Hypertension** is a chronic condition in which a person's blood pressure is higher than it should be.

hypertonic [ADJ-U9] If a solution is **hypertonic**, it draws fluid out of cells and into arteries and veins.

hypotonic [ADJ-U9] If a solution is **hypotonic**, it forces fluids out of arteries and veins into cells.

immobility [N-UNCOUNT-U13] **Immobility** is the loss of a portion or all of one's movement.

immunotherapy [N-UNCOUNT-U5] **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.

incentive [N-COUNT-U1] An **incentive** is something that motivates someone to do something.

incontinence [N-UNCOUNT-U13] **Incontinence** is the inability to control one's bladder or bowel movements.

infusion [N COUNT-U9] An **infusion** is the passive introduction of a substance into the body.

initial [V-T-U10] To **initial** a document is to write the initials of your first and last name on it.

insomnia [N-UNCOUNT-U12] **Insomnia** is a condition in which people have extreme difficulty falling asleep for several days.

insulin [N-UNCOUNT-U4] **Insulin** is a substance produced by the body that is responsible for regulating the levels of sugar in the blood.

intermittent [ADJ-U9] If something is **intermittent**, it happens occasionally.

intervention [N-UNCOUNT-U3] **Intervention** is the process of treating a condition to cure it or prevent it from becoming worse.

isotonic [ADJ-U9] If a solution is **isotonic**, it does not change the fluids in the body's cells or arteries.

IV pump [N COUNT-U9] An **IV pump** is a machine which controls the flow rate of fluids and medicines via a tube to patients.

jargon [N-UNCOUNT-U2] **Jargon** is the specialized vocabulary used by people in a particular field.

legibly [ADV-U8] Something which is written **legibly** is written in clear handwriting which is easy to read.

libido [N-UNCOUNT-U12] **Libido** is a person's sexual urges.

life expectancy [N-UNCOUNT-U15] **Life expectancy** is the amount of time a patient with a terminal disease is expected to live.

macrodrip [N UNCOUNT-U9] **Macrodrip** is an infusion rate for IVs that uses large drips to deliver lower amounts of solutions.

medication reconciliation form [N-COUNT-U10] A **medical reconciliation form** is a form that reviews a patient's past medication orders and compares it to current orders.

menopause [N-UNCOUNT-U12] **Menopause** is the end of a woman's menstruation, after which she is no longer capable of becoming pregnant.

menstrual cycle [N-COUNT-U12] The **menstrual cycle** is the monthly process in which the lining of a woman's uterus prepares for pregnancy and an egg is released by the ovaries. If the woman does not become pregnant, the lining and egg are shed.

microdrip [N UNCOUNT-U9] **Microdrip** is an infusion rate for IVs that uses almost continuous small drips to deliver larger amounts of solutions.

miscommunication [N-UNCOUNT-U2] **Miscommunication** is a mistake about the content of a communication.

MRSA [N COUNT-U9] **MRSA** is a type of bacteria which cannot be treated with antibiotics.

nonverbal [ADJ-U2] **Nonverbal** communication refers to communication without the use of spoken language.

nosocomial [ADJ-U11] A **nosocomial** infection or disease is an illness which breaks out in a hospital.

NPO order [N-COUNT-U10] An **NPO (Nil Per Os) order** is an order from a physician to not eat or drink anything a specific number of hours before surgery.

nursing home [N-COUNT-U13] A **nursing home** is a facility that provides 24-hour care to elderly patients.

Obstetrics [N-UNCOUNT-U12] **Obstetrics (OB)** is the field of medicine that concerns the care of pregnant women and the delivery of children.

oncologist [N-COUNT-U5] An **oncologist** is a doctor who specializes in the study and treatment of cancer and tumors.

oncology [N-UNCOUNT-U5] **Oncology** is the part of medical science that studies and treats cancer and tumors.

open-ended question [N-COUNT-U2] An **open-ended question** is a question that requires an answer longer than a one-word response.

operative permit [N-COUNT-U10] An **operative permit** is a consent form that specifies details of the surgery and allows the doctor to perform the surgery.

osteoporosis [N-UNCOUNT-U3] **Osteoporosis** is a chronic condition in which the bones slowly weaken and become prone to breaking.

outpatient [N-COUNT-U5] An **outpatient** is a patient who receives medical treatment in a hospital and does not have to spend the night there.

Glossary

ovary [N-COUNT-U12] An **ovary** is one of two organs in a woman's body that holds and releases eggs during the menstrual cycle.

overtime [N-UNCOUNT-U1] **Overtime** refers to the time spent working beyond normal work hours.

overworked [ADJ-U1] People who are **overworked** work so much that they become exhausted.

pacemaker [N-COUNT-U6] A **pacemaker** is a piece of electronic equipment, put inside a person's chest, to help the heart muscles move regularly.

palliative [ADJ-U15] If a treatment is **palliative**, it is intended to lessen uncomfortable symptoms rather than cure a disease.

parenteral [ADJ-U9] **Parenteral** nutrition is a supply of nutrition which is delivered into the veins via IV.

part-time [ADJ-U1] Someone with a **part-time** job works for part of the working day.

pass away [PHRASAL VERB-I-U16] To **pass away** is to die. The phrase is used as a gentle way of referring to a person's death.

pathogen [N-COUNT-U11] A **pathogen** is a vector of disease, such as a bacteria or virus.

perimenopause [N-UNCOUNT-U12] **Perimenopause** is the stage that proceeds menopause in which a woman's menstrual cycle becomes more irregular.

personal effects [N-COUNT-U10] **Personal effects** are items that a person regularly carries such as a watch, jewelry, or glasses.

photodynamic therapy [N-UNCOUNT-U5] **Photodynamic therapy** is a form of cancer treatment that uses light and drugs to kill cancer cells.

plan of care [N PHRASE-U8] A **plan of care** is a document stating how a patient should be treated.

plaque buildup [N-COUNT or UNCOUNT-U6] **Plaque buildup** is a slow increase in the amount of cholesterol, white blood cells, calcium and other substances forming against the walls of the arteries.

pneumonia [N-UNCOUNT-U3] **Pneumonia** is an acute condition in which the lungs become inflamed and filled with fluid.

poison [N-COUNT or UNCOUNT-U5] A **poison** is a substance that can kill or sicken a person, animal or thing, if it is absorbed or ingested.

polypharmacy [N-UNCOUNT-U13] **Polypharmacy** is the use of too many medications at once.

post-op [ADJ-U10] Something that is **post-op** occurs after a surgical procedure.

preconception [N-COUNT-U2] A **preconception** is an assumption that someone has about something before knowing much about it.

pre-existing [ADJ-U3] A condition that is **pre-existing** is present before one obtains medical insurance.

pre-op [ADJ-U10] Something that is **pre-op** occurs before a surgical procedure.

progesterone [N-UNCOUNT-U12] **Progesterone** is a hormone that is produced in the ovaries and which prepares the uterus lining for pregnancy and maintains the uterus lining during pregnancy.

psychiatric nursing [N UNCOUNT-U14] **Psychiatric nursing** is a field of nursing which involves the care of people with mental illnesses.

psychotherapy [N UNCOUNT-U14] **Psychotherapy** is the treatment of mental illness by discussing the problem with the patient.

radiation therapy [N-UNCOUNT-U5] **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-COUNT-U2] A **rapport** is a feeling of understanding and a connection between two people that helps them communicate well.

rehabilitation [N UNCOUNT-U14] **Rehabilitation** is the return of a person to a healthy, normal state of living.

remains [N-PLURAL] **Remains** is a term used to describe a dead human body. The term is used as a gentle way of referring to a person's body after death.

resource [N-COUNT-U7] A hospital's **resources** are the medical tests and aids it provides to patients needing care.

retirement [N-UNCOUNT-U1] **Retirement** is the stage when people stop working because they are too old.

roller clamp [N COUNT-U9] A **roller clamp** is a plastic device fitted to an IV tube which controls how much fluid goes down the tube.

saline [ADJ-U9] If a solution is **saline**, it contains salt.

sanitizer [N COUNT-U11] A **sanitizer** is a product which you use to clean something and make it free of harmful bacteria.

Scarlet fever [N-UNCOUNT-U3] **Scarlet fever** is an acute illness characterized by a fever, sore throat, and bright red rashes on the body.

schizophrenia [N UNCOUNT-U14] **Schizophrenia** is a mental illness characterized by the inability to distinguish what is real and what is imaginary.

shift [N-COUNT-U1] A **shift** is the period of time during which a person works.

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

status [N-COUNT-U8] A person's **status** is their current condition or position.

stent [N-COUNT-U6] A **stent** is an artificial tube inserted into an artery, or other tube in the body, to keep it open.

strep virus [N-COUNT-U3] The **strep virus** is a bacteria that causes throat infections and Scarlet fever.

stress [N-COUNT or UNCOUNT-U6] **Stress** is a worried or anxious feeling that makes it hard for a person to relax.

stroke [N-COUNT-U3] A **stroke** is an acute condition in which brain function is lost due to a disruption in blood flow to the brain.

supervision [N-UNCOUNT-U13] **Supervision** is the act of watching over someone or something to make sure nothing is going wrong.

survey [N-COUNT-U1] A **survey** is a set of questions asked in order to analyze people's opinions.

terminal [ADJ-U15] If a disease is **terminal**, it will definitely kill the person afflicted with it.

therapeutic [ADJ-U2] Something that is **therapeutic** helps someone to heal or feel relaxed.

transplant [N-COUNT or UNCOUNT-U6] A **transplant** is a medical operation in which a body part from one person is placed in the body of another.

trauma [N-UNCOUNT U7] **Trauma** refers to a serious injury to a person's body.

triage [N-UNCOUNT-U7] **Triage** refers to the process of assessing the severity of patients' conditions to determine the order in which to treat them.

tumor [N-COUNT-U5] A **tumor** is a mass of cells in the body, that grow in an abnormal way. Tumors can be either malignant (life-threatening) or benign (harmless).

type 1 diabetes [N-UNCOUNT-U4] **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 there being too much sugar in the bloodstream.

type 2 diabetes [N-UNCOUNT-U4] **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 blood stream, and/or they are resistant to the insulin that is produced.

update [V-T-U8] If you **update** something, you write or tell someone the most recent information.

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

uterus [N-COUNT-U12] The **uterus** is a hollow organ in a woman's body in which a fetus develops during pregnancy.

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 a machine which helps them to breathe.

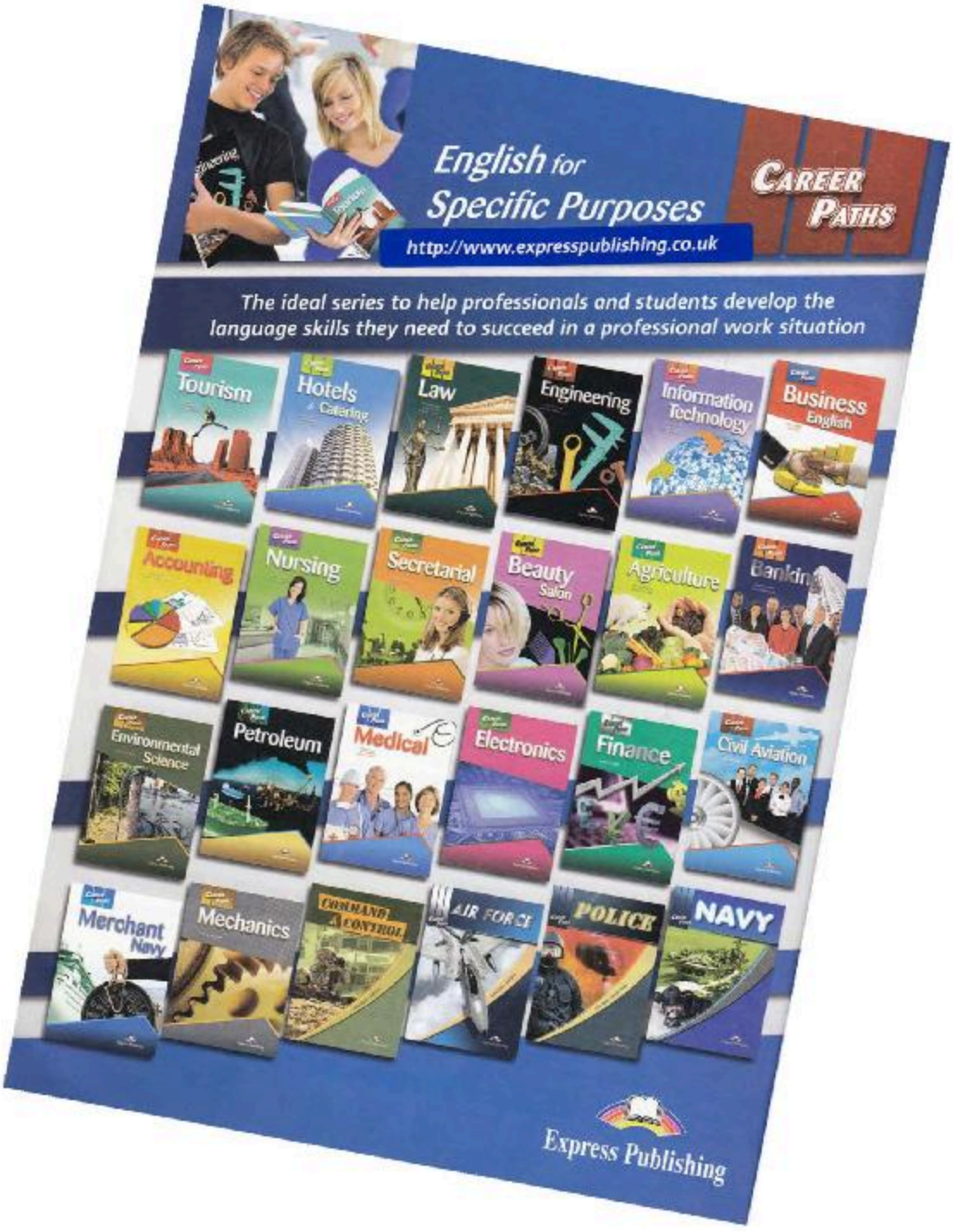
verbal [ADJ-U2] If communication is **verbal**, it is done through the use of spoken language.

vigilant [ADJ-U11] A **vigilant** person is always careful to notice possible problems or dangers.

witness [V-T-U10] To **witness** a document is to sign it as proof that some event occurred.

workload [N-COUNT-U1] A **workload** is the amount of work a person has to do during a certain time.

x-ray [N-COUNT-U5] An **x-ray** is a beam of radiation that can travel through solid objects. It is used to see inside things such as the human body or suitcases in an airport.


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Career Paths English: Nursing is a new educational resource for nursing professionals. Reviewed by licensed nurses, it incorporates career-specific vocabulary and contexts into lessons that build professionals' workplace English skills. Each unit offers step-by-step instruction that immerses students in four language components: reading, listening, speaking, and writing. ***Career Paths English: Nursing*** addresses topics including hospital departments, basic equipment, specific illnesses, nursing duties and career options.

The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:

- A variety of real-world reading passages
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 400 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of each term and phrase

The **Teacher's book** contains a full answer key and audio scripts.
The **audio CDs** contain all recorded material in American English and British English.

Books 1-3 of ***Career Paths English: Nursing*** are rated for the Common European Framework of Reference for Languages at A1, A2 and B1 respectively.

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