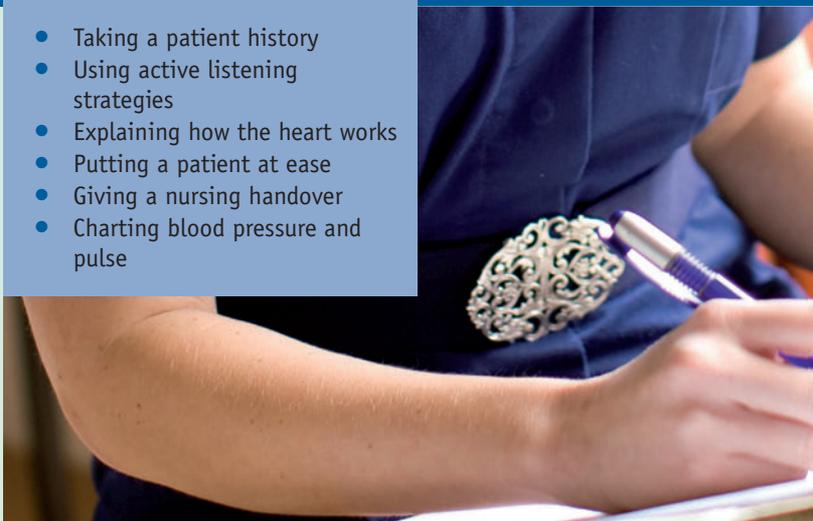


UNIT 1

Patient admissions

- Taking a patient history
- Using active listening strategies
- Explaining how the heart works
- Putting a patient at ease
- Giving a nursing handover
- Charting blood pressure and pulse



Taking a patient history

1 a In pairs, look at the picture and discuss the following questions.

- 1 What do you think the nurse is doing?
- 2 What information might you need to collect in this situation?
- 3 Why might this information be important?
- 4 What strategies have you found useful when greeting a patient for the first time?

b ▶1.1 Shona, the Ward Nurse, is admitting Mrs Chad. Listen to the conversation and answer the following questions.

- 1 Is Mrs Chad mobile?
- 2 Has she been waiting long?
- 3 Which hospital unit is she being admitted to?

c ▶1.1 Listen again and put the following sentences in the correct order.

- How are you today?
- I'd like to ask you a few questions, if it's all right with you?
- Not too bad, thank you.
- Good morning, Shona.
- Yes, of course. That's fine.
- Good morning, Mrs Chad. My name's Shona. I'll be admitting you to the ward today.

d ▶1.2 Listen to the rest of the conversation between Shona and Mrs Chad and answer the following questions.

- 1 Why is Mrs Chad in hospital?
- 2 What happened to her last year?
- 3 Does she have any allergies?
- 4 Does she have a relative who can be contacted during an emergency?

e ▶ **12** Listen again and match the questions (1–7) to the answers (a–g).

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Can you tell me your full name, please? 2 Can you tell me why you're here today? 3 Have you had any serious illnesses in the past? 4 Have you ever had any operations? 5 Now, are you taking any medications at the moment? 6 Do you have any allergies to medications? 7 Can you tell me the name of your next of kin? | <ol style="list-style-type: none"> a Not that I know of. b No, I'm very lucky. I never have. c It's my son, Jeremy. Jeremy Chad. d Yes, I had a mild heart attack last year. e Well, I've got high blood pressure, and I'm here for some tests. f Yes, my doctor put me on some blood pressure tablets after my heart attack. g Yes, it's Doreen Mary Chad. |
|---|--|

f In pairs, take turns to ask and answer the questions from Exercise 1 e, using the following information and your own name and next of kin.

- I had my appendix out when I was fourteen.
- I take aspirin every day for my arthritis.
- I'm here for a chest X-ray.
- I had pneumonia two years ago.
- I'm allergic to nuts.

g In pairs, discuss how you might change your approach for the following patients.

- 1 An elderly patient who uses a walking aid
- 2 A young patient
- 3 A patient who has been waiting a long time

Communication focus: using active listening strategies

2 a In pairs, discuss the following questions.

- 1 What are active listening strategies?
- 2 Why do you think they are important?

b Complete the following active listening strategies using the words and phrases in the box.

eye contact *mm* nodding your head *hm* *I see*

- 1 Using expressions such as *Really?*, *Is that right?*, _____ and *Yes* or *No*.
- 2 Making 'listening noises' like _____ and _____ shows that you are interested in what the speaker is saying.
- 3 Leaning towards the other person and _____ also shows interest.
- 4 Smiling while maintaining _____ puts a patient at ease.

c ▶ **12** Shona uses several active listening strategies whilst taking Mrs Chad's details. Listen again and find examples in the audioscript on page 94.

d In pairs, practise taking patient details. Student A, you are Shona; Student B, you are Mrs Chad. Remember to use active listening strategies. Swap roles and practise again.

- e** In pairs, prepare nurse–patient interviews. Student A, you are the nurse; look at the Patient Admission Form and think about the questions you will ask to complete it. Student B, you are the patient; read the patient details on page 86. Swap roles and practise again using the patient details on page 93.



THE ALEXANDRA HOSPITAL

(Patient Identification Label)

PATIENT ADMISSION FORM

Patient details	
Full name	
DOB	
Reason for admission	
Past medical history	
Past surgical history	
Medication	
Allergies	
Next of kin	

Share your knowledge

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

- Is the process for taking a patient history the same in your country?
- How has the introduction of privacy laws and Nursing Informatics changed the way patient information is recorded and used?
- What do you know about Electronic Patient Records (EPR)?
- Are you familiar with coding for improved patient identification?

Medical focus: the heart

Explaining how the heart works

3 a In pairs, answer the following questions.

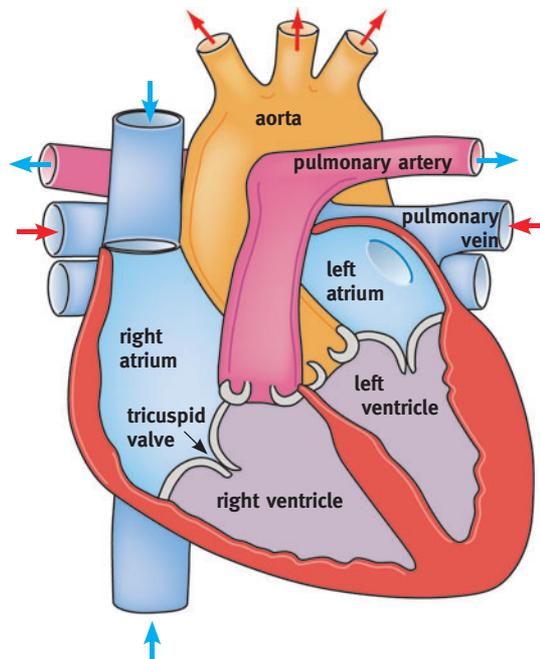
- 1 What is the cardiac cycle?
- 2 What does the heart do during a heartbeat?
- 3 What symptoms does a person have if there is not enough blood flow through the heart?
- 4 Why might nurses in the Cardiac Unit need to explain the cardiac cycle to their patients?

b Read the patient information leaflet. In pairs, discuss what the following parts of the heart do.

the atria the valves the ventricles the pulmonary vein
 the pulmonary artery the aorta

How does your heart work?

The blood enters the right atrium, one of the upper receiving chambers of the heart. Blood is pumped through the tricuspid valve into the right ventricle. The right and left ventricles are larger than the right and left atria because they are responsible for the pumping action of the heart. The right ventricle pumps de-oxygenated blood away from the heart through the T-shaped pulmonary artery. By the time blood arrives in the lungs the body has taken out most of the oxygen and made use of it for tissue function. In a healthy heart, the blood flows efficiently through the heart to the lungs, which re-oxygenate the blood and return it to the heart through the pulmonary vein. Oxygenated blood enters the heart through the left atrium and is pumped to the left ventricle. The left ventricle is encased in thicker cardiac muscle than the right side because it has to pump oxygenated blood around the entire body via the aorta, the largest artery of the body. The cardiac cycle relies on the efficiency of the four valves between the atria, the ventricles and the pulmonary blood vessels. These valves open to let in sufficient blood flow to fill each heart chamber and then shut to prevent the backflow of blood. Irregularities in blood flow because of blockages in the blood vessels can lead to heart disease.



c In pairs, practise explaining how the heart functions. Student A, you are a nurse; Student B, you are a patient. Swap roles and practise again.

Communication focus: putting a patient at ease

Before discussing important lifestyle changes with a patient, it is important to put the patient at ease. Sensitive topics can be broached more easily if the patient feels relaxed and comfortable.

- 4 a ▶¹³ Listen to a conversation between a Nurse Educator, Susanna, and her patient, Mr Hockings. What is the topic of their discussion and why is it important?
- b Susanna uses several informal expressions to create a friendly and relaxed relationship with the patient. Match the expressions from the dialogue (1–7) to their meanings (a–g).

1 have a chat	a monitor
2 a bit of a shock	b I'm going to sit down
3 a bit flushed	c ruddy/red complexion
4 watch for	d take notice of
5 I'll just grab a chair	e discuss
6 fired up	f enthusiastic
7 keep an eye on	g unpleasant surprise

- c Complete the strategies for putting a patient at ease (1–4) using the words in the box. Then match them to the rationales (a–d).

judgemental rapport positive same level

1 Sit at the _____ as the patient.	a This encourages patients in their attempts at learning new information.
2 Make _____ responses whilst nodding your head.	b This shows respect for the patient's right to make decisions about healthcare.
3 Don't make _____ comments.	c This can lighten the atmosphere and help patients relax.
4 Use humour to establish a good _____ with your patient.	d This helps patients feel that you are interested in talking to them rather than over them.

- d ▶¹³ Listen again and find examples of the strategies in Exercise 4c in the audioscript on page 94.
- e In pairs, practise putting a patient at ease. Student A, you are Susanna; Student B, you are Mr Hockings. Remember to use active listening strategies. Swap roles and practise again.

Share your knowledge

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

- What strategies do you use for putting a patient at ease?
- What difficulties have you encountered with anxious patients?
- What role does cultural sensitivity play when putting a patient at ease?

Charting and documentation: a nursing handover

Healthcare professionals write entries about patients in their care in the Patient Record. The Patient Record documents patient care and, as such, forms a permanent legal record of treatment. At the end of each nursing shift, the outgoing nurses give a verbal handover to nurses on the incoming shift. The nurses on the incoming shift are briefed on changes in patient progress and patient care. The handover is usually performed face-to-face but some institutions use recorded handovers. The information which is reported during the handover is gathered from the Patient Record, the Care Plan and any other charts which document specific patient care.

5 a In pairs, discuss the following questions.

- 1 What do you think are the features of a good handover?
- 2 What information does not have to be repeated in a handover? Why not?
- 3 What can happen if handovers do not communicate important information from one shift to another?

b ▶14 Listen to Emily, a Ward Nurse, handing over a patient, Mrs Cho, and answer the following questions.

- 1 What is her present medical problem?
- 2 What is her past medical history?

c ▶14 Listen again and mark the following statements True (T) or False (F).

- 1 She does not manage her ADLs at home by herself.
- 2 She has been quite distressed.
- 3 Her BP at 10 am was 200/105.
- 4 Her pulse was 88 at 10 am.
- 5 The porter has been booked for tomorrow.

d Abbreviations are often used in both Patient Records and verbal handovers. Some are only found in written documents. It is important to check which abbreviations are approved at the hospital where you are working, as there may be some variance.

Match the abbreviations (1–14) to their meanings (a–n).

1 BP	a activities of daily living
2 P	b four times a day
3 qds	c Senior House Officer
4 MI	d electrocardiogram
5 GTN	e sublingual, or under the tongue
6 SHO	f myocardial infarction, or heart attack
7 4°	g blood pressure
8 c/o	h complain of
9 sl	i observations
10 O ₂	j four hourly, or every four hours; also 4/24
11 ECG	k patient
12 ADLs	l glyceryl trinitrate; also called nitrolingual
13 Pt	m pulse
14 obs.	n oxygen

e ▶ 14 Listen again and complete the following extract using the abbreviations in Exercise 5d.

Right, now Mrs Cho in bed number five. Mrs Cho was readmitted yesterday because of uncontrolled hypertension. You'll probably remember her from last week. She went home but couldn't manage her (1) ADLs by herself. Her daughter had to come in every morning to give her a shower and help her during the day. She's been quite distressed about it, according to her daughter. She presented to the unit with uncontrolled hypertension, despite a change in medication. She has a past history of (2) _____ this year in June. Um, this morning she complained of chest pain. The (3) _____ was called. Her (4) _____ at the time – er, that was 10 am – was two ten over one oh five, and her pulse was one hundred. She had an (5) _____ done and was given (6) _____ sublingually. We gave her some (7) _____ via the mask and she seemed to settle. She's in for cardiac catheterisation tomorrow to assess the extent of the damage to her heart. I've booked the porter already. Strict four hourly BP and pulse and report any chest pain immediately, of course. She's had no chest pain this shift.

f A Patient Record contains entries from every member of the patient's team. As a nurse, you must read all entries in order to plan patient care efficiently. Another patient, Mrs Smits, is handed over. Use information from the Patient Record to complete what was said.

 <p>THE ALEXANDRA HOSPITAL</p>		U/N: 732910 Surname: Smits Given names: Livia DOB: 10.12.31 Sex: Female
PATIENT RECORD		
DATE & TIME	Add signature, printed name, staff category, date and time to all entries MAKE ALL NOTES CONCISE AND RELEVANT Leave no gaps between entries	
18.5.2008 22.30hrs.	<i>Mrs Smits c/o chest pain at 22.00hrs. SHO informed. O₂ administered via a mask. BP 220/100 P 120 at 22.00hrs. SHO ordered ECG, attended by nursing staff. GTN sl administered at 22.05hrs, chest pain relieved within 2 minutes.</i> <i>J Keene (RN) KEENE</i>	

Mrs Smits (1) complained of chest pain at (2) _____ .
 The (3) _____ was informed. (4) _____ was administered via a mask. Her blood pressure was (5) _____ and her (6) _____ was (7) _____ at (8) _____. The (9) _____ ordered an (10) _____ , which was done by nursing staff. GTN (11) _____ was given with good effect. The chest pain was relieved within a couple of minutes.

- g** ▶1.5 Listen to Nick handing over Mrs Smits and check your answers. In pairs, practise the handover using only the written Patient Record.
- h** In pairs, practise giving a handover using the Patient Record. Student A, look at the record on page 86; Student B, look at the record on page 93.

Charting blood pressure and pulse

Mrs Small has been admitted with hypertension, which has been poorly managed at home. Her doctor decides to review the medication she is taking to control her high blood pressure. For the first day after admission, her blood pressure and pulse will be observed regularly. The admitting doctor has placed her on four hourly observations of blood pressure and pulse.

- 6 a** In pairs, look at the chart on page 86 and discuss the following questions.
- Are you familiar with this type of chart?
 - What other styles of Observations Chart are you familiar with?
 - Who has access to the chart?
 - Who is responsible for completing the chart?
- b** ▶1.6 Jenny, the Ward Nurse, is handing over Mrs Small to the afternoon shift. Listen to the conversation and answer the following questions.
- How long will Mrs Small be in hospital for?
 - Why did Dr Fielding come to see her?
 - What did Jenny do just before handover?
- c** ▶1.6 Some of the information in the Obs. Chart on page 86 is incorrect. Listen again and correct any mistakes.
- d** Blood pressure readings are spoken as the first number *on* or *over* the second. For example, 90/60 is *ninety over sixty* or *ninety on sixty*. How would you say the following blood pressure readings?
- 110/70
 - 150/90
 - 142/99
 - 86/40
- e** Look at Mrs Small's handover in the audioscript on page 94 and find phrases describing changes in her pulse or blood pressure readings. What other phrases could you use? Add them to the table.

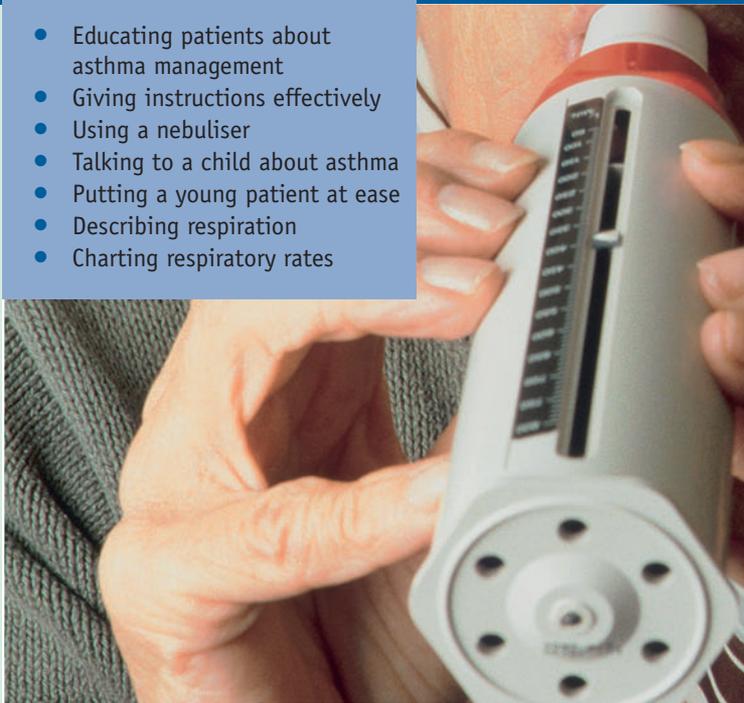
↑	→	↓
increase	stabilise	decrease

- f** In pairs, practise handing over Mrs Small. Student A, you are Jenny; Student B, you are a nurse on the afternoon shift. Use the Obs. Chart on page 86, the audioscript on page 94 and the phrases in Exercise 6e. Swap roles and practise again.

UNIT 2

Respiratory problems

- Educating patients about asthma management
- Giving instructions effectively
- Using a nebuliser
- Talking to a child about asthma
- Putting a young patient at ease
- Describing respiration
- Charting respiratory rates



Educating patients about asthma management

- 1 a** In pairs, look at the picture and discuss the following questions.

- 1 What do you think this equipment is used for?
- 2 Have you used this equipment before?

- b** ▶2.1 Eleanor is an Asthma Clinic Nurse. One of her roles is to educate patients in their asthma management. Listen to a conversation with a patient, Mrs Drake, and answer the following questions.

- 1 How does Mrs Drake feel?
- 2 Why is Eleanor teaching her to use a peak flow meter?
- 3 At what time of day should she take the reading?
- 4 What three things does she have to remember?

- c** ▶2.1 Listen again and complete the following extracts.

- 1 ... a peak flow meter today. _____ if I go through it with you now?
- 2 Now, _____ to use this peak flow meter at the same time every day.
- 3 Another thing – _____ record your readings in this Daily Record Chart, please?

d You are going to listen to Eleanor giving instructions on using the peak flow meter. Before you listen, put the following sentences in the correct order.

- The last thing to remember is to record the highest of the three readings on your Daily Record Chart.
- After that, I want you to blow into the peak flow meter two more times.
- Next, blow as hard and as fast as you can with one breath.
- Right, first of all, just move the red indicator to the bottom of the numbered scale, like this.
- Now, stand up. Take a deep breath and try to fill your lungs as much as you can.
- Make a note of the final position of the marker.

e ▶22 Listen and check your answers.

f Find the instructional language in the audioscript on page 95. What do you notice about the verb forms?

Communication focus: giving instructions effectively

2 a In pairs, discuss the following questions.

- Do you know any techniques for giving instructions effectively?
- How can you make sure your instructions are effective?

b Complete the strategies for giving instructions effectively (1–8) using the words and phrases in the box.

at the same level demonstrate *I'm going to teach you how to ...*
 understood repeat *smiling firstly, secondly That's right fingers*

- 1 Put the listener at ease by using positive non-verbal communication such as smiling.
- 2 Sit or stand _____ as the patient.
- 3 Give encouragement by making remarks such as _____, *Yes, good, Well done*, etc.
- 4 State the purpose of the communication before giving instructions, to prepare the listener for important information; for example: _____.
- 5 Use a level of language which can be _____ by the listener.
- 6 Give instructions in steps, for example _____, etc. You could count the steps on your _____ to make sure your patient understands you.
- 7 _____ instructions on the relevant piece of equipment.
- 8 _____ instructions and allow the listener to ask questions.

c ▶21&22 Which of the strategies does Eleanor use with Mrs Drake? Listen again and find examples in the audioscript on page 95.

d In pairs, practise giving instructions on how to use the peak flow meter. Student A, you are Eleanor; Student B, you are Mrs Drake. Remember to include strategies for giving instructions effectively. Swap roles and practise again.