

**MODUL PRAKTIKUM
BAHASA INGGRIS KESEHATAN
PROGRAM STUDI SARJANA KESEHATAN MASYARAKAT**



**STIKES
BHAKTI PERTIWI INDONESIA**

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VISI DAN MISI

STIKES BHAKTI PERTIWI INDONESIA

VISI

Menjadi Sekolah Tinggi Ilmu Kesehatan yang menghasilkan tenaga kesehatan yang unggul, mandiri dan profesional di tingkat nasional pada tahun 2034.

MISI

1. Menyelenggarakan pendidikan kesehatan yang professional serta memiliki keunggulan dalam asuhan kebidanan dan manajerial pelayanan kebidanan serta kesehatan masyarakat.
2. Menyelenggarakan kegiatan penelitian dan pengabdian kepada masyarakat dalam ruang lingkup asuhan kebidanan dan manajerial pelayanan kebidanan serta kesehatan masyarakat.
3. Menyelenggarakan kerjasama lintas sektor dan lintas program dalam rangka meningkatkan mutu pelayanan kebidanan dan pendidikan kesehatan tingkat nasional.



VISI DAN MISI

PROGRAM STUDI SARJANA KESEHATAN MASYARAKAT

VISI

Menjadi Program Studi Kesehatan Masyarakat yang menghasilkan Lulusan yang Profesional dan Unggul dalam Kesehatan Industri di Tingkat Nasional.

MISI

1. Menyelenggarakan pendidikan dengan keunggulan Kesehatan industri yang berkualitas dan professional di bidang Kesehatan Masyarakat
2. Melakukan kegiatan penelitian dengan keunggulan Kesehatan industri dalam ruang lingkup Kesehatan Masyarakat
3. Melakukan kegiatan pengabdian kepada Masyarakat dengan keunggulan Kesehatan industri dalam ruang lingkup Kesehatan Masyarakat
4. Melakukan Kerjasama lintas sektor dan lintas program yang produktif guna meningkatkan mutu Pendidikan dalam bidang Kesehatan Masyarakat

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MODUL PRAKTIKUM

BAHASA INGGRIS KESEHATAN

**DISUSUN UNTUK PEGANGAN MAHASISWA SEMESTER V
PROGRAM STUDI SARJANA KESEHATAN MASYARAKAT**

(Disahkan, tanggal 30 Januari 2022)

Ketua STIKes Bhakti Pertiwi Indonesia

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NIDK.....

KATA PENGANTAR

Puji syukur kita panjatkan kehadiran Tuhan Yang Maha Esa, karena atas rahmat-Nya kami diberikan Kesehatan serta kemampuan sehingga dapat menyelesaikan bahan ajar yang berjudul “**Modul Praktikum Bahasa Inggris Kesehatan**”.

Dalam bahan ajar ini penulis mengharapkan agar bahan ajar ini dapat dipergunakan oleh berbagai pihak serta menunjang proses belajar dalam bidang Kesehatan Masyarakat bagi para mahasiswa.

Penulis menyadari bahwa dalam penulisan bahan ajar ini jauh dari kesempurnaan. Oleh karena itu, penulis mengharapkan kritik dan saran yang membangun agar makalah ini dapat menjadi yang lebih baik.

Jakarta, Agustus 2020

Penulis

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BAB I

PENDAHULUAN

A. PETUNJUK PENGGUNAAN MODUL

Ketentuan Praktikum

1. Mahasiswa harus melengkapi atribut praktikum (buku petunjuk praktikum, alat/bahan praktikum) dan bersedia mengikuti tata tertib selama praktikum berlangsung.
2. Praktikum dilakukan daring/*online*.

B. TATA TERTIB PRAKTIKUM

Mahasiswa wajib mengetahui dan menaati Tata Tertib sebelum dan selama praktikum berlangsung, sebagai berikut:

1. Mahasiswa **wajib** hadir pada ruang meeting untuk praktikum yang dilaksanakan melalui *Zoom*
2. Mahasiswa **wajib** menonton atau mendownload video materi pembelajaran dari link yang diberikan sebelum hari jadwal praktikum melalui *Google Classroom* (GCR).
3. Mahasiswa mengikuti, mempelajari dan/atau mempraktikkan materi dari video secara mandiri dan menggunakan data yang tersedia untuk latihan.
4. Pada saat jadwal praktikum, mahasiswa melakukan praktikum sesuai perintah dan mekanisme yang disampaikan di GCR.
5. Mahasiswa segera menyampaikan kepada Dosen/Asisten praktikum/Laboran yang bertugas pada praktikum tersebut, dengan menyebutkan Nama, NIM, Golongan Praktikum dan hambatan/pertanyaan apabila mengalami kendala pada saat praktikum.

6. Masing-masing mahasiswa memiliki penanggung jawab Asisten Praktikum yang akan mendampingi secara intensif selama praktikum.
7. Setiap kegiatan praktikum akan diadakan *pretest* dan/atau *posttest* mengenai materi yang akan di pelajari pada hari tersebut.
8. Setiap praktikum harus diikuti dan dikerjakan dengan sungguh-sungguh dengan menjaga sopan santun, sikap jujur, dan penuh tanggung jawab.
9. Setiap mahasiswa wajib membuat laporan praktikum (Laporan Mingguan/Penugasan) pada setiap materi yang dipraktikkan dan wajib mengumpulkan laporan akhir praktikum (Laporan Akhir) dengan mengunggah pada *link* yang disediakan (diinfokan di GCR).
10. Laporan praktikum merupakan hasil pekerjaan individu yang harus dijaga kerahasiaannya. Apabila laporan praktikum diketahui merupakan hasil *copy- paste* milik orang lain, maka mahasiswa yang memberi contekan maupun yang mencontek, akan diberi nilai 0 (NOL).
11. Mahasiswa yang tidak dapat melaksanakan praktikum pada hari yang telah ditentukan karena berhalangan (izin), harus mengulang pada hari lain (lapor kepada Asisten atau Laboran) atau mengikuti inhal. Inhal hanya diperkenankan maksimal 3 materi praktikum.
12. Apabila lebih dari sepertiga materi praktikum yang telah ditentukan tidak dapat mengerjakan pada waktu yang telah disediakan, maka praktikum dinyatakan gagal (larut) dan harus diulang pada kesempatan lain pada tahunberikutnya.
13. Mahasiswa/praktikan wajib mengikuti seluruh rangkaian kegiatan praktikum, baik yang melalui *zoom meeting* maupun GCR.
14. Apabila mahasiswa/praktikan tidak mengikuti kegiatan praktikum

yang melalui zoom, maka mahasiswa tidak dapat mengikuti praktikum selanjutnya.

15. Pada akhir praktikum, mahasiswa wajib mengumpulkan Laporan Akhir sesuai program masing-masing sesuai dengan ketentuan, sebagai Nilai Responsi.

Pembuatan Laporan Praktikum

1. Laporan praktikum bahasa inggris kesehatan, adalah Laporan Akhir yang disusun berdasarkan hasil dari pengambilan data.
2. Petunjuk pembuatan laporan akhir bahasa inggris kesehatan, terdapat pada lampiran modul ini.

C. TUJUAN

Praktikum bahasa Inggris kesehatan dilakukan dengan beberapa tujuan utama yang dapat membantu dalam meningkatkan kemampuan berbahasa Inggris mahasiswa. Berikut beberapa tujuan spesifik dari praktikum ini:

1. ****Meningkatkan Kemampuan Berkomunikasi dengan pasien****: Praktikum membantu peserta untuk lebih terbiasa berbicara, mendengar, membaca, dan menulis dalam bahasa Inggris, yang sangat penting untuk komunikasi efektif dalam berbagai konteks.
2. ****Mengaplikasikan Teori ke Praktik****: Praktikum memungkinkan peserta untuk menerapkan teori-teori yang telah dipelajari di kelas dalam situasi nyata atau simulasi yang lebih praktis.
3. ****Mengembangkan Kepercayaan Diri****: Dengan sering berlatih, peserta dapat merasa lebih percaya diri dalam menggunakan bahasa Inggris dalam situasi sehari-hari maupun profesional.
4. ****Meningkatkan Penguasaan Kosakata dan Tata Bahasa****: Praktikum sering kali dirancang untuk memperluas kosakata dan memperdalam pemahaman tata bahasa, sehingga peserta dapat menggunakan bahasa Inggris dengan lebih tepat dan variatif.
5. ****Membiasakan dengan Aksen dan Intonasi yang Beragam****: Melalui latihan mendengarkan dan berbicara, peserta dapat terbiasa dengan berbagai aksen dan intonasi dalam bahasa Inggris, yang penting untuk memahami penutur asli dari berbagai latar belakang.
6. ****Meningkatkan Kemampuan Mendengar (Listening Skills)****: Praktikum biasanya melibatkan latihan mendengarkan yang membantu peserta meningkatkan kemampuan mereka dalam memahami bahasa Inggris yang

diucapkan, baik dalam percakapan sehari-hari maupun dalam konteks akademik atau profesional.

7. ****Mendorong Pembelajaran Mandiri****: Praktikum sering kali mengharuskan peserta untuk melakukan penelitian atau tugas mandiri, yang dapat mendorong kemandirian dalam belajar dan kemampuan untuk memecahkan masalah secara mandiri.

Dengan mencapai tujuan-tujuan ini, praktikum bahasa Inggris diharapkan dapat memberikan pengalaman belajar yang lebih menyeluruh dan efektif, serta mempersiapkan peserta untuk menggunakan bahasa Inggris dengan lebih mahir dalam berbagai situasi.

D. KOMPETENSI

Kompetensi yang diharapkan dari praktikum bahasa Inggris mencakup berbagai aspek kemampuan berbahasa yang komprehensif. Berikut adalah beberapa kompetensi utama yang biasanya menjadi fokus dalam praktikum bahasa Inggris:

1. ****Kompetensi Berbicara (Speaking Skills)**:**

- Mampu berbicara dalam bahasa Inggris dengan lancar dan jelas.
- Menggunakan tata bahasa dan kosakata yang tepat dalam percakapan.
- Mampu berpartisipasi dalam diskusi, debat, dan presentasi.
- Menunjukkan keterampilan dalam berbicara di depan umum dan dalam situasi formal maupun informal.

2. ****Kompetensi Mendengar (Listening Skills)**:**

- Memahami percakapan dalam bahasa Inggris dari penutur asli dengan berbagai aksen.
- Mampu mengikuti instruksi dan informasi yang diberikan secara lisan.
- Mengidentifikasi ide utama dan rincian penting dalam audio atau video bahasa Inggris.
- Mengembangkan kemampuan mendengarkan secara kritis dan analitis.

3. ****Kompetensi Membaca (Reading Skills)**:**

- Memahami teks-teks dalam bahasa Inggris, termasuk artikel, esai, cerita pendek, dan laporan.
- Mengidentifikasi ide utama, rincian, dan makna tersirat dalam teks.
- Menganalisis dan menilai konten teks secara kritis.
- Meningkatkan kecepatan dan kefasihan membaca.

4. **Kompetensi Menulis (Writing Skills):**

- Menulis dengan tata bahasa yang benar dan kosakata yang sesuai.
- Menghasilkan berbagai jenis tulisan, seperti esai, laporan, surat, dan artikel.
- Menyusun argumen yang logis dan koheren dalam tulisan.
- Mengedit dan merevisi tulisan untuk meningkatkan kualitasnya.

5. **Kompetensi Tata Bahasa dan Kosakata (Grammar and Vocabulary Skills):**

- Menguasai struktur tata bahasa bahasa Inggris yang benar.
- Memperluas kosakata yang relevan dengan berbagai topik dan konteks.
- Menerapkan tata bahasa dan kosakata dengan tepat dalam berbicara dan menulis.

6. **Kompetensi Interkultural (Intercultural Competence):**

- Memahami dan menghargai berbagai budaya yang menggunakan bahasa Inggris.
- Mampu berkomunikasi secara efektif dengan penutur bahasa Inggris dari berbagai latar belakang budaya.
- Menghindari kesalahpahaman budaya dalam komunikasi lintas budaya.

7. **Kompetensi Pembelajaran Mandiri (Independent Learning Competence):**

- Mengembangkan strategi belajar mandiri yang efektif.
- Menggunakan berbagai sumber belajar untuk meningkatkan kemampuan bahasa Inggris.
- Memonitor dan mengevaluasi kemajuan belajar secara mandiri.

Dengan mengembangkan kompetensi-kompetensi ini, peserta praktikum bahasa Inggris akan lebih siap dan percaya diri dalam menggunakan bahasa Inggris dalam berbagai konteks, baik akademik, profesional, maupun sosial.

BAB II

PRAKTIKUM BAHASA INGGRIS KESEHATAN

A. Introducing Self

Objective

1. Improving Students' Ability to Communicate with International Patients
2. Understanding Medical Terminology in English
3. Developing students' listening skills in a medical context
4. Improving students' abilities in writing medical reports in English
5. Understanding Culture and Ethics in International Medical Practice
6. Preparing Yourself for Further Education and Training Abroad
7. Developing Presentation and Discussion Skills in a Medical Context
8. Increasing Independent Learning Ability

POKOK MATERI

Learning Objectives:

To introduce self as a nurse to the patient
To know patient's identity



Vocabularies:

name – surname – check – health insurance

Expressions:

Hello/ Good Morning/

Good Afternoon/ Good

Evening. I am nurse, my name

is

I will take care for you

today. What can I do with

you?

What do you need?

May I check your

identity? Is it -Miss or

Mrs.?||

What is your

If you need (help/anything) you can call
me or other nurses. The nurse will help
you.

Task 1

Please complete the dialogue

below! Nurse: -Hello, good

morning!! Patient: -Good

morning!!

Nurse: — !!

Patients: -I need a medical checkup,

can you help me?!!

Nurse: -Yes, of course ?!!

Patient: -Yes, you may. My name is

Rita Sugiarto.!!



Task 2

Please work in pairs.

Make a dialogue between nurse and patients at the first time they meet and Practice it in front of the class!

B. SHARING OBSERVATION

Learning Objectives:

To know patients' condition.



Vocabularies:

Pale – daydream – tired – moan –
tense – bouncy – suffocate – stiff –
painful – tender – gasp – swollen –
bruise – sigh – groan – rigid – afraid of
...

Expressions:

You look

Is your (parts of body) feel

uncomfortable? You seem with

your (parts of body)

You seem to have problem with your ... (parts of body).

Task 1

1. You look

- | | |
|-----------|----------|
| a. angry | c. pale |
| b. hungry | d. happy |

2. You seem with your neck.

- | | |
|------------|------------|
| a. painful | c. rigid |
| b. tense | d. swollen |

Task 2

Make six groups, each group observe patient's expression from the picture below and show to the class about your work!



C. GIVING MEDICAL DIRECTION

Learning Objectives

Checks patient's details.

Give the patients direction to choose any medical checkup.

Give the patient information around the ward.

Vocabularies

Appointment –
prescriptions – treatment –
assessment – life-
threatening – cubicle.

Expressions

What kinds of medical check-up do you want?

How about you do the (kinds of medical
checkup)? May I check your blood pressure first,
please?

The (toilet/ nurse's room/ doctor's room/ laboratories) is (beside/on)
.....(right/ left/ ... floor).

Task 1

Complete the sentences with the words from the list.

1. A snake bite can be
2. Receptionists make for patients.
3. Go into the to get undressed.
4. Arms and legs are called
5. Sometimes it is difficult to read
6. The doctor decides on the correct
7. A triage nurse makes an initial

8. The patient is to certain antibiotics.

Life-threatening	treatment	cubicle
prescriptions	assessment	allergic
limbs	appointments	

Task 2

Make a dialogue with this situation:

- The patient needs to go to the laboratories to do the DNA test.
- The patient asking the Orthopedist's room.
- The patient asking about the schedule of the dentists.
- The nurse needs the patient's ID to write it into the note for the health record.

Choose one of the situations, do this with your pair and practice in front of the class!

D. ASKING AND GIVING DIRECTION

In this chapter you will find these English expressions useful if you are lost or want to get to a particular place or give directions to others.

Learning Objective

After studying this chapter, student should be able to:

1. Use expressions related to giving directions correctly
2. Give directions to a certain place in or out of hospital

Prepositions of Place and Movement

To describe the place where something is, we use prepositions such as *in, on, on top of, AT the top/bottom of, inside/outside, neAR, next to, by, un front of, behind, opposite, under, over, AT, on the left/right*.

The shop is neAR the entRAnce, on the right of reception. The toilets ARe AT the bottom of the stAIRs, on the left.

To talk about movement, we use prepositions such as *up down, into, out of, AWAY, from, to, through, ACross, ALong, PAST, bACK to ARound, left/right*.

Go through the swing doors, turn left ALong the corridor, And the coffee bAR is in front of you.

Prepositions of movement are used with verbs of movement such as

go, come, tAKE, push, CARry.

CAN you tAKE these files bACK to the office, pleASE?

To get from here to surgery, you HAVe to wheel the trolley through three WArds.

Asking for Directions

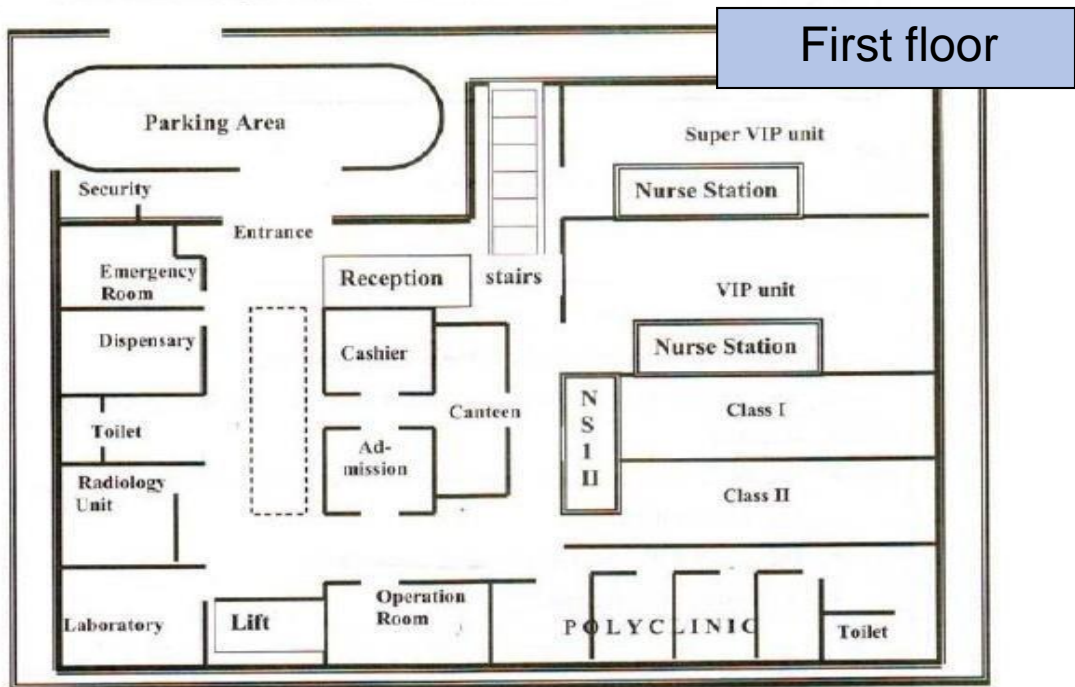
- Where is the... from here ?
- Excuse me sir. I am looking for...How do / can I get there ?
- Do you know the directions to... ?
- Pardon me. What are the directions to... ?
- What is the way to... ?
- How do I go / get to... ?
- Please tell / give me the way to...
- Can / could you help me ? I want to go to...
- Can you give me directions to... ?
- Could you tell me the way to... ?

Giving for Directions

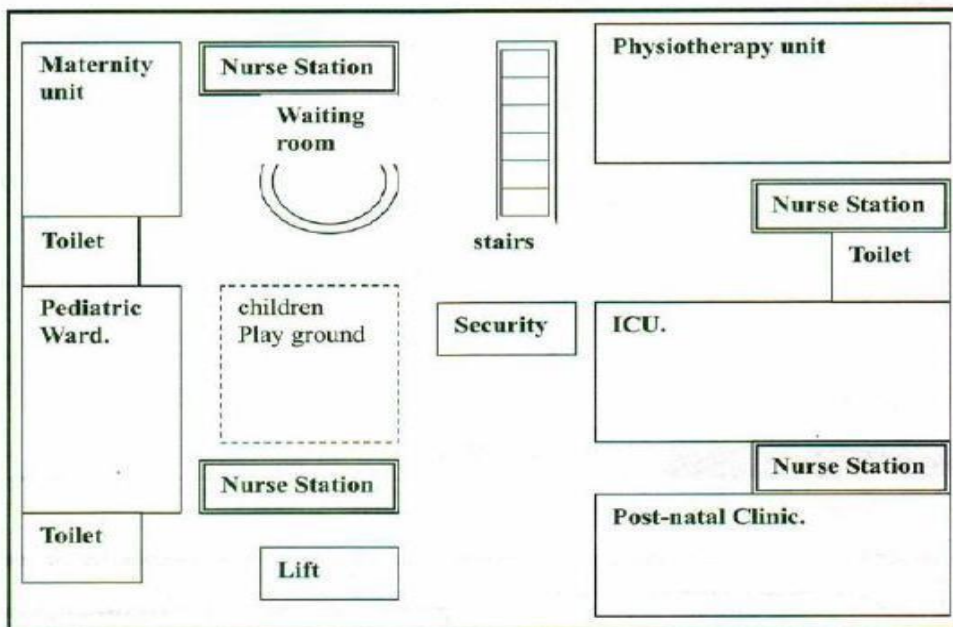
- Go up / down... for... blocks.
- Go up / down... to... .
- Go straight ahead to... .
- You go along... to... .
- Walk / drive (that way) until you see Benson Ave.
- Continue in the same direction until (you get to) the stop sign.
- Turn right / left at / on... .
- Don't turn there.
- At the intersection / traffic lights, turn right / left.
- At the corner of... and..., you turn right / left.
- It's on your left / right.
- It's the second building on the / your right / left.

Task 1

This is the site map of the first floor in a hospital.



This is The 2nd floor of a hospital.



Second floor

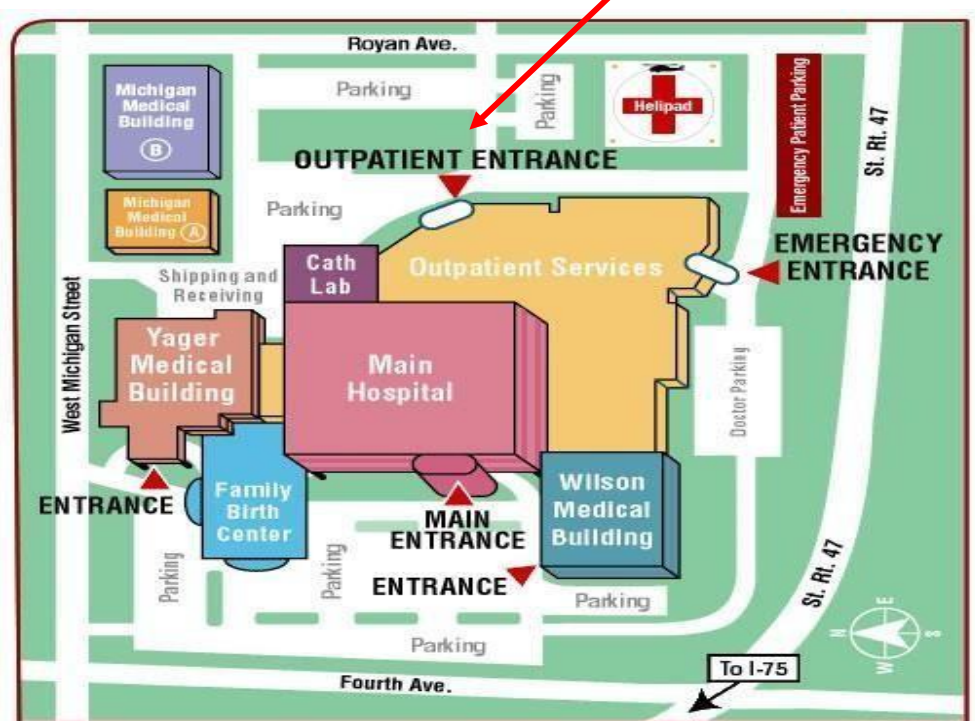
**Refer to the sitemap above. Make a conversation to show the direction.
The starting points are as follows.**

1. The security to maternity unit
2. The nurse station in ICU to the canteen
3. The security to the toilet (between dispensary and radiology)
4. The emergency room to the lift
5. The polyclinic to the pediatric ward (on the 2nd floor)
6. The waiting room to the children playground (on the 2nd floor)
7. The operation room to ICU (opposite the physiotherapy unit)

8. The entrance to the Class 1
9. The nurse station (near the lift on 2nd floor) to the laboratory
10. The emergency room to admission

Task 2

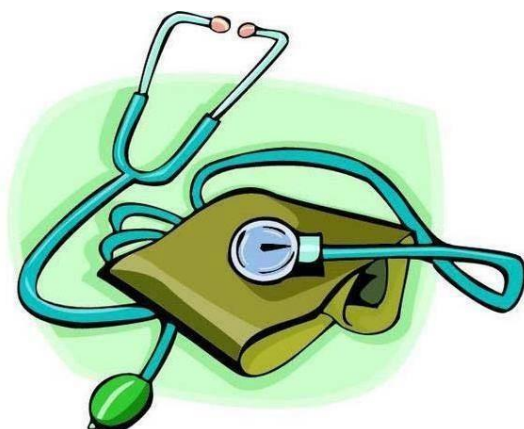
Hospital Map



- Make group of four.
- Each group decides a place based on the map above.
- Tell the place one by one in front of the other groups, and then let them guess the place.
- The fastest group who raise their hands become the group which has a chance to answer/guess it.
- The winner is the group which has the highest point
- Other groups take their turn

For example: From the Royan avenue, go straight then you turn left through second parking area and you turn left again. The room is a wide one.

E. ASSESSING (1): GENERAL



Learning Objectives

After completed this chapter, the students will be able to:

1. To use expressions for collecting demographic data
2. To use questions to collect current and past health-illness data

Collecting Demographic Data Elements

a) *LeARn these expressions to iNITIATE communication*

Explaining what you are going to do immediately.

- It is time for me to
 - I just want to
 - I would like to
their
 - I am going to
 - I need to
- } interview the patient to assess
health condition

b) Question to collect demographic data elements

LeARn AND pRACTICE these expressions

Question To Ask

NAME:

What is your name?

What is your complete
name? What is your

AGE:

How old are

ADDRESS:

What is your
address?

PHONE:

Your phone number,
please What is your
phone number?

MARITAL STATUS:

Are you

HEALTH INSURANCE:
insurance?

Do you have any

OCCUPATION & TITLE:

What is your occupation?
Do you have any academic
title? What is your title?
What do you do?

NEXT OF KIN:

Who is your next of

REASON FOR CONTACT

What brings you in this

*It is a reason that makes you come
to hospital. It can be a chief
complaint, medical
checkup.*

Who sends you to this
hospital?

What makes you come to

Task 1

Pair

Work

- Interview your friend
- Fill in the blanks with his/her personal demographic data.

Nam	:	—
eAge	:	—
Sex	:	—
Address	:	—
City, State	:	—
Phone	:	—
Religion	:	—
Marital Status	:	—
Health Insurance	:	—
Current Occupation	:	—
and		
Title		
Family status	:	—
Reason for contact	:	—
Date, time of contact	:	—



Current-Health and Illness Status

Expressions

Current Health Status

- What do you think about your health?
- Would you tell me about your health condition recently?

Sample of patient's response: *"I'm usually healthy, have usual cold, and have to take medicine for high blood pressure"*

- Would you tell me about your?
- How many times a day do you do your?

History of Past Health and Illnesses

Expressions

Assessment Step: Asking Common Communicable Disease

- Have you ever had + **a kind of disease**.....? Response: Yes, I have/No, I haven't
- How old were you when you got it? Response: I was aboutyears old
- Are you allergic to.....(a certain food/medication) (*Example*: Are you allergic to penicillin/antibiotic)

Assessment Step: Asking about Immunizations

- Have you ever been immunized against + **(a kind of disease)**?
- Have you ever got.....+ **(a kind of disease)**.....immunizations?

Example: Have you ever got polio immunizations?

Task 2. Pair Work

Assess your partner or your friend's current health condition by using question listed above!

F. ASSESSING (2): PATIENT



Learning Objectives

After studying this chapter, student will be able to:

1. To ask questions about patient's health problem
2. To report about the nursing diagnose
3. To report the symptoms of a health problem

Nurse's questions to check the patient's complaint/condition

Expression

-
- How is your problem?
 - How are you feeling today?
 - What your chiefs complain?
 - What's troubling you?
 - What's the matter with you?
 - What's wrong with you?
 - What seems to be bothering you?

Patient's expressions about symptoms and physical problem.

1. I have + (a part of the body + ache)

A toothache
A headache
A
stomachache

2. I have + (a sore+ part of the body)

A sore throat
A sore
foot A sore
arm A sore

3. I have/get + kinds of physical problem

The measles
The
flu
A
cold
A bloody vomit and
stool
A bowel
movement

4. I feel + kinds of physical problem

Dizzy
Slick
Catch a
cold
Cough
Cold and
clammy
Unwell
In bad shape

5. I experience + kinds of physical problems
Lassitude
Low back pain
Difficulty breathing
Cold and clammy

6. I suffer from + kinds of certain illness
Cancer
Constipation



7. I sprained my (possessive) + joints/bones problems
Ankle
Broke
Collarbone
Hurt
Leg
Arm

Nurse's report/diagnose/how to report about patient's condition/complaint

Reporting

- ☐ He/she complains about his/her + part of body
Has + Health problem
Suffer from + health problem
- ☐ Diagnosis
He/she may have..... + disease/health problem
Seems to have

Vocabularies

- Toothache
- Headache
- Stomachache
- Backache
- Broke
- Collarbone
- Hurt
- Leg
- Arm
- Clammy

Task 1

**Make a conversation between a nurse and a patient and then
Perform it in front of class.**

Conversation

1 Patient:

- call a nurse, state your

complaint

Nurse:

- ask what the problem is
- Repeat patient's expression for sure, and tell the patient that you will report his/her condition



Conversation

2 Nurse:

- ask about patient's complaint

Tell the doctor about the symptoms and your diagnosis

G. ASSESSING (3): PAIN

Learning Objectives

- Student can understand what is pain assessment
- Student can identify the characteristics of the patient's pain

Assessing Pain

1. Pain assessment

Assessing pain can be complicated as the physical and physiological aspects of the patient all need to be considered. Because the experience of pain is very subjective, the nurse needs to be able to use some objective criteria to evaluate the location, nature and intensity of the pain so a diagnosis can be made. One of the most widely accepted definitions of pain was put forward by McCaffery (1979, p.18), who suggests that pain is 'whatever the experiencing person says it is and exists whenever he says it does'.

2. Assessments of the patient's pain experience

When identifying the characteristics of the patient's pain it is essential the nurse considers the following:

- The type of pain: is it crampy, stabbing, sharp? The patient's description of the pain may help in diagnosing its cause. Myocardial (heart) pain is often described as stabbing, but liver pain as crampy or aching.
- Its intensity: is it mild, severe or excruciating? This can be described by using a pain assessment scale. The nurse asks the patients to rate the pain on a scale of 0 to 10; zero being no pain and 10 being excruciating pain. With children, a range of pictures showing a child changing from happy to sad can be

used. Colour charts with a series

of colours from black through grey to yellow and orange can be used, especially with patients who have difficulty grasping numbers or articulating exactly what their pain is like.

- The onset: was it sudden or gradual? Find out when it started and in what circumstances. What makes it worse? What makes it better? What was the patient doing immediately before it happened?
- Its duration: is it persistent, constant or intermittent?
- Its location: ask the patient to be as specific as possible, for example, indicating the site by pointing.
- Changes in the site: there may be tenderness, swelling, discolouration, firmness or rigidity. With appendicitis, a classic sign is the movement of pain to the right and downwards. In myocardial infarction (a heart attack), pain classically radiates down the arm, and with liver pain it can radiate to the shoulder.
- Any associated symptoms: Some of the common symptoms of disease that can influence the response to pain are anorexia, constipation, cough, inflammation, anxiety and fear, dryness of the mouth.
- Signs such as redness, swelling or heat.

Task 1

Read the text below AND write T (true) or F (false) next to EACH of the statements.

1. Assessing pain is straightforward process
2. Pain is an object experience
3. It is important for a nurse to use objective criteria to measure the level of pain

-
4. Colour 'mood' charts are only useful for children
 5. The first step for a nurse is to identify characteristics of the patient's pain.

MATCH the ADJECTIVE to the picture, MAKE the line to the right ADJECTIVE.



shooting gnawing stabbing burning stinging

Task 2

MAKE the description of PAIN in your own LANGUAGE.

H. MONITORING THE PATIENT

Learning Objectives

After completed this chapter, students will be able to:

- Use questions to collect current and past health illness data
- Ask some question to the patient about the condition

Useful Expressions (Asking common Communicable Disease)

- Have you ever had + a kind of disease?

Response : yes, I have/no, I haven't

- How old were you when you got it? Response : I was about years old

- Are you allergic to (a certain food/medication)
(Example: are you allergic to penicillin/antibiotic)

Kinds of diseases: measles-mumps-rheumatic-fever-scarlet fever.

1. Current Health and illness Status

- What do you think about your health ?
- Would you tell me about your health condition ?

Sample of patient's response: -I'm usually healthy, have usual cold, and have to take medicine for high blood pressure"

- Would you tell me about your ..?
- Do you have any problem with your ..?
- How many times a day do you do your ?

Task 1

Choose the correct option to complete the sentences

1. The heart rate *ARE monitored / is monitored / monitored* regularly
2. The nurses *ARE checked / is checked / checked*
3. Mrs Ramone *removed / were removed / WAS removed* her dentures before going to theatre
4. I *didn't tell / wasn't told / not told* i was expecting twins
5. She *WASN't give / GAVE / given* the correct diagnosis

Task 2

Use the information in the text to complete the sentence with the correct answer a, b or c

1. Nurses are in a good position to
 - a. Monitor patients
 - b. Specialize
 - c. Get to know their patients
2. What is happening to this patient ? is a question which
 - a. Only nurses can answer
 - b. Monitoring helps to answer
 - c. Nurses must ask
3. Technological aids give information about
 - a. Internal organs
 - b. Bodily fluids
 - c. Vital signs

-
4. Self monitoring is
- a. Done by doctors and nurses
 - b. Done at a hospital
 - c. Cheap and convenient

I. DIAGNOSING HEALTH PROBLEMS

Learning Objective

After completed this chapter, students will be able to:

- Communicate about implementation of diagnosing health problem
- Give some instructions during implementation of diagnosing healthproblem

Nursing Notes

Inspection, palpation, percussion and auscultation are examination techniques that enable the nurse to collect a broad range of physical dataabout patients.

1. Inspection

The process of observation, a visual examination of the patient's body parts to detect normal characteristic or significant physical signs

2. Palpation

Involves the use of the sense of touch. Giving gentle pressureor deep pressure using your hand is the main activity of palpation.

3. Percussion

Involves tapping the body with fingertips to evaluate the size, borders, and consistency of body organs and discover fluids inbody cavities.

4. Auscultation

Listening to sounds produced by the body.

Vocabulary

Pulse rate
Rhythm or
regularity Tension
Beats per minute
Patient's chart
Normal pulse
rhythm Bradycardia
Tachycardia
Bounding
Thread/weak



Medical Terms	Colloquial expression
Dyspnea	<i>BreATHLessness, out of breath, short of breath, fighting for breath</i>
Expectorate	<i>To bring up/cough up phlegm/spit</i>
Expiration	<i>BreATHING out</i>
Inspiration	<i>BreATHING in</i>
Respiration	<i>BreATHING</i>
Sputum	<i>Phlegm</i>

Useful Expressions

Implementation step

Now I am going to...		press your...	+ (parts of body)	gently
It's time for me to...		examine your...		
Now I want to....				
			artery	
			cheeks	
			neck	

Instruction

Would you...?

Now I want you to...?

remove + your wig

put off+your hairpieces

Please +

rise your

eyebrows frown

your forehead

smile

puff your cheeks

shrug your

shoulder

flex your neck with chin toward

bend your neck, with ear toward

shouldertake a sip of water from this

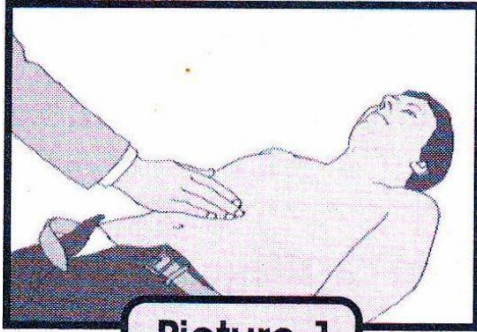
glass

Task 1

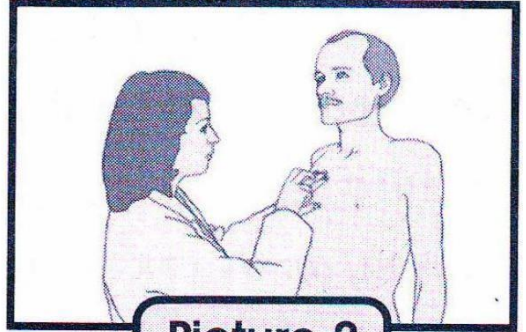
Mention WHAT ACTIVITY you do for EACH CASE listed below.

No	Activity	Technique
1	Examining patient's respiratory	
2	Inspecting the mouth and throat	
3	Asking patient to stand up to find whether there isscoliosis or not	
4	Pressing her middle finger of non-dominant hand firmlyagainst the patient's back. With palm and fingers remaining off the skin, the tip of the middle finger of thedominant hand strikes the other, using quick, sharp stroke.	
5	Observing the color of the eyes	
6	Observing the movement of air through the lungs	
7	Testing deep tendon reflexes using hammer	
8	Checking the tender areas with her hand	
9	Pressing abdomen deeply to check the condition of underlying organ	
10	Preparing a good lighting, then he observes the bodyparts.	

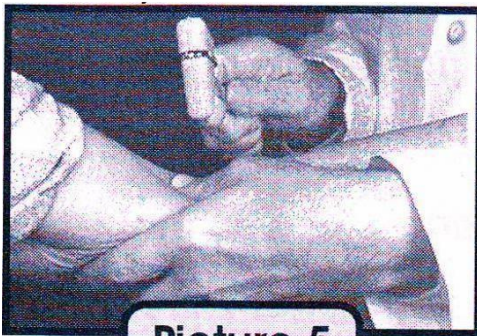
Task 2 *WHAT kind of examination technique?*



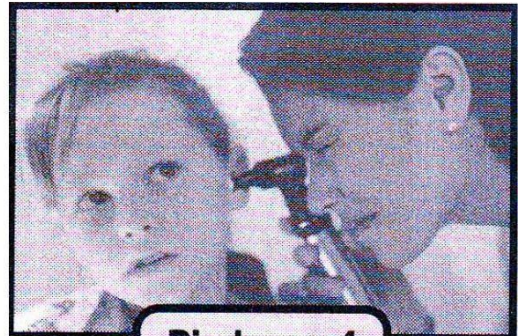
Picture 1



Picture 2



Picture 5



Picture 4

Task 3 Whole class and pair work

- *PRACTICE these instructions*
 - *Listen to teACHER's instruction And ACT themout*
 - *Then, PRACTICE these in PAIRS*
1. Raise your eyebrows
 2. Close your eyes tightly
 3. Frown
 4. Smile
 5. Puff your cheeks
 6. Shrug your shoulder
 7. Flex your neck with chin toward

8. Bend your neck, with ear toward shoulder
 9. Take a sip of water from this glass
-

Task 4 Pair work

- o *MAKE A complete conversation on ACTS of ASSESSING head, face AND neck*
- o *Use the expression ABOVE*

Doctor's Diagnosis - English

Vocabulary Example Sentences

Physician

- Your test results have come in.
- I'm afraid the prognosis isn't good.
- You have a long road to recovery.
- We have several options to discuss.
- The blood test came back negative.
- The transfusion was a success.
- It looks like you're ready to go home.
- I'd like to keep you here overnight.
- We'll know more in a few days.
- You're not in the clear yet.
- We've ruled out diabetes.
- I'm hoping to get to the bottom of this

soon. Patient

- I don't understand what this means.
- Am I going to need surgery?
- Is it good news or bad?
- When will the test results come in?
- How long do I have to stay in the hospital?
- What is the success rate?
- Are they going to run more tests?
- Is this a common problem for people my age?

- I'd like to discuss other options.
 - I'm going to get a second opinion.
-

SAMPLE CONVERSATION

Doctor: Hi Jessica. How are you feeling today?

Patient: A bit better.

Doctor: That's good to hear. Are you still feeling nauseous?

Patient: No, I haven't felt sick to my stomach since you switched my medication.

Doctor: Great. Say, your test results came in this morning.

Patient: It's about time. Is it good news or bad?

Doctor: I guess it's a bit of both. Which do you want first?

Patient: Let's get the bad news over with.

Doctor: Okay. It looks like you're going to need surgery to remove the tumour from your leg. After the operation you're going to have to stay off your feet for at least three weeks. That means no soccer.

Patient: I was afraid you were going to say that.

Doctor: Now for the good news. The biopsy shows that the tumour is benign, which means it's not cancerous. We're going to take it out anyway just to be on the safe side.

Patient: Wow, that's a load off my mind. Thanks Doctor.

Doctor: Don't get too excited. We still need to get to the bottom of all of this weight loss.

Patient: I've probably just been so worried about this stupid lump.

Doctor: These things often are stress related, but we're still going to do a few blood tests just to rule a few things out.

Patient: Things like what? Cancer?

Doctor: Actually, I'm thinking more along the lines of a food allergy.

Task 5 Test your understanding

1. Why did the woman have to switch medication?
2. What bad news does the doctor give the patient?
3. What medical procedure did the patient already undergo?

J. UNDERSTANDING AND GIVING INSTRUCTIONS

Learning Objectives

To understand and give instruction according to the patient's health problem

To deliver a therapeutic communication

Language Spot

To tell somebody what to do, you can use the imperative.

Check for signs of circulation!

Apply the Pads to his chest!

To tell somebody what not to do, add *Don't...*

Don't remove burnt clothing!

To emphasize what is important, you can use *MAKE sure...*

MAKE sure the wound is clean!

*MAKE sure you don't touch his
body!*

When asking for instructions, you can use the Present Simple,
HAVE to, SHALL, and should.

WHAT I do now?

Do I HAVE to immobilize his leg?

*SHALL I TAKE off the dressing
now? WHAT dosage should I
give him?*

Instruction Charts

WOUND CARE (CUTS, ABRASIONS, BURNS)

1. Keep the area clean and dry
2. Keep wound covered with a clean dressing, change the dressings daily
3. Keep the injured part at rest and elevate for 12 hours
4. Watch for redness, pus, or increased soreness. Contact your doctor if this occurs
5. Have your wounds checked and your sutures removed as advised by the emergency physician in ... days.

CAST/SPLINT CARE




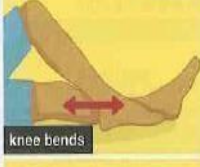

1. Do not apply any weight or pressure on a new cast or splint for the first 24 – 48 hours
2. Keep the cast/splint clean and dry
3. Elevate the injured part for 48 hours on pillows above your heart
4. Do not put foreign objects inside the cast
5. Wiggle your fingers or toes inside the cast every hour
6. If your fingers or toes become extremely swollen, cold, blue or numb, or the pain increases markedly, loosen the ace bandage of the splint, or if it cast, call your doctor or return to the Emergency Department.

Task 1

Read this brochure AND write the correct exercise in EACH SPACE (1-5)!

Exercises for Recovery

Regular exercises are important to help you after surgery. Your orthopaedic surgeon and physical therapist may recommend that you exercise 20 to 30 minutes, two, or three times a day.

	(1) _____ In bed, slowly push your foot up and down. Repeat several times a day. You can do this exercise immediately after surgery.
	(2) _____ Keep your heel on the bed and bend your knee. Then straighten your leg again. Repeat ten times, three or four times a day.
	(3) _____ Move your ankle in a circular motion. Repeat five times in each direction, three or four times a day.
	(4) _____ Move your leg out to the side as far as you can and then back. Repeat ten times, three or four times a day.
	(5) _____ Stand up and lift your knee, but not too high. Hold for two or three seconds. Repeat ten times, three or four times a day.

Task 2

Work in

pairs!

Student A

1. You are a parent. Five minutes ago a poisonous snake bit your child. You phone an emergency helpline. Explain the situation to the helpline nurse, then listen and use these notes to find out what to do. Note down the instructions that you are given.

EXAMPLE

WHAT SHALL I do with the wound?

Should I put it on ice? Should I....?

- wound – ice? bandage?
- child thirsty – milk OK?
- walk around?
- doctor?

2. You are a nurse working on a telephone helpline the emergency, then use these notes to tell the caller what to do and to answer any questions.

EXAMPLE

MAKE sure he gets fresh Air! Open windows AND doors, AND

- fresh air ☐☐ (windows/doors ☐, carry if necessary☐, walk☐)
- mouth – wash out ☐ (water)
- milk ☐ (alcohol☐)
- skin – remove clothes if covered in pesticide☐
– wash ☐ (running water, 15 minutes+, chemicals☐)
- touch pesticide☐☐ (gloves☐☐)

Students B

1. You are a nurse working on a telephone helpline. Listen to your caller explain the emergency, then use these notes to tell the caller what to do and to answer any questions.

EXAMPLE

Wash the wound with SOAP AND water. Don't PRACTISE....

- wound – wash (soap and water)
 - ice
 - bandage (not too tight)
- immobilize the leg (lower than the heart)

-
- stand up, move
 - food, drink
 - hospital
- 2 A man you work with has spilt pesticide on his face, eyes, mouth. Phone the emergency helpline for instructions. Explain the situation to the helpline nurse, then listen and use notes to find out what to do. Note down the instructions that you are given.
- difficulty breathing – walk around?
 - drink?
 - mouth? eyes? skin?

K. CHECKING VITAL SIGNS

Learning Objectives

To ask permission to take vital

signs To record vital signs

Vital Signs:

- temperature (oral, armpit, celcius or fahrenheit)
- pulse (apical, temporal, femoral, radial, carotic, apex of heart, popliteal, dorsalis pedis, posterior tibialis)
- respiration
- BP (Blood Pressure: right arm or left arm).

It is now common practice for nurses to communicate with the patients as much as possible when they are doing routine nursing tasks. If the nurses talk, the patients become involved in their treatment. As the nurses take the patients' vital signs, it will be better if they say what they are going to do, explain why they are doing it and give the patients feedback.

I Need to Take your Vital Signs

Nurse: -I need to take your vital signs to make sure that your temperature, pulse, respiration and blood pressure are okay while you're staying in our hospital. ||

Patient: -All right. ||

Nurse: -I'm just going to wrap this cuff around your arm and pump some air into it so that I can read your blood pressure. Could you please roll up your sleeve a bit? ||

Patient: -Right. || (Patient rolls up his sleeve.) -Like this? ||

Nurse: -Yeah, that's fine. || (Nurse attaches cuff and starts

pumping.) Patient: -It feels a bit funny. ||

Nurse: -Don't worry. It won't hurt you. || Patient: -What is my blood pressure? || Nurse: -Your blood pressure is 120/80. || Patient: -Is it OK? || Nurse: -Yes. It's normal. ||

Task 1

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

- | | |
|---------------|----------------|
| 1 __eupnea | 5 resting rate |
| 2 __diastolic | 6 stable |
| 3 __apnea | 7 heart rate |
| 4 __systolic | |

A a measurement of how many times a person's heart beats per minute

B measures blood pressure as the heartbeats **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

Task 2

Look AT the pictures below! Describe WHAT the nurse is doing in EACH one!



L. TELLING SYMPTOMS

Learning Objectives:

To know how to tell symptoms of the patient

Reading Practice

Text 1

Signs and symptoms are the tools for making diagnosis, but what is the difference between the two?

The signs of an illness are the things that a doctor or a nurse can see and measure. Signs are things like spots and bleeding. Temperature, heart rate, blood pressure and respiration rate are all signs because you can measure them. Symptoms are the things which patient experiences, but others can't always see. Dizziness and nausea are examples of symptoms.

The symptoms which make a patient seek medical help in the first place are called the presenting symptoms. Medics describe them in terms of being either strong, mild or weak. Sometimes the symptoms of serious illness like cancer and diabetes are weak. They stay weak for a long time and the illness remains undiagnosed.

Many illnesses have the same symptoms. These are called non-specific. Fatigue is an example of this. It's a symptom of many kind of illness, both chronic and acute, and both physical and mental disorders.

Doctors ask patients about the onset of the symptoms, what they feel like, what relieves them and what makes them worse. The more detail they have, the faster they can make a diagnosis.

Vocabulary Building

Bleeding =

Blood pressure =

Dizziness =

Nausea =

Fatigue =

Task 1

From the text 1, Answer these questions below:

1. What is the different between sign and symptom?
2. What should doctors or nurses ask to the patient?

Task 2

1. She suffered and vomiting.
2. is an external symptom.
3. She had a abdomen.
4. are typical symptom of chicken pox.
5. A deep cut needs.....to heal properly.
6. A can cause itching.
7. He found a..... above his ankle.
8. He extreme are difficult to live with.

Choose the correct answer:

Stitches Bruising

Swollen Nausea

Mood swings Lump

Rash Spots

M. CARING FOR ELDERLY

Learning Objectives:

To know how to take care of the elderly in

English To be able reading text of caring for

elderly

Reading Practice

Text 1

Caring for the elderly: Dealing with resistance

Caring for the elderly CAN be CHALLENGING — PARTICULARLY if A loved one is resistant to CARE. UNDERSTAND WHAT'S CAUSING your loved one's resistance And how you CAN encourage cooperation.

By Mayo Clinic Staff

One of the toughest challenges you can face when caring for the elderly is resistance to care. How do you help a loved one who doesn't want or resists help? Understand why resistance to care might develop and strategies for fostering cooperation when caring for the elderly.

What causes resistance to care?

If your loved one is in need of care, he or she is likely dealing with loss — physical loss, mental loss, the loss of independence. Accepting care might mean relinquishing privacy and adjusting to new routines. As a result, your loved one might feel frightened and vulnerable, angry that he or she needs help or guilty about the idea of becoming a burden to family and friends.

In some cases, your loved one might be stubborn, have mental health concerns or simply think it's a sign of weakness to accept help. He or she might also be worried about the cost of certain types of care. Memory loss might also make it difficult for your loved one to understand why he or she needs help.

What's the best way to approach a loved one about the need for care?

If you suspect that your loved one will be resistant to care — whether from family, other close contacts or a service — you might be hesitant to bring up the topic. To start communicating with your loved one about his or her need for care:

- **Determine what help is needed.** Make an honest assessment of what kind of help your loved one needs and which services might work best.
- **Choose a time when you and your loved one are relaxed.** This will make it easier for you and your loved one to listen to each other and speak your minds.
- **Ask about your loved one's preferences.** Does your loved one have a preference about which family member or what type of service provides care? While you might not be able to meet all of your loved one's wishes, it's important to take them into consideration. If your loved one has trouble understanding you, simplify your explanations and the decisions you expect him or her to make.
- **Enlist the help of family members.** Family and friends might be able to help you persuade your loved one to accept help.
- **Don't give up.** If your loved one doesn't want to discuss the topic the first time you bring it up, try again later.

Vocabulary Building

Relinquishing =

Vulnerable =

Resistant =

Burden =

Task 1

After reading the text you can guess:

1. What is the type of the text?
2. What is the purpose of the text?
3. What is the topic of the text?

Expression

- He will feel better after a short sleep
- I'm afraid your grandfather will not remember your name
- I will help Nancy have her bath
- She likes to have a nap after lunch
- With a mobility aid she can look around the garden

44

Task 2

Make a dialogue between a nurse and a family member of the elderly (patient)!

APPENDIXES

LESSON PLAN “INTRODUCING SELF”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe a video (in class) <i>Appendix</i>	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask the questions related to the video (in class) 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students look for the information from the PowerPoint slides (in class) 	15 minutes
	Associating <ul style="list-style-type: none"> - Students make a dialogue based on the instruction from the module (in pairs) <i>Worksheet</i>	20 minutes
	Communicating <ul style="list-style-type: none"> - Students show their first performance in front of the class (in pairs) 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet

Make the dialogue (consists of a nurse and a patient) when the first time they meet for the medical checkup!

Appendix

Link: <https://www.youtube.com/watch?v=2CkDgbO2uHo>



LESSON PLAN “SHARING OBSERVATION”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. AGreet the students 2. Check students'attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe a video aboutSharing Observation (in class) <i>Appendix</i>	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask the questions relatedto the video (in class) <i>Worksheet 1</i>	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students look for the informationfrom the PowerPoint slides (in class) 	15 minutes
	Associating <ul style="list-style-type: none"> - Students observe the expressions from the pictures given (in groups) <i>Worksheet 2</i>	20 minutes
	Communicating <ul style="list-style-type: none"> - Students show their first performance in front of the class (ingroups) 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet 1

Name: _____

TRUE OR FALSE

These sentences below are the situations from the video that has been shown. If the sentence is true, circle T (true) as the answer and if the sentence is not true circle F (false) as the answer.

1. The patient seems uncomfortable when she is walking T - F
2. The patient was falling down from the stairs T - F
3. The nurse takes the patient to emergency room T - F
4. The patient looked tense before the operation T - F
5. The nurse said that the operation will be successful T - F
6. The operation did not work well T - F
7. The patient's legs cannot be healed after the operation T - F
8. The nurse said that the patient can do her activity again T - F

GROUP WORKSHEET

Worksheet 2

- Observe the patient's expressions
- Show each picture to the class, and tell your observations.

[illegible]

GROUP WORKSHEET

Worksheet 2

- Observe the patient's expressions
- Show each picture to the class, and tell your observations.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

GROUP WORKSHEET

Worksheet 2

- Observe the patient's expressions
- Show each picture to the class, and tell your observations.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GROUP WORKSHEET

Worksheet 2

- Observe the patient's expressions
- Show each picture to the class, and tell your observations.

[illegible]

GROUP WORKSHEET

Worksheet 2

- Observe the patient's expressions
- Show each picture to the class, and tell your observations.

[illegible]

GROUP WORKSHEET

Worksheet 2

- Observe the patient's expressions
- Show each picture to the class, and tell your observations.

[illegible]

Appendix

Link: <https://www.youtube.com/watch?v=XkRAUGGHNEI&t=185s>



LESSON PLAN “GIVING MEDICAL DIRECTION”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe a video (in class) <i>Appendix</i>	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask the questions related to the video (in class) 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students look for the information from the PowerPoint slides (in groups) 	15 minutes
	Associating <ul style="list-style-type: none"> - Students make a dialogue based on the instruction from the module 	20 minutes
	Communicating <ul style="list-style-type: none"> - Students show their dialogue in front of the class. 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet

Choose one of these situations and make the dialogue below!

- a. The patient needs to go to the laboratories to do the DNA test.
- b. The patient asking the Orthopedist's room.
- c. The patient asking about the schedule of the dentists.
- d. The nurse needs the patient's ID to write it into the note for the health record.

Dialogue

Appendix

Link: <https://www.youtube.com/watch?v=aZ8K7CRL9BM>



LESSON PLAN “ASKING AND GIVING DIRECTION”

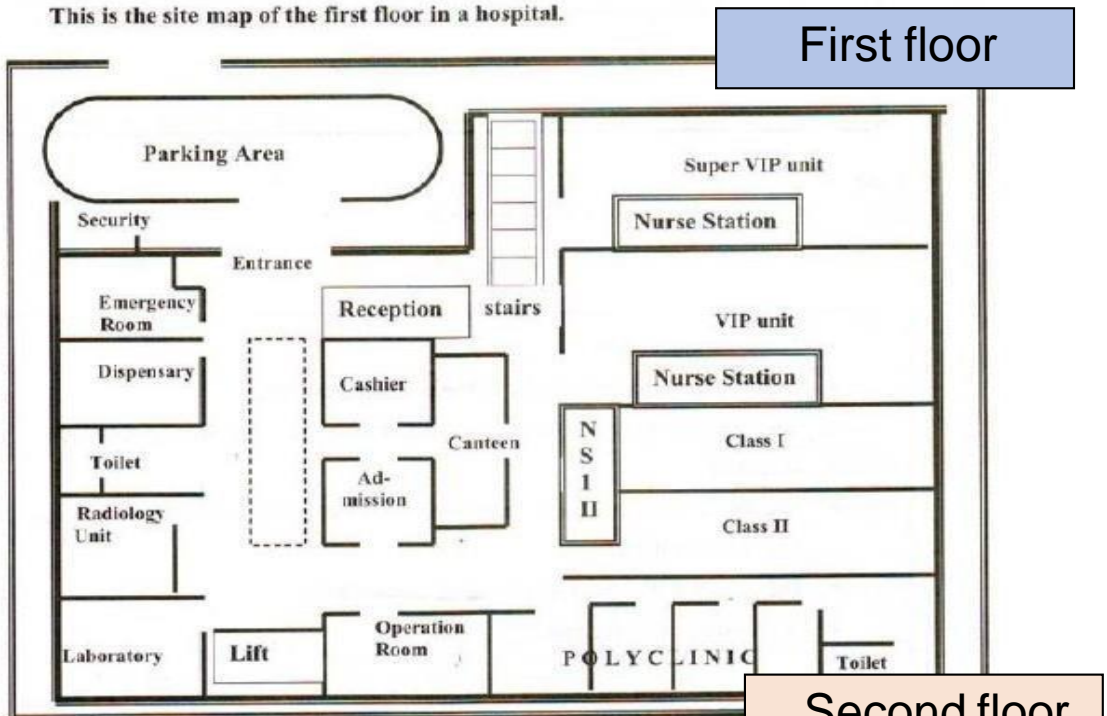
Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Openin g	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe prepositions of place and movement (in class) 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask about the uses of prepositions of place and movement (in class) 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Teacher explains the material about the expression of asking and giving directions <i>See PAGE 8</i> - Teacher shows a picture of hospital map and explain how to use the expressions for giving directions correctly - Students analyze the pictures of map (in group) <i>Worksheet 1</i> 	15 minutes
	Associating <ul style="list-style-type: none"> - Students make a conversation refer to the site map given by teacher (work in pair) 	20 minutes
	Communicating <ul style="list-style-type: none"> - Students decide a place based on the map and make the direction (work in group) - Each group guess or answer the place which given by other group. 	25 minutes

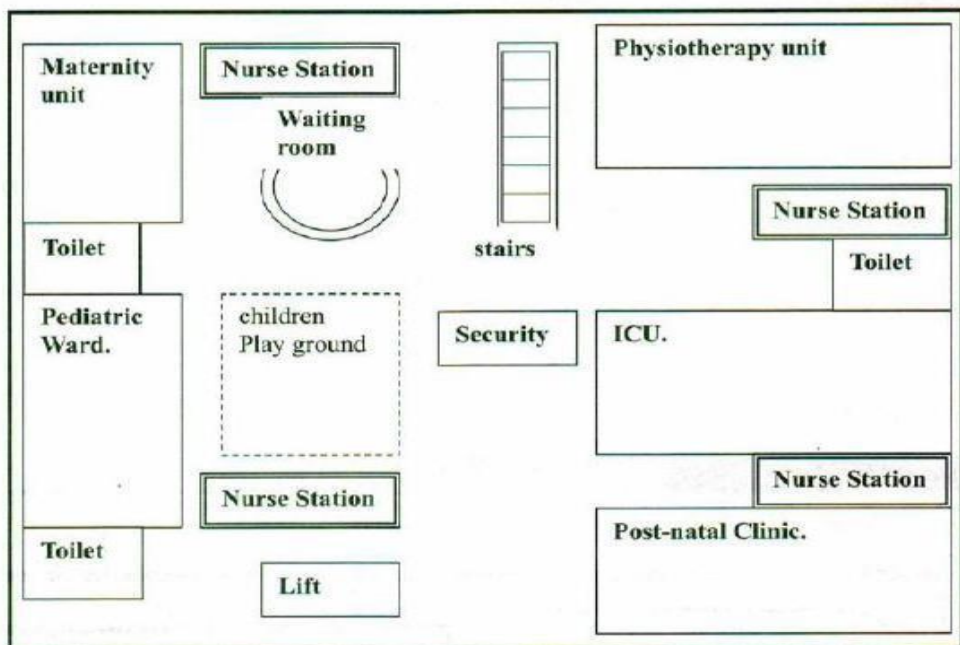
	- Students write some unfamiliar vocabularies (individual) <i>Worksheet 2</i>	
Closing	1. Conclude the materials 2. Close the session	5 minutes

Worksheet 1

This is the site map of the first floor in a hospital.



This is The 2nd floor of a hospital.



The starting points are as follows.

1. The security to maternity unit
2. The nurse station in ICU to the canteen
3. The security to the toilet (between dispensary and radiology)
4. The emergency room to the lift
5. The polyclinic to the pediatric ward (on the 2nd floor)
6. The waiting room to the children playground (on the 2nd floor)
7. The operation room to ICU (opposite the physiotherapy unit)
8. The entrance to the Class 1
9. The nurse station (near the lift on 2nd floor) to the laboratory
10. The emergency room to admission

[illegible]

Hospital Map



- Make group of four.
- Each group decides a place based on the map above.
- Tell the place one by one in front of the other groups, and then let them guess the place.
- The fastest group who raise their hands become the group which has a chance to answer/guess it.
- The winner is the group which has the highest point
- Other groups take their turn

For example: From the Royan avenue, go straight then you turn left through second parking area and you turn left again. The room is a wide one.

LESSON PLAN “ASSESSING (1): GENERAL”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe of the table expressions to collect demographic data elements - Students observe the questions to collect current and past health- illness data 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask about the meaning of each expressions (in class) 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Teacher explains the material about the function or the use of each expression. - Students practice the expression to initiate communication - Students analyze how to ask the patient about current- health and illness status and history of past health and illnesses (in group) <i>See PAGE 15</i>	15 minutes
	Associating <ul style="list-style-type: none"> - Students use information to complete the task (work in pair) - Students write some unfamiliar vocabularies (individual) 	20 minutes

	Worksheet 1	

	Communicating	
	<ul style="list-style-type: none"> - Students assess their friend's current health condition by using question listed (in pair) <p><i>Worksheet 2</i></p>	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet 1

Name: _____

- Interview your friend
- Fill in the blanks with his/her personal demographic data.

Nam	:	—
eAge	:	—
Sex	:	—
Address	:	—
City, State	:	—
Phone	:	—
Religion	:	—
Marital Status	:	—
Health Insurance	:	—
Current Occupation and	:	—
Title	:	—
Family status	:	—
Reason for contact	:	—
Date, time of contact	:	—

Task 2. Pair Work

Assess your partner or your friend's current health condition by using questions listed above!

[illegible]

LESSON PLAN “ASSESSING (2): PATIENT”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Openin g	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe of the table expressions to check the patient's complaint/condition, symptoms and physical problem, and how to report about patient's condition/complaint. 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask about the meaning of each expressions (in class) - Students ask questions related to each expression (in class) 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Teacher explains the material about the function or the use of each expression. - Students practice the expression to initiate communication - Students look for the information as the task require (in pair) 	15 minutes
	Associating <ul style="list-style-type: none"> - Students use information to complete the task (work in pair) - Students write some unfamiliar vocabularies (individual) 	20 minutes

	Communicating	25 minutes
--	---------------	---------------

	- Students read the dialogue that they have made front of class (inpair)	
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Provide a task as homework 3. Close the session 	5 minutes

LESSON PLAN “ASSESSING (3): PAIN”

Time allocation: 2 x 45 minutes






Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe the material about pain assessment. 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask questions about the material. 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students discuss with group about the description about pain with their own word. 	15 minutes
	Associating <ul style="list-style-type: none"> - Students answer the question in the paper 	20 minutes
	Communicating <ul style="list-style-type: none"> - Students collect the paper. 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet 1

Read the text below and write T (true) or F (false) next to EACH of the statements.

1. Assessing pain is straightforward process
2. Pain is an object experience
3. It is important for a nurse to use objective criteria to measure the level of pain
4. Colour 'mood' chart are only useful for children
5. The first step for a nurse is to identify characteristics of the patient's pain.

Match the Adjective to the picture, make the line to the right Adjective.

				
shooting	gnawing	stabbing	burning	stinging

Make the description of PAIN in your own Language.

LESSON PLAN “MONITORING THE PATIENT”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none">1. Greet the students2. Check students' attendance3. Ask about previous materials4. State the objective of the today's lesson	5 minutes
Lead	Observing <ul style="list-style-type: none">- Students observe about asking common communicable disease and current health and illness status.	5 minutes
	Questioning <ul style="list-style-type: none">- Students ask questions about the material.	5 minutes
	Collecting Information <ul style="list-style-type: none">- Students look for the information from the books	15 minutes
	Associating <ul style="list-style-type: none">- Students answer the question in the paper	20 minutes
	Communicating <ul style="list-style-type: none">- Students collect the paper	25 minutes
Closing	<ol style="list-style-type: none">1. Conclude the materials2. Close the session	5 minutes

Task 1

Choose the correct option to complete the sentences

6. The heart rate *Are monitored / is monitores / monitored* regularly
7. The nurses *Are checked / is checked / checked*
8. Mrs. Ramone *removed / were removed / WAS removed* her dentures before going to the theatre
9. I *didn't tell / WASN't told / not told* i was expecting twins
10. She *WASN't give / GAVE / given* the correct diagnosis

Task 2

Use the information in the text to complete the sentence with the correct answer a, b or c

1. Nurses are in a good position to
 - a. Monitor patients
 - b. Specialize
 - c. Get to know their patients

2. What is happening to this patient ? is a question which
 - a. Only nurses can answer
 - b. Monitoring helps to answer
 - c. Nurses must ask

3. Technological aids give information about
 - a. Internal organs
 - b. Bodily fluids
 - c. Vital signs

-
4. Self monitoring is
 - a. Done by doctors and nurses
 - b. Done at a hospital
 - c. Cheap and convenient

Task 3

Make a conversation about Asking common communicable disease or current health and illness status.

LESSON PLAN “DIAGNOSING HEALTH PROBLEMS”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe a video (in class) 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask questions related to the video (in class) 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students look for the information from the PowerPoint slides (in groups) 	15 minutes
	Associating <ul style="list-style-type: none"> - Students make a conversation about diagnosing health problems based on the picture on the worksheet. 	20 minutes
	Communicating <ul style="list-style-type: none"> - Students play the role in front of the class 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet 1

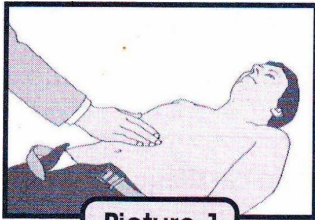
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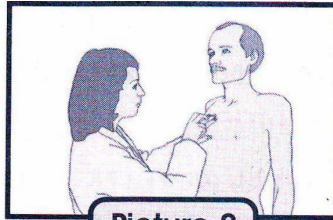
1. The nurse performs an assessment of a newly admitted patient. The nurse understands that this admission assessment is conducted primarily to:
 - a. Diagnose if the patient is at risk for falls.
 - b. Ensure that the patient's skin is intact
 - c. Establish a therapeutic relationship
 - d. Identify important data
2. When two nursing diagnoses appear closely related, what should the nurse do first to determine which diagnosis most accurately reflects the needs of a patient?
 - a. Reassess the patient
 - b. Examine the related to factors
 - c. Analyze the secondary to factors
 - d. Review the defining characteristics
3. A nurse is revising a client's care plan. During which step of the nursing process does such a revision take place?
 - a. Assessment
 - b. Planning
 - c. Implementation
 - d. Evaluation
4. The nurse in charge identifies a patient's responses to actual or potential health problems during which step of the nursing process?
 - a. Assessing
 - b. Diagnosing
 - c. Planning
 - d. Evaluating
5. A female patient is diagnosed with deep-vein thrombosis. Which nursing diagnosis should receive the highest priority at this time?
 - a. Impaired gas exchange related to increased blood flow
 - b. Fluid volume excess related to peripheral vascular disease
 - c. Risk for injury related to edema
 - d. Altered peripheral tissue perfusion related to venous congestion

Worksheet 2

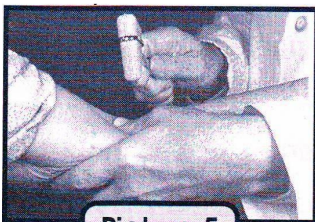
Choose one picture and play the role with your group in front of the class!



Picture 1



Picture 2



Picture 5



Picture 4

LESSON PLAN “UNDERSTANDING AND GIVING INSTRUCTIONS”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students observe a Language Spot about understanding and giving instruction (in class) 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask the right exercise related to a brochure (individual) <p><i>Worksheet</i></p>	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students look for the information from the Instruction Charts (in class) <p><i>See PAGE 34</i></p>	15 minutes
	Associating <ul style="list-style-type: none"> - Students observe the situation from the Speaking Cards given (in pairs) <p><i>Appendix</i></p>	20 minutes
	Communicating <ul style="list-style-type: none"> - Students play simulation in front of the class as Student A or B 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes






Worksheet

Name: _____

Read this brochure and write the correct exercise in each space (1-5)!

Exercises for Recovery

Regular exercises are important to help you after surgery. Your orthopaedic surgeon and physical therapist may recommend that you exercise 20 to 30 minutes, two, or three times a day.

 standing knee bends	(1) _____ In bed, slowly push your foot up and down. Repeat several times a day. You can do this exercise immediately after surgery.
 ankle rotations	(2) _____ Keep your heel on the bed and bend your knee. Then straighten your leg again. Repeat ten times, three or four times a day.
 leg lifts	(3) _____ Move your ankle in a circular motion. Repeat five times in each direction, three or four times a day.
 knee bends	(4) _____ Move your leg out to the side as far as you can and then back. Repeat ten times, three or four times a day.
 ankle pumps	(5) _____ Stand up and lift your knee, but not too high. Hold for two or three seconds. Repeat ten times, three or four times a day.

Appendix

Speaking

Cards Work in

pairs! Student

A

1. You are a parent. Five minutes ago a poisonous snake bit your child. You phone an emergency helpline. Explain the situation to the helpline nurse, then listen and use these notes to find out what to do. Note down the instructions that you are given. EXAMPLE

What shall I do with the wound?

Should I put it on ice? Should I....?

- ☐ wound – ice? bandage?
- ☐ child thirsty – milk OK?
- ☐ walk around?
- ☐ doctor?

2. You are a nurse working on a telephone helpline the emergency, then use these notes to tell the caller what to do and to answer any questions. EXAMPLE

Make sure he gets fresh Air! Open windows And doors, And

- ☐ fresh air ☐ (windows/doors ☐, carry if necessary ☐, walk ☐)
- ☐ mouth – wash out ☐ (water)
- ☐ milk ☐ (alcohol ☐)
- ☐ skin – remove clothes if covered in pesticide ☐
– wash ☐ (running water, 15 minutes+, chemicals ☐)
- ☐ touch pesticide ☐ (gloves ☐)

Appendix

Speaking

Cards Work in

pairs! Student

B

1. You are a nurse working on a telephone helpline. Listen to your caller explain the emergency, then use these notes to tell the caller what to do and to answer any questions.

EXAMPLE

WASH the wound with soap And water. Don't practise....

- wound – wash (soap and water)
 - ice
 - bandage (not too tight)
 - immobilize the leg (lower than the heart)
 - stand up, move
 - food, drink
 - hospital
2. A man you work with has spilt pesticide on his face, eyes, mouth. Phone the emergency helpline for instructions. Explain the situation to the helpline nurse, then listen and use notes to find out what to do. Note down the instructions that you are given.
 - difficulty breathing – walk around?
 - drink?
 - mouth? eyes? skin?

LESSON PLAN “CHECKING VITAL SIGNS”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Openin g	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. Ask about previous materials 4. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students read a text about checking vital signs (in class) 	5 minutes
	Questioning <ul style="list-style-type: none"> - Students ask the meaning of the words related to vital signs to know their medical prior knowledge about vital sign (individual) <p><i>Worksheet</i></p>	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Students do role-play practise based on dialogue the teacher shows on Power Point presentation (in pairs) <p><i>See PAGE 38-39</i></p>	15 minutes
	Associating <ul style="list-style-type: none"> - Students observe the pictures from Power Point presentation shown (individual) <p><i>Appendix</i></p>	20 minutes
	Communicating	25 minutes

	- Students describe what the nurse is doing in each one pictures in front of the class	
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	5 minutes

Worksheet

Name: _____

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

1 __eupnea 5 resting rate

2 __diastolic 6 stable

3 __apnea 7 heart rate

4 __systolic

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

Appendix

Look at the pictures below! Describe what the nurse is doing in each one!



LESSON PLAN “TELLING SYMPTOMS”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students read a text about symptoms 	10 minutes
	Questioning <ul style="list-style-type: none"> - Students ask question related to the text 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Teacher show a ppt slide - Students do a task from the module <i>Worksheet 1</i>	15 minutes
	Associating <ul style="list-style-type: none"> - Students make a dialogue of a nurse and a patient <i>Worksheet 2</i>	20 minutes
	Communicating <ul style="list-style-type: none"> - Students perform the dialogue with his/her partner without reading the script 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	10 minutes

Worksheet 1

Fill in the blank with a correct answer!

1. She suffered and vomiting.
2. is an external symptom.
3. She had a abdomen.
4. are typical symptom of chicken pox.
5. A deep cut needs to heal properly.
6. A can cause itching.
7. He found a... above his ankle.
8. He extreme are difficult to live with.

Choose the correct

Stitch Bruise

Swollen Nausea

Mood swings

Rash Spot

WORKSHEET 2

Make a dialogue (conversation) between a nurse and a patient telling and asking symptoms of the patient!

[illegible]

LESSON PLAN “CARING FOR ELDERLY”

Time allocation: 2 x 45 minutes

Session	Learning Activities	Time
Opening	<ol style="list-style-type: none"> 1. Greet the students 2. Check students' attendance 3. State the objective of the today's lesson 	5 minutes
Lead	Observing <ul style="list-style-type: none"> - Students read a text about caring for elderly from the teacher 	10 minutes
	Questioning <ul style="list-style-type: none"> - Students ask question related to the text 	5 minutes
	Collecting Information <ul style="list-style-type: none"> - Teacher show a ppt slide - Students make a summary from ppt slide <i>Worksheet 1</i>	15 minutes
	Associating <ul style="list-style-type: none"> - Students make a dialogue of nurse and a family of the elderly <i>Worksheet 2</i>	20 minutes
	Communicating <ul style="list-style-type: none"> - Students perform the dialogue with his/her partner without reading the script 	25 minutes
Closing	<ol style="list-style-type: none"> 1. Conclude the materials 2. Close the session 	10 minutes

Worksheet 1

Make a summary from the slide show you see!

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.....

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Worksheet 2

Make a dialogue (conversation) consist of a nurse and a family member of a patient when the family member visits the elderly (his/her parent)!

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.....

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BAB III

PENUTUP

Praktikum Bahasa Inggris Kesehatan (kesmas) merupakan komponen penting dalam pendidikan kesehatan masyarakat. Modul praktikum ini dirancang untuk memberikan mahasiswa pengetahuan dan keterampilan yang diperlukan untuk Mendengar, berbahasa agar komunikasi Internasional bisa tersampaikan dengan baik.

Melalui pemahaman yang mendalam tentang bahasa inggris dan penerapannya dalam praktik, diharapkan mahasiswa dapat berkontribusi secara signifikan dalam upaya peningkatan kesehatan masyarakat dan pengendalian penyakit. Dengan terus mengembangkan dan menyempurnakan modul ini, kita dapat memastikan bahwa lulusan program kesehatan masyarakat memiliki keterampilan dan pengetahuan yang diperlukan untuk menjalankan peran mereka secara efektif dan profesional.

Dengan demikian, modul ini tidak hanya menjadi alat pembelajaran tetapi juga pondasi yang kokoh untuk membangun sistem kesehatan yang lebih kuat dan responsif.

Penyusun, 2020

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