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

1a 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.

<table>
<thead>
<tr>
<th></th>
<th>1.1</th>
<th>1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The nurse knows the patient’s name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The nurse introduces himself to the patient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The nurse explains the nurse call button.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The nurse checks if the patient can walk to the bathroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The nurse is in a hurry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 11 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) ________________ 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.

<table>
<thead>
<tr>
<th>Nurse</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check patient’s name</td>
<td>Say name</td>
</tr>
<tr>
<td>Introduce yourself</td>
<td>Reply</td>
</tr>
<tr>
<td>Explain nurse call</td>
<td>Reply</td>
</tr>
<tr>
<td>Say where bathroom is</td>
<td>Reply</td>
</tr>
<tr>
<td>Ask if patient needs help to go to bathroom</td>
<td>Reply</td>
</tr>
<tr>
<td>Ask if patient has any questions</td>
<td>Reply</td>
</tr>
<tr>
<td>Say you will see patient later</td>
<td>Reply</td>
</tr>
</tbody>
</table>

Checking a patient’s identity (ID) bracelet

2 a 13 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).

<table>
<thead>
<tr>
<th>1 DOB</th>
<th>a hospital number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Hosp. No.</td>
<td>b admission date</td>
</tr>
<tr>
<td>3 ADM</td>
<td>c doctor</td>
</tr>
<tr>
<td>4 Dr</td>
<td>d date of birth</td>
</tr>
</tbody>
</table>
c 13 Listen again and check the information on the ID bracelet below. Put a tick ✓ next to the correct information and correct any incorrect information.

![Image of ID bracelet]

d 13 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

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  shin  shoulder  sole  thigh  toes  waist  wrist
b Listen to the sentences and circle the words (a or b) you hear.
1 a chin  b shin
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.

A __________________________
B __________________________
C __________________________
D __________________________

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

Unit 1 Admitting patients
Medical focus: equipment to take patient Observations

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

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 blood pressure cuff</td>
<td>a takes a patient's blood pressure</td>
</tr>
<tr>
<td>2 digital blood pressure monitor</td>
<td>b wraps around a patient's arm to take blood pressure</td>
</tr>
<tr>
<td>3 pulse oximeter</td>
<td>c takes a patient's temperature</td>
</tr>
<tr>
<td>4 scales</td>
<td>d records a patient's blood oxygen saturation</td>
</tr>
<tr>
<td>5 tympanic thermometer</td>
<td>e weigh a patient</td>
</tr>
</tbody>
</table>

b Match the pictures (1–5) below to the equipment in Exercise 4a.
Communication focus: giving instructions to a patient

5 a 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?
2 Can you open your mouth, please?
3 Can you bend your leg, please?
4 Can you turn your head to one side for me, please?
5 Can you bend your arm, please?
6 Can you roll up your sleeve, please?
7 Can you put your arm out straight?
8 Can you hold out your hand, please?

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 SATS | f temperature |
| 7 kg | g blood pressure |
| 8 Obs. | h weight |
b. 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>T</th>
<th>P</th>
<th>BP</th>
<th>RR</th>
<th>O₂ SATS</th>
<th>Sign Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>T</th>
<th>P</th>
<th>BP</th>
<th>RR</th>
<th>O₂ SATS</th>
<th>Sign Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. 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 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>T</th>
<th>P</th>
<th>BP</th>
<th>RR</th>
<th>O₂ SATS</th>
<th>Sign Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/10/09</td>
<td>10.00hrs</td>
<td>37°</td>
<td>64</td>
<td>105/60</td>
<td>20</td>
<td>99%</td>
<td>F. Newland</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Written</th>
<th>Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 36°</td>
<td>Temp thirty-six</td>
</tr>
<tr>
<td>P 78</td>
<td>Pulse seventy-eight</td>
</tr>
<tr>
<td>BP 125/85</td>
<td>BP one twenty-five over eighty-five</td>
</tr>
<tr>
<td>RR 18</td>
<td>Resps 18</td>
</tr>
<tr>
<td>O₂ SATS 97%</td>
<td>Sats ninety-seven percent</td>
</tr>
</tbody>
</table>
Listen to some more patient Observations and circle the readings you hear.

1. Her temp’s up today. It’s 36\(^\circ\)C.

2. He has a slow pulse. It’s 46 per minute.

3. Her BP’s 95/60 mmHg.

4. His temp’s normal, 37\(^\circ\)C.

5. Her resps are slow at 15 breaths a minute.

6. She has a pulse of 72 and a BP of 119/70 mmHg.

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

- BP 140/90
- P 75
- RR 16
- O\(_2\) SATS 96%
- T 36\(^\circ\)

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.

**OBSERVATION CHART**

ADMISSION OBSERVATIONS

Full name: Annabel Marriott
Preferred name: Annie
DOB: 16/5/1965
Dr: N Kovacs
Hosp. No: 719322

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?