

Teacher's guide



1. Work in pairs and use the phrases below to describe the pictures.

Preparing a prescription	Using a walker	...	Using a stethoscope
Talking to a therapist	Checking blood pressure		Dressing a wound
Examining a melanoma	Doing an abdominal ultrasound		Giving an injection
Getting corneas checked	Measuring blood glucose level		Measuring pulse rate

2. Work in groups and make mind maps in relation to Health Care Services. You can use Greek language too. Try to give as much information as possible concerning the following issues:

(Suggested answers)

a. What kind of services are provided in Health Care institutions or sectors?

All the services in Activity 1 and many more, such as surgeries, X-Rays, CT Scans, physiotherapy and others

b. Who provides them?

Specialised doctors, nurses and specialized medical personnel

c. Where can those services be provided and what facilities are needed?

In public and private hospitals and private practices. Some need simple medical tools (stethoscopes, bandages), some more specialized and expensive equipment, such as CT scanners, some need extremely expensive equipment, such as PET scanners or plastic surgery

4. Which of the following sentences are true (T), false (F) or not mentioned (NM) in the text above?

- | | |
|------------------|-------------------|
| 1. False | 6. False |
| 2. True | 7. True |
| 3. True | 8. False |
| 4. Not Mentioned | 9. True |
| 5. True | 10. Not Mentioned |

5. In pairs, read the text about St John's Hospital again and write a short description for each of the following pictures (which department it shows, what it is for, what services it offers etc).

(Suggested answers)

Haematology department → deals with the treatment of patients with blood diseases. → laboratory for various kinds of haematological tests.

Obstetrics and Gynaecology department → encompasses the two subspecialties of obstetrics (covering pregnancy, childbirth and the postpartum period)

General Surgery department / Endoscopic Surgery department / Anaesthetics department → operative manual and instrumental techniques on patients to investigate or treat pathological conditions such as a disease or injury, to help improve bodily function or appearance or to repair unwanted ruptured areas

Medical - Diagnostic Imaging - Radiology department → A variety of imaging techniques such as X-ray radiography, ultrasound, computed tomography (CT), nuclear medicine including positron emission tomography (PET), and magnetic resonance imaging (MRI) are used to create visual representations of the interior of a body for clinical analysis and medical intervention, as well as visual representation of the function of organs or tissues.

Accident & Emergency (A&E) - Casualty department → A medical treatment facility specializing in emergency medicine, the acute care of patients who present without prior appointment - either by their own means or by that of an ambulance. The department provides initial treatment for a broad spectrum of illnesses and injuries, some of which may be life-threatening and require immediate attention. The emergency operates 24 hours a day.

Orthopaedics department → deals with problems relating to the musculoskeletal system (bones, joints, ligaments, tendons, muscles, and nerves) using both surgical and nonsurgical means treat musculoskeletal trauma, spine diseases, sports injuries, degenerative diseases, infections, tumors, and congenital disorders. Practices involve: Diagnosis of injury or disorder, treatment with medication, exercise, casting, surgery or other options, rehabilitation by recommending exercises or physical therapy to restore movement, strength and function, Information and treatment plans to prevent injury or slow the progression of diseases

Physiotherapy (PT) department → Physical therapy services are provided as primary care treatment or in conjunction with other medical services to improve patients' quality of life through examination, diagnosis, prognosis, physical intervention, and patient education. Practices include bio-mechanics or kinesiology (using mechanical force and movements), manual therapy, exercise therapy and electrotherapy to remediate impairments and promote mobility and function.

6. In groups, keep notes in relation to the following questions. Then, talk about them in class.

(Suggested answers)

a. Why do different hospital departments exist? Was it always like that?

To provide better and more specialized services to patients. It wasn't always like that, in ancient and medieval times doctors used to treat all different kinds of ailments

b. What knowledge and skills or medical specialties are required in each department?

All doctors have to attend the same primary course in Medicine (which in Greece lasts 6 years) and then they have to choose a specialty in order to expand their knowledge on a particular subject. Therefore, there are many different specialties which deal with each branch of medicine and each one needs different skills and expertise.

In any case, any person working in Health Services needs expertise, patience, understanding, insight, good communication skills, compassion, empathy, good manners, calmness, problem-solving skills, thoroughness, supportiveness, ethics

c. In which department would you prefer to work? Why?

Students' own answers

7. Match the words in the list below with the correct picture and write them under each one. There are extra words you do not need to use.

Crutches

Bandages

Stethoscope

Medication

Drip

Wheelchair

X-ray

Stretcher

8. Match the words (1-10) with the definitions (A-J).

1. F

2. I

3. H

4. C

5. G

6. A

7. J

8. B

9. D

10. E

9. Complete the sentences with the correct word from the following word list.

1. neurology

2. cardiology

3. paediatric

4. haematology

5. rehabilitation

6. obstetrics

7. casualties

8. vaccination

9. maternity

10. oral hygiene

10. Complete each blank in the following pairs of sentences with the correct word.

1. a. resuscitation

b. rehabilitation

2. a. ophthalmology

b. pharmacy

11. Read the following sentences and answer the questions.

Which of the words in bold refer to: people? objects? time? place?

Who is for people, *which* for objects, *when* for time

Mention any other words used for relevant purposes and their specific use.

That can replace *who* and *which* in defining clauses, *where* is used for place, *whom* as an object, *whose* for possession, *why* for reason

12. Read the sentences under the pictures carefully. Why is there no comma in the first one? Because it is a defining relative clause, which means that it gives essential information clarifying what or who is being referred to.

13. Fill in the correct relative pronoun or adverb in the following sentences. Write D for defining or ND for non-defining sentences in the gaps provided. Also write whether the relative can be omitted or not. Add commas where necessary.

1. where D / not omitted / no commas
2. why D / can be omitted / no commas
3. when D / can be omitted / no commas
4. who ND / not omitted / commas needed
5. whose ND / not omitted / commas needed
6. whom D / can be omitted / commas needed
7. who D / not omitted / no comma
8. which ND / not omitted / comma needed - which D / not omitted / no comma
9. that or which / not omitted / no commas
10. which ND / not omitted / commas needed
11. who D / not omitted / commas needed
12. which ND / not omitted / commas needed – where ND / not omitted, no comma

14. The Ministry of Health are planning to establish a new health organisation in the suburbs of the city. They have asked for your help and your expert opinion in order to accomplish this complicated project. Read the suggestions in the following spidergram. Decide on the priorities justifying your answers and then report to the class.

Students' own answers

15. Discuss the following issues.

a. How feasible is it to provide quality Health Care Services?

It is possible to provide quality health care by taking measures to improve safety and reduce medical mistakes, by managing human and capital resources more effectively, by promoting preventive care, by training medical personnel and focusing on better interaction/communication with patients, by improving their work environment, facilities/equipment etc.

b. Which factors determine patients' and their relatives' satisfaction?

Obviously, the most important determining factor is the outcome of the treatment itself. Other factors can be facility cleanliness and equipment, personnel's qualifications and skills, communication and attitude demonstrated by the medical personnel etc.

2 First Aid



1. Fill in the gaps below using words from the first aid kit list above:

1. Gauge
2. Swabs
3. Burn Ointment
4. Chemical Cold Pack
5. Roller Bandage
6. Eye shields
7. First aid reference guide

3. Read the instructions carefully and then answer which of the following sentences are true (T), false (F) or not mentioned (NM) according to the text.

1. False
2. False
3. True
4. False

5. Match the words (1-10) with the definitions (A-J).

- | | |
|------|-------|
| 1. E | 6. D |
| 2. A | 7. C |
| 3. H | 8. I |
| 4. J | 9. G |
| 5. F | 10. B |

6. Complete the sentences with the correct word from the following word list.

1. threat
2. compressions
3. injury
4. unresponsive
5. blister
6. releases
7. lethargic
8. damage

7. Complete each blank in the following pairs of sentences with the correct word.

1. a. alert
b. unconscious
2. a. bleeding
b. Injured
3. a. drowning
b. choking
4. a. immobilize
b. release

8. Expressions with MAKE and DO.

Make: a date, a choice, a difference, arrangements, a promise, an excuse, an appointment, a decision, a fortune, a remark

Do: a course, a favour, business, my hair, my duty, research, my best, harm, a job, the shopping

9. Complete the sentences with the correct form of make and do.

1. done
2. do
3. make
4. making
5. do
6. done
7. has made
8. making

10. Read the text below and decide which answer (A, B, C or D) best fits each gap.

1. C. initial
2. C. reaction
3. B. determine
4. A. professional
5. D. unconscious
6. B. respond
7. B. pulse
8. A. recovery

11. What is the topic of the video?

- B. How to offer first aid to a conscious man or a woman who is choking

12. Answer the following questions.

- a) Because they cannot cough, breathe or speak.
- b) Because we need to get permission from the patients if they are able to give it.

- c) Because it's always a good idea to have Emergency Medical Services on the way, so that if this person decides not to go in, they can be checked out by professionals.
- d) When the victim is pregnant, because we may harm the baby.

13. Watch and listen carefully and mark the following statements as true (T) or false (F).

- 1. False
- 2. True
- 3. True
- 4. False (the emergency medical services may do that as well)

TRANSCRIPT

https://www.profirstaid.com/training_video/conscious-adult-choking

Now let's cover the highly effective and very important skill called conscious adult choking. Now in this scenario we have someone who is eating at a table, they begin to choke, we know they were choking because they could not cough, they could not breathe, they could not speak. This is a full obstruction if and it needs help if it's gonna come out in most cases.

If it's easy to activate the emergency response team or call 911, great, but if not, we can wait until the patient goes unresponsive before we actually take the time to call 911 or activate a code. But in this case we're gonna come up to the person, we're gonna look them in the eyes, "Are you choking"? They nod "Yes". "I know how to help you. May I help you". They give me permission to help them. They're still conscious and so we wanna get that permission from the patient if at all possible.

Now I'm gonna elevate their elbows, I'm gonna find the belly button. The belly button is my landmark so that I can tuck my thumb in and **put the fist just above the belly button on their abdomen.**

I wanna stay below the xiphoid process which is approximately right here, I wanna stay just above the belly button because this is where I find the diaphragmatic region. This is exactly what I want so that I can bring that diaphragm up and in while I compress the lower lobes of the lung, shoot the air up the trachea, popping that object out, and it's effective the majority of the time. So I'm gonna take that hand, keep my elbows out so I'm not on their ribs anymore than I have to be, and I'm gonna start with my inward and upward thrust. And I'm gonna **do these thrust, until either the object comes out** or the person goes unresponsive. In this case the object did come out. He began breathing, coughing, clearing his own airways. I simply re-encourage him that he's doing fine. If he feels like sitting down you can have him sit down.

And if we had not already called 911, now would be the time to call 911 or call a code "if" they go unresponsive. If we've already called 911 keep 'em coming, it's fine. Even though the object already came out, it's always a good idea to have EMS stay on the way, so that if this person opts not to go in, they can be checked out by the EMS professionals. They're gonna check airway, they're gonna check some lung sounds to make sure there's no partial obstruction, and **they're probably do a quick assessment to make sure there is no internal bleeding from the abdominal thrust.** So if the individual does not opt to have that done to him, or the EMS providers do not come, I

always like to encourage them to go to their own practitioner and just be looked over and made sure that everything is okay. Keep in mind, that if this person were not to have this successful removal of the obstruction, they would probably go unresponsive in a short amount of time.

And it's then that we would assist them to the ground carefully and begin the skill of unconscious adult choking. Now we're gonna talk about special considerations as it relates to a pregnant woman. You know when we're doing this lifesaving skill of trying to remove the obstruction from the airway, and the person is pregnant, we need to understand that we're dealing with two patients, save mom, save baby.

So it's important that we're aggressive in our treatment, but there's a special way to do it so that we don't injure the baby in the process. Let's take a look at how we do that right now. When we have the, the person in front of us, we know the baby is here in the normal location where we would do abdominal thrust. So we're gonna avoid the area altogether by forming the fist and going under the breast with that fist on the sternum. We're then gonna take that opposite hand, go under the breast and onto that fist that's on the sternum. We're now gonna do inward thrusts, inward deep thrusts. And we're gonna continue to do those compressions until the object comes out and the person begins to breathe normally again. If it doesn't come out, they're gonna go unconscious. When they go unconscious, we're gonna activate 911, and then we're gonna start doing our unconscious choking victim compressions as we learned in the other segment.

14. Complete the missing information in the instructions using the words below.

1. bleeding
2. pressure
3. heart
4. clean
5. Apply
6. blood
7. arm
8. elevated

15. Imagine that you work as a paramedic and the Head of the Emergency Services has asked you to write a report about the steps you took in a life-threatening medical emergency that required immediate attention. Write a report (140-180 words) to illustrate what kind of a medical emergency it was, how the incident occurred, how many people were involved, what symptoms the victims displayed and what kind of first aid was offered.

Some practical guidelines:

- Remind students that such reports are official documents, and therefore they must be written in an official style.
- Inform them that they must be accurate, because these reports can be used as evidence in court in case something bad happens.
- Stress them that it is also very important to note down and include in their reports the exact time when the incident occurred, because this information could be vital.

- Use the passive voice which makes the report sound more impersonal and objective.
- Use time conjunctions to show the exact sequence of events.
- Suggested plan:

1st paragraph: Describe the incident. Be specific, brief and thorough.

2nd paragraph: Describe how the incident occurred and how many people were involved. Provide exact times, if possible. Make sure that you describe the scene precisely. In case of a car accident, make sure that you include every person involved, as this information could prove essential for future lawsuits.

3rd paragraph: Describe what symptoms the victim displayed. Be as exact as possible, because doctors will probably rely on your report to determine what caused the symptoms. Describe your patient's condition including signs and symptoms demonstrated. Don't forget to add any other information, such as comments made by the patient. Write facts and not opinions.

4th paragraph: This is the most important part of the writing. Document any treatments performed for this patient in full detail, even treatments attempted but unsuccessful. Write about the transfer of the patient to the hospital.

16. Brainstorm some more cases that might require first aid.

- ✓ Choose one or two of the above cases and make a list of the things you can do to help. You can search the internet for First Aid tips and instructions.
- ✓ Make a list with the skills that the Emergency Care Assistants/professionals should have. Make a poster with your suggestions and present it to your classmates.

A list of things you can do in case of an emergency can be found in the following websites:

<https://www.city.sapporo.jp/shobo/kyukyu/documents/allpages.pdf>

<http://www.springfieldfas.org/tips-basicfirstaid.pdf>

<https://international.sawyer.com/wp-content/uploads/2013/11/First-Aid-Instructions-ENGLISH.pdf>

Some required skills may include:

- sensitivity and understanding
- patience and the ability to remain calm in stressful situations
- ability to be thorough and pay attention to detail
- customer service skills
- ability to work well with others
- ability to accept criticism and work well under pressure
- excellent verbal communication skills
- thinking and reasoning skills
- ability to carry out basic tasks on a computer or hand-held device
- a good level of fitness

18. a. Do you think that first aid should be part of the Greek Curriculum so that everyone is prepared to offer help in emergency cases?

Some arguments (with interesting videos) in favour of including First Aid lessons at schools can be found here:

<http://blogs.redcross.org.uk/first-aid/2018/09/first-aid-in-school-saving-lives-on-the-curriculum/>