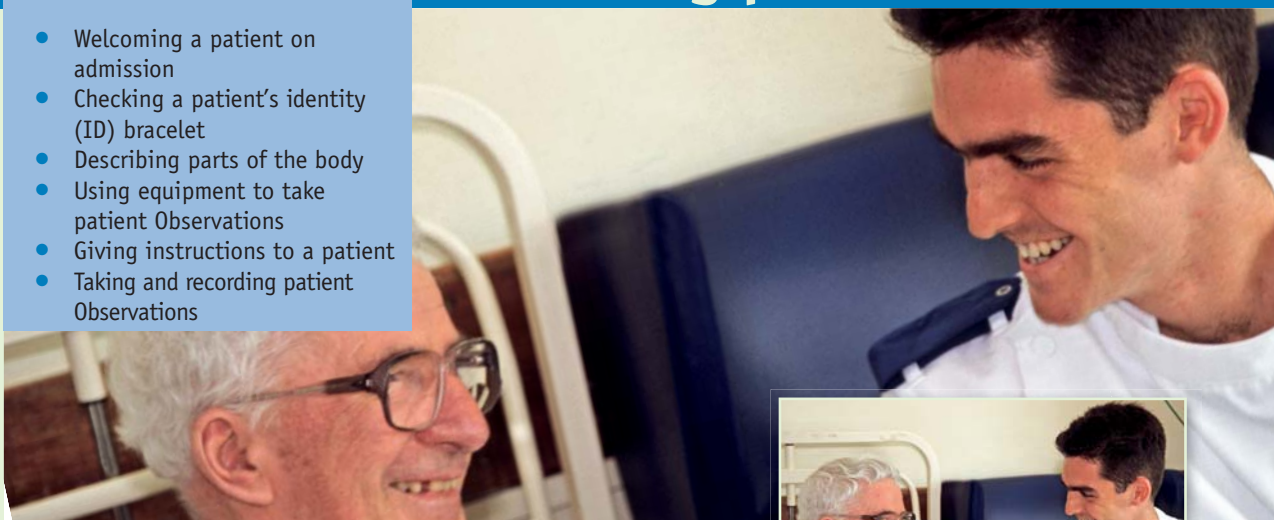


UNIT 1

Admitting patients

- Welcoming a patient on admission
- Checking a patient's identity (ID) bracelet
- Describing parts of the body
- Using equipment to take patient Observations
- Giving instructions to a patient
- Taking and recording patient Observations



Welcoming a patient on admission

1 a In pairs, discuss which of the following things a nurse does when a patient arrives in hospital.

- Shows the patient around the ward
- Puts on the patient's identity (ID) bracelet
- Gets the patient lunch
- Checks the patient's details
- Gets the patient a cup of tea
- Shows the patient how to use the nurse call
- Helps the patient change into pyjamas
- Takes the patient's Observations

b ▶1.1 Listen to a conversation between Stephen, the Ward Nurse, and Mr Connolly, a patient. Mark the following statements True (T) or False (F) in column 1.1.

- | | 1.1 | 1.2 |
|-------------------------------------------------------------|--------------------------|--------------------------|
| 1 The nurse knows the patient's name. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The nurse introduces himself to the patient. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The nurse explains the nurse call button. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The nurse checks if the patient can walk to the bathroom. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The nurse is in a hurry. | <input type="checkbox"/> | <input type="checkbox"/> |

c ▶1.2 Listen to another conversation between a patient and a nurse. Mark the statements in Exercise 1b True (T) or False (F) in column 1.2.

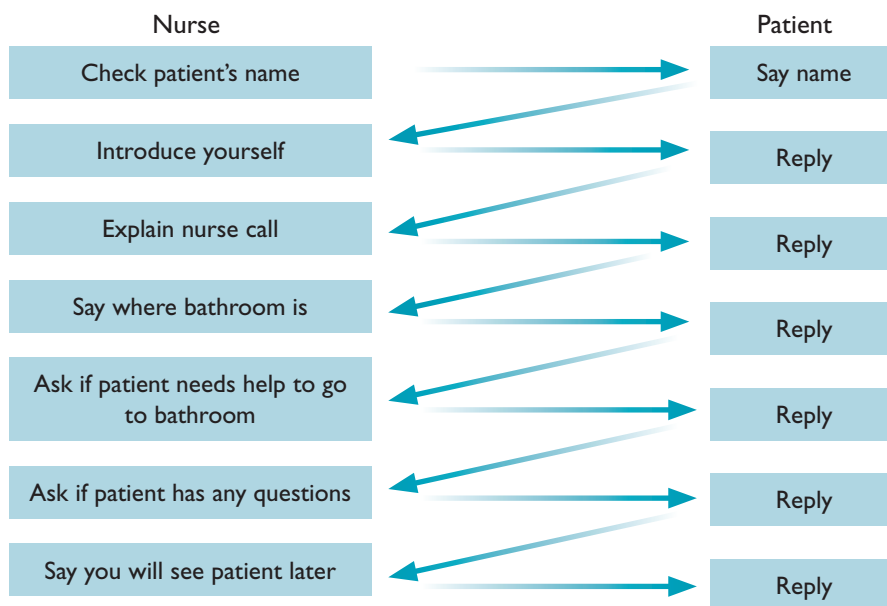
d Which of the two conversations, 1.1 or 1.2, is more welcoming?

e ▶1.1 Complete the following extracts from the conversation between Stephen and Mr Connolly. Listen again and check your answers.

Hello. It's Mr Connolly, (1) isn't it ?
 (2) _____ Stephen. (3) _____ looking after you today.
 (4) _____ the nurse call. (5) _____ press the button if you (6) _____ .
 (7) _____ to walk to the bathroom?
 Is there (8) _____ you need?

f How does Stephen make Mr Connolly feel welcome?

g In pairs, practise welcoming a patient on admission. Student A, you are the nurse; Student B, you are the patient. Use the following prompts to help you. Swap roles and practise again.



Checking a patient's identity (ID) bracelet

2 a ▶1.3 Stephen continues talking to Mr Connolly. Listen to the conversation and answer the following questions.

- 1 What does Stephen need to do?
- 2 What is Mr Connolly allergic to?
- 3 What colour identity (ID) bracelet does Mr Connolly need?

b Match the abbreviations from an identity (ID) bracelet (1–4) to their meanings (a–d).

1 DOB	a hospital number
2 Hosp. No.	b admission date
3 ADM	c doctor
4 Dr	d date of birth

- c** ▶ **1.3** Listen again and check the information on the ID bracelet below. Put a tick ✓ next to the correct information and correct any incorrect information.



- d** ▶ **1.3** Put the following extracts from the conversation in the correct order. Listen again and check your answers.

- Do you have any allergies?
- I'll just check that on the identity bracelet.
- What's your date of birth, please?
- I'll change that for you right away.
- Can I look at your ID bracelet, please?
- Can you tell me your full name, please?

- e** In pairs, practise the conversation between Stephen and Mr Connolly using audioscript 1.3 on page 93 to help you.

- f** In pairs, practise checking patient details. Student A, you are the nurse; use the patient 1 ID bracelet below. Student B, you are the patient; use the patient 1 information on page 89. Swap roles and practise again using the patient 2 ID bracelet on page 89 and the patient 2 information on page 86.



Share your knowledge

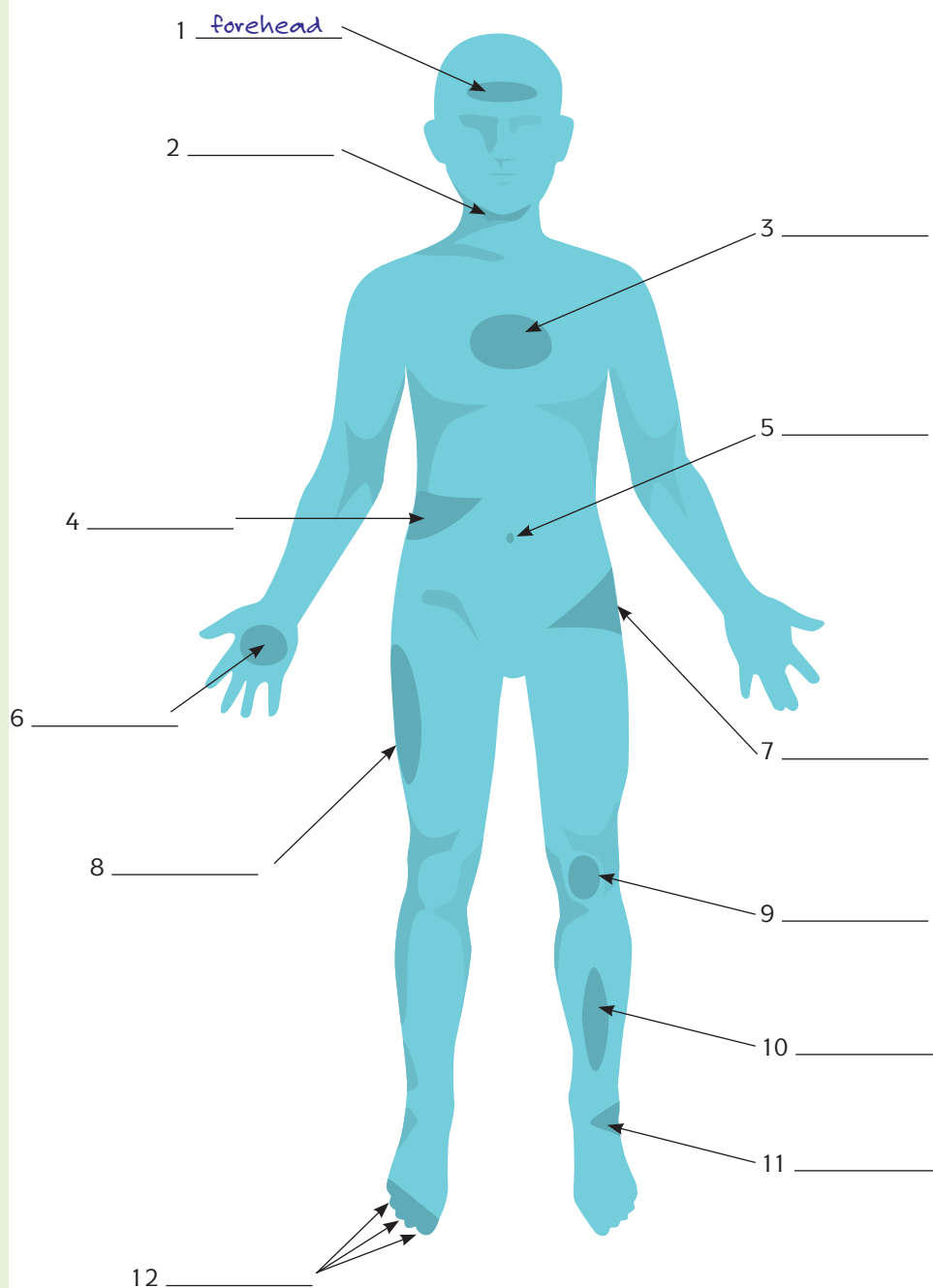
In small groups, discuss the following questions and then feed back your group's ideas to the class.

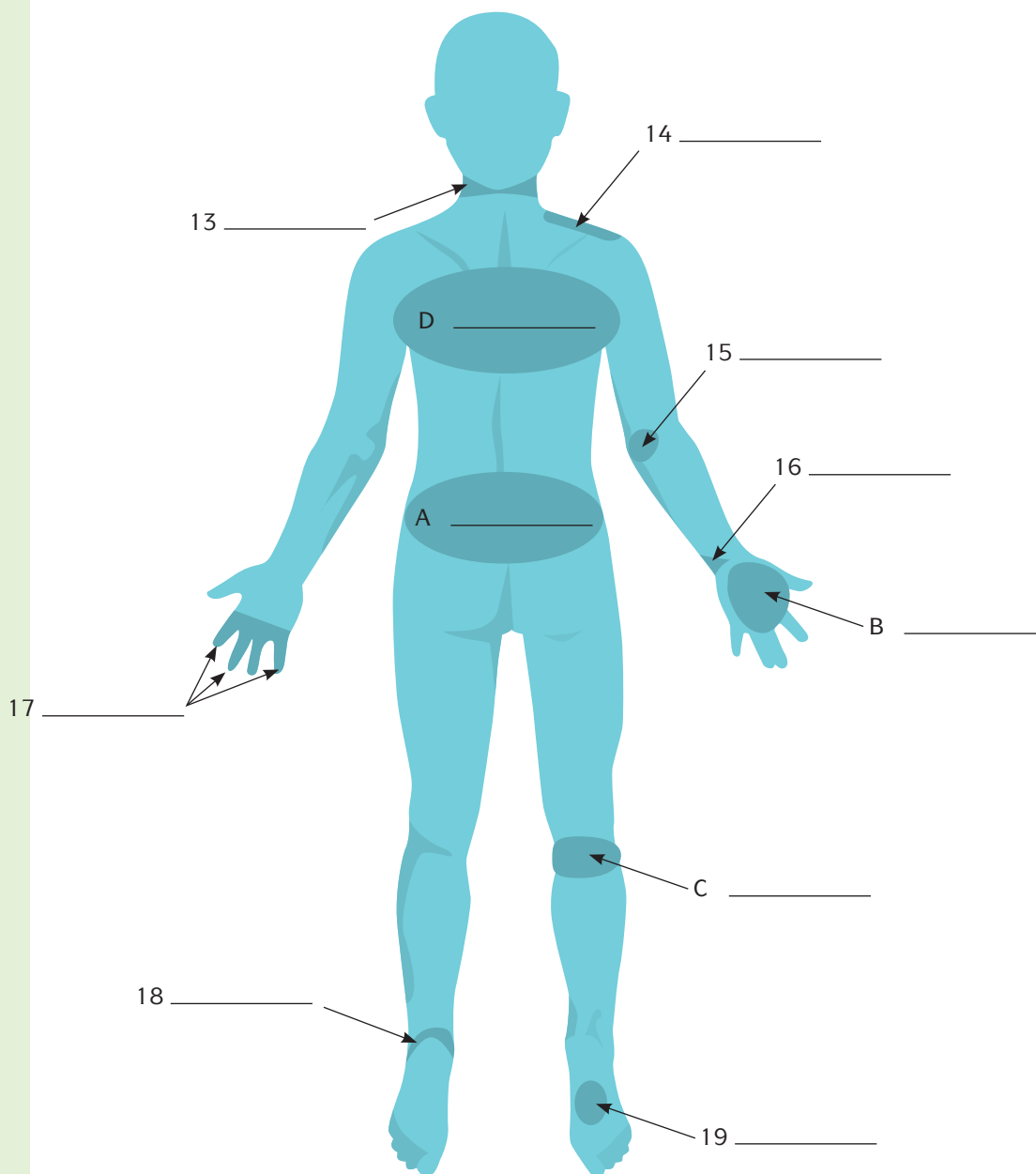
- Do you use ID bracelets in your country?
- Do you have the same information on the ID bracelet?
- Do you use any other colours for ID bracelets?

Describing parts of the body

3 a Label the parts of the human body (1–19) on pages 9 and 10 using the words in the box.

ankle	chest	chin	elbow	fingers	forehead
heel	hip	knee	navel	neck	palm
shoulder	sole	thigh	toes	waist	wrist





b ▶ 1.4 Listen to the sentences and circle the words (a or b) you hear.

- | | | | |
|----------|---------------|-----------|---------|
| 1 a chin | b <u>shin</u> | 2 a wrist | b waist |
| 3 a hip | b lip | 4 a eye | b thigh |
| 5 a knee | b heel | 6 a back | b neck |
| 7 a palm | b arm | 8 a sole | b toe |

c Look at the diagram above again and label the shaded parts A, B, C and D using the words in the box.

back of the hand back of the knee lower back upper back

d In pairs, take turns to point to a part of your body. Ask your partner to say what it is.

Medical focus: equipment to take patient Observations

4 a Match the equipment (1–5) to the definitions (a–e).

1 blood pressure cuff	a takes a patient's blood pressure
2 digital blood pressure monitor	b wraps around a patient's arm to take blood pressure
3 pulse oximeter	c takes a patient's temperature
4 scales	d records a patient's blood oxygen saturation
5 tympanic thermometer	e weigh a patient

b Match the pictures (1–5) below to the equipment in Exercise 4a.



1 _____



2 _____



3 _____



5 _____



4 _____

Communication focus: giving instructions to a patient

5 a ▶ 1.5 Stephen, the Ward Nurse, is taking Mr Bracknell's Observations.

Listen to the conversation and tick ✓ the instructions you hear.

- | | | |
|---|----------------------------------------------------|--------------------------|
| 1 | Can you stand on the scales, please? | <input type="checkbox"/> |
| 2 | Can you open your mouth, please? | <input type="checkbox"/> |
| 3 | Can you bend your leg, please? | <input type="checkbox"/> |
| 4 | Can you turn your head to one side for me, please? | <input type="checkbox"/> |
| 5 | Can you bend your arm, please? | <input type="checkbox"/> |
| 6 | Can you roll up your sleeve, please? | <input type="checkbox"/> |
| 7 | Can you put your arm out straight? | <input type="checkbox"/> |
| 8 | Can you hold out your hand, please? | <input type="checkbox"/> |

b Which instructions (1–8) from Exercise 5a can you use with the following equipment?

tympanic thermometer	_____
scales	_____
blood pressure cuff	_____
pulse oximeter	_____

c In pairs, take turns to choose a piece of equipment in Exercise 4a and ask your partner for the instructions you give a patient.


d In pairs, practise taking a patient's Observations. Student A, you are the nurse; give instructions to the patient. Student B, you are the patient; listen to the nurse and follow their instructions. Use the equipment in Exercise 4a, the phrases in Exercise 5a and audioscript 1.5 on page 93 to help you. Swap roles and practise again.

Charting and documentation: taking and recording patient Observations

6 a Match the abbreviations (1–8) to their meanings (a–h).

1 T	a oxygen saturation
2 P	b observations
3 RR	c kilograms
4 BP	d pulse
5 Wt	e respiratory rate
6 O ₂ SATS	f temperature
7 kg	g blood pressure
8 Obs.	h weight

b ▶ 1.5 Listen again to Stephen taking Mr Bracknell's Admission Observations and record the information on the Observation Chart below.



OBSERVATION CHART

ADMISSION OBSERVATIONS

DATE: 24/06/2009

BP ___/___ T _____


P _____ Wt _____ kg

RR _____ O₂ SATS _____ %

Full name: Phillip Bracknell
 Preferred name: Mr Bracknell
 DOB: 28/5/58
 Dr: P A Watson
 Hosp.No: 897635

Date	Time	T	P	BP	RR	O ₂ SATS	Sign Name

c ▶ 1.6 Listen to Bessie, the Ward Nurse, taking Samira, a young patient's, Admission Observations and record the information on the Observation Chart below.



OBSERVATION CHART

Paediatrics

ADMISSION OBSERVATIONS

DATE: 02/10/2009

BP ___/___ T _____

P _____ Wt _____ kg

RR _____ O₂ SATS _____ %

Full name: Samira Khadri
 Preferred name: Samira
 DOB: 05/01/2003
 Dr: R Howland
 Hosp.No: 87453


d ▶ 1.6 Match the beginnings (1–8) to the endings (a–h) to complete Bessie's explanations. Listen again to check your answers.

1 I'm going to take	a the information from this machine.
2 I'll just take	b your Obs. now.
3 I'll get the rest of	c your respirations while you were watching the machine.
4 I'll wrap	d the cuff around your arm.
5 ... I'll just clip	e your temperature with this special thermometer ...
6 I'll turn on	f weigh you now.
7 I counted	g this lead onto your finger.
8 OK, I'll	h the machine now.

- e In pairs, practise the conversation between Bessie and Samira using audioscript 1.6 on page 94 to help you.



- f ▶17 Bessie and Fay, another Ward Nurse, are talking about Samira's 10.00 Obs. Look at the chart below and listen to the conversation. Did Fay chart all the Observations correctly? Correct any incorrect information on the Observation Chart.



OBSERVATION CHART

Paediatrics

ADMISSION OBSERVATIONS

DATE: 02/10/2009

BP / T

P Wt kg

RR O₂ SATS %

Full name: Samira Khadri
 Preferred name: Samira
 DOB: 05/01/2003
 Dr: R Howland
 Hosp. No: 87453

Date	Time	T	P	BP	RR	O ₂ SATS	Sign Name
02/10/09	10.00hrs	37 ⁵	64	105/60	20	99%	F. Newland

- g Look at the following examples of written and spoken abbreviations. In pairs, practise saying the spoken abbreviations.

Written	Spoken
T 36 ⁵	Temp thirty-six five
P 78	Pulse seventy-eight
BP 125/85	BP one twenty-five over eighty-five
RR 18	Resps 18
O ₂ SATS 97%	Sats ninety-seven percent


h ▶ **1.8** Listen to some more patient Observations and **circle** the readings you hear.

- 1 Her temp's up today. It's $\overset{36^2}{37^3}$.
- 2 He has a slow pulse. It's $\overset{46}{56}$.
- 3 Her BP's $\overset{95/60}{95/16}$.
- 4 His temp's normal, $\overset{37^6}{36^7}$.
- 5 Her resps are slow at $\overset{15}{14}$ breaths a minute.
- 6 She has a pulse of $\overset{72}{62}$ and a BP of $\overset{119/70}{118/70}$.

i In pairs, take turns choosing one of the following abbreviations and asking your partner to say it.

- | | |
|---------------------------|---------------------------|
| a BP 140/90 | f RR 19 |
| b P 75 | g BP 120/80 |
| c RR 16 | h T 37^5 |
| d O ₂ SATS 96% | i P 60 |
| e T 36^4 | j O ₂ SATS 99% |

j In pairs, practise explaining a patient's Admission Observations to another nurse who is taking over the next shift. Student A, use the Admission Observations below; Student B, use the Admission Observations on page 89.

	<h2 style="margin: 0;">OBSERVATION CHART</h2>						
<p>ADMISSION OBSERVATIONS</p> <p>DATE: <i>24/06/2009</i></p> <table border="0" style="width: 100%;"> <tr> <td>BP <i>120/85</i></td> <td>T <i>36⁵</i></td> </tr> <tr> <td>P <i>72</i></td> <td>Wt <i>78kg</i></td> </tr> <tr> <td>RR <i>18</i></td> <td>O₂ SATS <i>98%</i></td> </tr> </table>		BP <i>120/85</i>	T <i>36⁵</i>	P <i>72</i>	Wt <i>78kg</i>	RR <i>18</i>	O ₂ SATS <i>98%</i>
BP <i>120/85</i>	T <i>36⁵</i>						
P <i>72</i>	Wt <i>78kg</i>						
RR <i>18</i>	O ₂ SATS <i>98%</i>						
<div style="border: 1px solid black; padding: 5px;"> <p>Full name: Annabel Marriot Preferred name: Annie DOB: 16/5/1965 Dr: N Kovacs Hosp. No: 719322</p> </div>							

Share your knowledge

In small groups, discuss the following questions and then feed back your group's ideas to the class.

- 1 Have you ever admitted a patient before?
- 2 What sort of things do patients like to know about when they come into hospital?
- 3 Why is it important to spend time with a patient when they first arrive in hospital?