SULUH ADILUHUNG
PUBLISHER

Basic English

FOR HEALTH STUDENTS

YOYOK FEBRIJANTO

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Basic English for Health Students

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Preface

Basic English for Health Students, partly reflects the concern with the fact that teaching basic English to specific English in health is needed recently. This huge requirement must be anticipated by English teachers not in teaching the language only but more on the specific subject or content. One of the ways to anticipate this phenomenon is by functioning English teachers to write the materials for health students. This can be produced by cooperation with other subject specialists.

Professionalism in health means mastering in many aspects which related to cognitive, affective and psychomotor. To be professional health worker, a student needs to be prepared with English as a universal communication tools, enable to think, judge and act in communicable English.

This student book developed communication exercises. The exercises that are intended to allow students understanding speaking in nursing care, reporting in nursing care, and presentation of nursing activity and its situation related to nursing care usually done in the hospital. The exercises may help the students achieve communicative competence in English.

This student book provides the possibility of choice to achieve English language competency of nursing according to the procedures, methods and techniques of teaching basic English, it will help students to communicate proficient in the whole process of nursing. Criticism or feedback orientation to enhance this material is expected of the reader, as the developer aware that there are many weaknesses in developing of this book.

Kediri, December 2024

Yoyok Febrijanto

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INTRODUCTION

1. Description of Course Book

Basic English for Health Students is composed of 9 units which has been adapted to contextual teaching learning to meet the achievement of competence in English professional nursing. This course book gives the possibility of choice to achieve those competences according to the procedures, methods and techniques of teaching learning English that will help learners to communicate proficiently in the whole process of nursing care. The focus of the learning activities includes mini-lecture, brainstorming, working in pairs, small group discussion, role play/performance and presentation.

2. Usage of Course Book

Professionalism in nursing includes many good aspects related to cognitive, affective and psychomotor. To be able to think, to understand and to behave as professional nurses, nursing students need to be prepared with English as a universal communication tools, enable to think, judge and act in communicable English.

Basic English for Health Students consists of communicative exercises in the nursing process. The exercises are intended to allow students to understand speaking in nursing care, reporting in nursing care, and taking action on nursing activity and its situation related to nursing care usually done in the hospital and these exercises may help the students achieve communicative competence in English professional nursing.

2.1 For Students

To learn this course book and answer the exercises, students should use other recommended source books to complete comprehensive understanding and practice. The exercises can be done on the pages that has been provided or collected in accordance with the lecturer's instructions in teaching learning process.

2.2 Role of Lecturer

The lecturer's role is as facilitator in any implementation of teaching learning process both inside and outside the classroom.

3. Learning Outcome

Students are able to improve English language skills in understanding and implementing communication in English both spoken and written texts based on proper grammar and communicative techniques in conversation and presentation of accurate, current, acceptable, and practice through simulation in the context of academic and nursing care. The following are sub learning outcomes divided into 3 parts such as:

Understanding Speaking in Nursing Care

The following indicators as the achievements of the students in this units are:

1) Relationship with Colleagues and Patients

a) Understanding vocabulary and useful expression in self introduction, colleagues, other professions and patients.
b) Applying greetings and self introduction, colleagues, other professions and patients.
c) Writing a suitable expression in conversation.
d) Practicing conversation.

2) Hospital Orientation
   a) Understanding vocabulary and useful expression in giving direction.
   b) Identifying rooms, wards, and departments in the hospital.
   c) Distinguishing each room, wards and departments in the hospital.
   d) Asking direction of the rooms, wards and departments in hospitals.
   e) Providing guidance where the rooms, wards and departments in hospital (giving direction).
3) Medical/Nursing Supplies and Instruments
   a) Identifying the medical/nursing supplies and instruments.
   b) Explaining the functions of the medical/nursing supplies and instruments.
   c) Practicing in conversation the usage of the medical/nursing supplies and instruments.
4) Specialties in Hospital
   a) Identifying the experts in the field of health and nursing.
   b) Describing the writing experts in the field of health and nursing.
   c) Pronouncing the names of the experts.
   d) Describing their expertise and their workplaces.

Reporting in Nursing Care

The following indicators as the achievements of the students in this units are:

5) Making An Appointment
   a) Telling related to time, dates and doctor's schedule.
   b) Mentioning the time and date to the patient.
   c) Explaining to the patient about the doctor's schedules in hospital.
6) Nurse's Duties in The Ward
   a) Understanding vocabulary and useful expression related to nursing activity.
   b) Describing nursing activity in a shift.
   c) Making expression about nursing and reporting activities related to patients.
7) Getting Personal Data
   a) Understanding vocabulary and useful expression related to collecting biographical data of patient.
   b) Asking the patient biographical data through interview.
   c) Explaining how to fulfill biographical data of patient into form.

Taking Action on Nursing Activity and Its Situation Related to Nursing Care

The following indicators as the achievements of the students in this units are:

8) Parts of the Body and Pains
   a) Mentioning the parts of the human body.
   b) Describing pain location of the body that has the problem.
   c) Understanding and assessing pain.
9) Describing Signs and Symptoms
   a) Understanding vocabulary and useful expression in asking patient's signs and symptoms.

b) Assessing and recording the patient's problems.
c) Asking complaints of the patient.

10) Checking Vital Signs
a) Understanding vocabulary and useful expression in measuring vital signs.
b) Applying measurement of vital signs.
c) Reporting the result of body temperature, blood pressure, respiration, and pulse.
d) Understanding vocabulary and useful expression about measurements.
e) Understanding how to give instruction in procedure of measurements.
f) Writing nursing documentation of measurements result.

4. Student's Evaluation

a) Self Assessment (products)
b) Peer Assessment in group (products)
c) Lecturer Assessment (products, discussion, performance, and presentation)
d) Middle Test
e) Final Test

5. Student's Instruction and Feedback

The students are expected to learn this course book carefully according to the manual that is in every unit. The students need to use other sources to support to mastering the materials better. The students need to do all the exercise, assignments, middle and final tests given as feedback to determine the extent of understanding of the materials in teaching learning process. Only the earnest efforts, the students will succeed in achieving the expected competencies in this course.
Good luck with you!

Unit 1
RELATIONSHIP WITH COLLEAGUES AND PATIENTS

A. Sub Learning Outcome and Indicators

After teaching learning process in this unit, the students are able to understand speaking in nursing care about relationship with colleagues and patients with the following indicators such as:

a) Understanding vocabulary and useful expression in self introduction, colleagues, other profession and patients.
b) Applying greetings and self introduction, introduce colleagues, other profession, and patients.
c) Writing a suitable expression in conversation.
d) Practicing conversation.

B. Language Competency

Objective	: Students will be able to introduce himself/herself to colleagues, other profession, and patients.
Language function	: Greeting and Introduction
Language focus	: My name is .... How can I call you? May I address/call you with...
Grammar focus	: Present Tense with ***be***, Question words with ***be***, and Simple Present Tense
Related Nursing Skill	: Communication Techniques (initiating an interaction)

C. Materials

Brainstorming:

1. Look at this picture. Figure out who they are. (General physician, Head Nurse, Charge Nurse, Staff nurse, Student Nurse, and Healthcare assistant).

Source: Courtesy of Kediri Baptist Hospital

Listening and Speaking:

Arriving in a hospital for the first time, whether they are as student nurses or new employees, can be scary. This conversation helps students carry out and understand simple introductions. It also presents some of the key personnel in a hospital.

Staff Nurse : Hello, I'm Maria Anita, I am Staff Nurse here.

Health Assistant : Hi, Ms. Anita. I'm Titin Kurnia. I'm a healthcare assistant for Pediatric Ward.

Staff Nurse : Nice to meet you, Mrs. Kurnia. Anyway, I am looking for head nurse of this ward. Could you help me?

Charge Nurse : (*Interrupting*) Excuse me, are you Head nurse Mrs. Nita Yusiana?

Staff Nurse : No, I am not. I want to see her, too.

Charge Nurse : Oh, really...

Health Assistant : Mrs. Yusiana is in the nurse station. Come on...to see!

(*Walking together to the Nurse station*)

Health Assistant : Mrs. Yusiana, do you have guests?

Head Nurse : Thank you, Mrs. Kurnia. Yes, I am head nurse here. Could I help you?

Charge Nurse : Please to meet you. I'm new Charge Nurse Kurniawan Edi.

Head Nurse : Good to meet you, Mr. Edi. We have been waiting.

Charge Nurse : It is nice, can be a part in this pediatric ward.

(*Greeting someone in the Nurse station*)

Charge Nurse : Hi. My name's Edi.

Student Nurse : Hello, Mr. Edi. I'm Albert Nayobe. Just call me Albert. So, where are you from, Mr. Edi?

Charge Nurse : I'm from Surabaya. I'm the new charge nurse. What do you do in the ward?

Student Nurse : I'm a student. Now I am collecting data for my study case.

Source: Courtesy of STIKES RS Baptis Kediri

2. Introduce yourself to the team. You might act as if you were to be a part of them.
3. Find out the definition of the following occupation/job title and then describe their duties and responsibility (discovery learning).
   a) Charge nurse/Ward Sister is ....
   b) Head nurse is ....
   c) Staff nurse is ....
   d) Healthcare assistant is ....
   e) Student nurse is ....
   f) General Physician (GP) is ....

Grammar Focus:

Present simple of *be*

I am ('m)	I am not ('m not)	Am I?
you/we/they are ('re)	you/we/they are not (aren't)	Are you/we/they?
he/she/it is ('s)	he/she/it is not (isn't)	Is he/she/it?
We can use ***be*** to say a person's name, job and country, etc.	*What's your name? **I'm** Staff Nurse Sophie.* ***Are** you Sister Dyah? Yes, I **am**.* *Is she a student nurse? No, she **isn't**.* *He**'s** a student nurse.* *They**'re** healthcare assistants.* ***I'm not** from Philippine. I'm from Indonesia.*	
Complement: adjective, noun thing /person, adverbial of place /time.	*I am a dentist (Noun person)* *They are in the garden (Adv. of place)* *Mr. Tony is very happy today. (Adj.)* *This syringe is sharp (Noun thing)* *Today is Friday (Adv. of time)*	
<u>Question Words with **be**</u> What is your name? Who are you? Where is she/he from?	Where are you from? How long have you been in this .....? Who is she/he?	

4. Complete this conversation with the correct form of **be** (is / am / are).

Staff Nurse :Hello, I ...(1).... Staff Nurse Winda. ...(2) ..... you the charge nurse?
Charge nurse :Hi, Yes, I ...(3)..... . I'm Sonya.
Staff Nurse :Nice to meet you, Sonya. Where are you from?
Charge nurse :I'm from Jakarta.

Student nurse : Excuse me, ...(4)..... you Ward Sister Galuh?
Ward Sister : No, I ...(5)..... not.
Student nurse : Oh! Sorry about that, ...(6)..... she in Medical Ward?
Ward Sister : No, she ...(7)..... . She (8)..... in Surgical Ward.
Student nurse : Oh, OK. Thanks very much.

Student nurse : Excuse me, I need a healthcare assistant.
Healthcare assistant : I ...(9)..... a healthcare assistant. Can I help you?
Student nurse : Hi, sorry. I ...(10)..... a student nurse. I need a little help.
Healthcare assistant : No problem. What do you need?
Student nurse : I need a bedpan to help my patient.

5. Work in pairs. Introduce yourselves. Use this model to help you.
A: Hi. My name's [your name]. I'm a[n] [your job title],
B: Hello, [partner's name]. I'm [your name], a[n] [your job title].
A: Hi, really nice to meet you. Are you from [partner's country]?
B: Yes, I am! And you? Where are you from?
A: I'm from [your country].
B: Nice to meet you, too!

Useful Expression:

Every nurse and student nurse need a communication skill. When you communicate to a stranger, patient, doctor, or medical staff, you need some clues and expression to start your conversation. In this unit, you will be introduced to several common phrases starting with a conversation and useful expression.

1. Greetings Hello .... Good .....Mr...../ Miss...../ Mrs..... morning (until 12 mid day) afternoon (until dark, 5 to 6 pm) evening (after dark)	**3. Addressing someone** How can I call/address you? May I call/ address you with .....? Your name, please? ; May I have your name? Could you tell me what is your name? Would you mind telling me your name? Can I get your name?
2. Introducing oneself and initial nursing intervention I'm nurse .....(your name). I will take care of you today. I am a cardiologist She is a midwife They are students nurse We are dentists	**4. Response** Please, address me with .....(Mr, Mrs, my first name); Call me .....; You may address me ..... Why don't you call me ..... **5. Pre-closing** Now, I need to visit other patients. If you need (anything/ a help / something/ my assistance) please just press the call button, a nurse will help you.

Listening and Speaking:

6. Conversation with colleagues
Agency Nurse : It's nice hospital, isn't it?
Nurse : Yeah Really.
Agency Nurse : By the way, my name is Jane Johnson
Nurse : Glad to meet you, I am Nilansari Putri.
Agency Nurse : Pleasure to meet you. Excuse me, can you say again your first name?
Nurse : You mean... my first name?

Agency Nurse : Yes.
Nurse : Oh. My first name is Nilansari and how should I call you?
Agency Nurse : Just call me Putri.
Nurse : And where are you from, Ms. Jane?
Agency Nurse : I am from Nurse Pro Agency, Sydney, Australia and you?
Nurse : I am from Malang, My place is near from this hospital.
Agency Nurse : And who are you, Ms. Putri?
Nurse : I am a nurse in this hospital and what about you? By the way, is there any business to take?
Agency Nurse : I am an agency nurse. Now I am recruiting professional nurses who want to work in Australia.
Nurse : Well, Ms. Jane. We have arrived at Mrs. Agung's Office. I have to go, see you later Ms. Jane.
Agency Nurse : Thank you so much Ms. Putri.
Nurse : You Are welcome.
Mr. Haris : Good morning, Nurse.
Nurse : Good morning too. What kind I do for you, Sir?
Mr. Haris : Yes, I would like to meet dr. Frank
Nurse : Of course, but if you don't mind telling me, what for do you want to meet him?
Mr. Haris : I have an appointment with him at 10.30 am.
Nurse : I see, and what is your name, Sir?
Mr. Haris : My name is Juwito Harris
Nurse : Sorry, how do you spell your last name?
Mr. Haris : It's H-A-R-R-I-S and my first name is J-U-W-I-T-O
Nurse : And who are you, Sir?
Mr. Haris : I am an orthopedic surgeon from General Hospital.
Nurse : Well, Mr. Harris, would you wait here for a moment, I am going to call dr. Frank first.
Mr. Haris : Thanks a lot
Nurse : You are welcome.

Grammar Focus:

Present simple

I/you/we/they live I/you/we/they do not (don't) live Do I/you/we/they live?	he/she/it lives he/she/it does not (doesn't) live Does he/she/it live?
We use the present simple to talk about something that is always or usually true.	They work in this hospital.
We also use it to talk about things that happen regularly.	He walks to the hospital every day.

7. Complete this text with the correct present simple form of the verbs in brackets.

Mr. Suluh is an agency nurse from the Nurse Pro Agency. He is an Indonesian but he (1)..... .....(not live) in Indonesia . He (2).....(live) in Sydney now and he (3) ..... (work) here too. Mr. Suluh (4) ..... (have) two friends at this hospital: Peter and Marcus; but he (5) ....(not work) the same shifts as usually (7)..... (work) during the night shift.

8. Class Activity (individual work)

Complete the blanks with suitable expression taken from the useful expression above. Then, practice with your partner.

Nurse : .**1**.....
Mrs. Elli : Good morning, nurse
Nurse : .**2**.....
Mrs. Elli : Not very well I think.
Nurse : I'm nurse ....., **3**.....
Your name is written here "Mrs. Erva Elli"
.**4**.....
Mrs. Elli : Please call me Mrs. Elli
Nurse : .**5**.....
Mrs. Elli : Ok, thank you, nurse
Nurse : .**6**....., **7**.....
Mrs. Elli : See you

9. Class Activity (Introducing yourself to a colleague)

Fill in the blanks with suitable expressions, and the practice with your partner.

Nurse Mellisa : Hi. What's your name?
New Nurse : **1**.....
Nurse Mellisa : I'm Mellisa. I haven't seen you before.
New Nurse : .**2**.....
Nurse Mellisa : Where are you from?
New Nurse : **3**.....
Nurse Mellisa : How long have you been in this country?
New Nurse : .**4**.....
Nurse Mellisa : How do you like this country?
New Nurse : **5** .....
Nurse Mellisa : Nice to meet you
New Nurse : **6**.....

10. Class Activity (Introducing another person formally)

Fill in the blanks with suitable expressions, and the practice with your partner. Use your own name and your friend's name.

New Nurse : .**1**.....?
My name is Shinta. I'm a new nurse here.
Nurse : .**2**.....
My name is Fedelita. **3**.....?

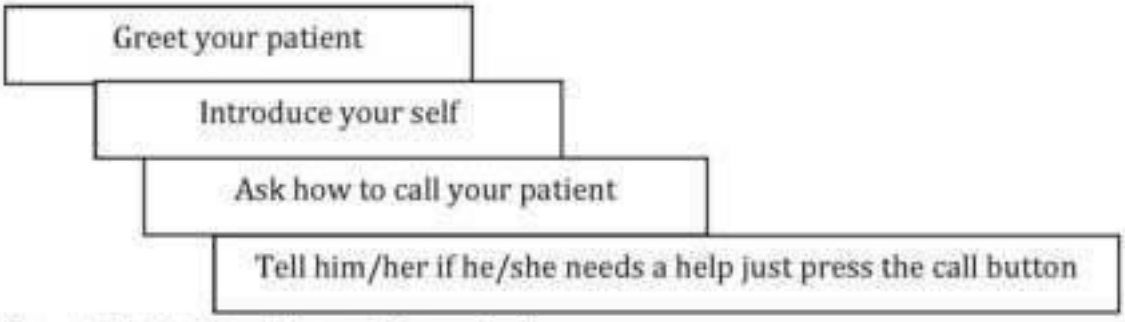
New Nurse : I'm from Indonesia. And you?
Nurse : I'm from Philippines
Head Nurse : Miss. Shinta, **4**.....dr. Martin Smith. Doctor, this is Shinta, our new nurse.
New Nurse : .**5**.....,dr. Smith?
dr. Smith : **6**.....
Head Nurse : dr. Smith is a Surgeon. He's just finished his specialization in Surgery in Oxford University.
New Nurse : .**7**.....doctor.
dr. Smith : Thank you.

Listening and Speaking:

Conversation between a nurse and a patient.
(*Knocking the door of patient's room*)

Mrs. Desy : Yes?
Nurse Anja : Good evening, may I come in?
Mrs. Desy : Yes, of course.
Nurse Anja : Hello. It's Mrs Desy, isn't it?
Mrs. Desy : Yes, hello.
Nurse Anja : My name's Anja. I'm taking care of you this evening.
Mrs. Desy : My pleasure, thank you Nurse.
Nurse Katya : Good morning, Mr. Williams. Can I help you?
Mr. Williams : Well, yeah, but where's the other nurse?
Nurse Katya : Ellie works on the night shift. I'm Katya and I'm taking care of you.
Mr. Williams : OK, right, good. Look, I need another hospital gown. Sorry, I drop bowl of soup while having breakfast.
Nurse Katya : OK, wait a minute, I will take a clean one.

11. Make a conversation between a nurse and a patient. Follow these steps.



12. Class Activity (Small Group Discussion)

1. Make an imaginary conversation focused on introducing yourself to a new patient.
2. Perform an introduction before the class. Image that the students in your class are your patients.

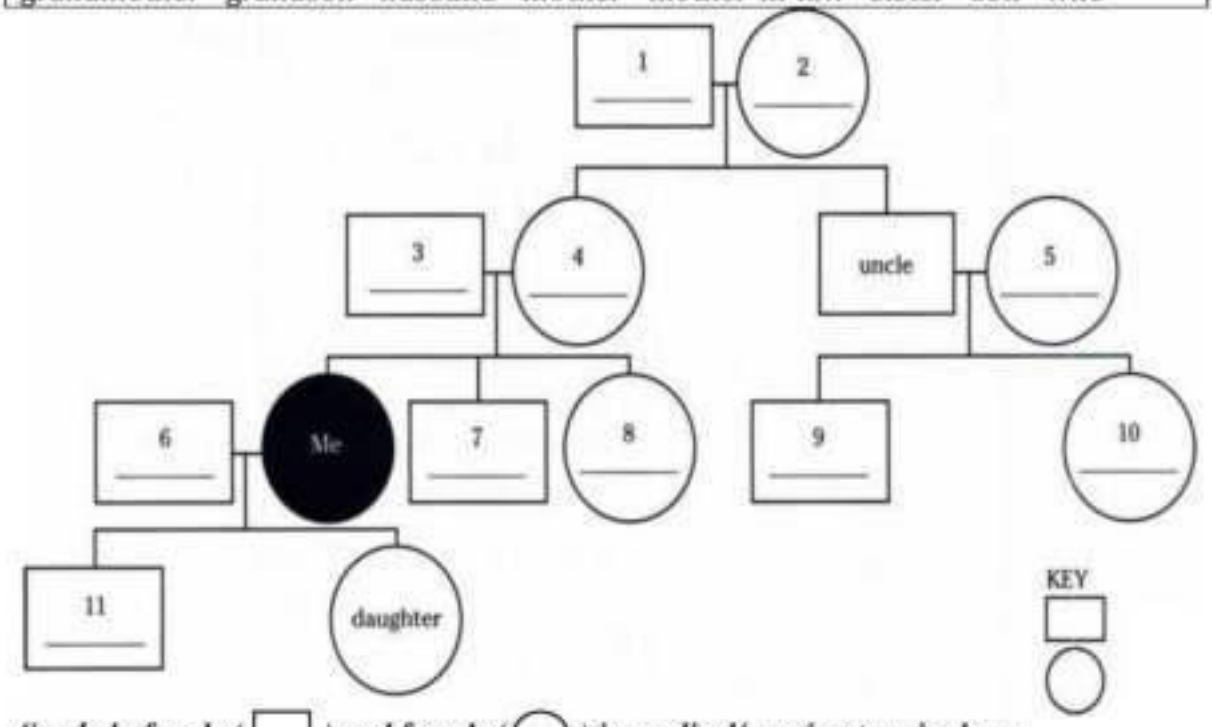
3. Introduce yourself before doing an implementation described in the implementation below.

Situation 1	Situation 2
You are going to check the vital signs	You are going to ask questions about the details of personal data

Vocabulary:

13. Complete this genogram (family tree) with the underlined words in the box. Then complete sentences a-e with the rest of the words in the box.

aunt - brother - cousin (x2) - father - father-in-law - granddaughter – grandfather - grandmother - grandson - husband - mother - mother-in-law - sister - son - wife



Symbol of male ( ) and female ( ) in medical/nursing terminology.

a) My son is my father's.....
b) I am my husband's .....
c) My daughter is my mother's.....
d) My husband's mother is my.....
e) My father is my husband's .....

14 Class Activity: work in pairs.
Making a genogram (family tree) consist of three generation.
Draw a picture of a family and label the people by doing interviewing your partner.

D. Closing

In Class Activities: Brainstorming, Work in Pairs, SGD, Discover learning, Performance/Role Play and Presentation.

Students make a summary and performance/role play to present their papers that have been made with the topic ***Relationship with Colleagues and Patients.***

1. Work in Group (4-5 students).
2. Make a paper on the concept that determined according to Unit 1.
3. Finding material through books and internet with illustration.
4. The group is randomly selected for the presentation or performance/role play.
5. The results of the revised products are stored by student as portfolio.

Outside Class Activities: Argumentative Writing

How to work:

Every group makes a paper in 5 pages. Computer type: Times New Roman (12) with 1.5 spacing on A4 paper. Provide Power Point/Prezi for presentation, it can be included for illustration/case. The paper is collected in the form of files (MS-Word 2007) and submitted to the lecturer 2 days before performance/role play. The results of the revised products are stored by student as portfolio.

E. References

Some concept of ***relationship with colleagues and patients*** based on appropriate references from up-to-date books and internet with illustration.

F. Assessment/Evaluation

The products stored by students will be evaluated before Mid-Test using:

1. Self assessment using checklist.
2. Peer assessment using checklist in group.
3. Lecturer's assessment by comparing students' self assessment and peer assessment with students' products.
4. The rest of products after Mid-Test will be evaluated before Final Test with the same ways.

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