

ESL Health Unit

Unit Two

The Hospital

Lesson Three

Taking Charge While You Are In the Hospital



Source: <http://www.fitnessmanagement.com/FM/information/articles/library/clip/clipart0798.GIF>

Reading and Writing Practice ***Intermediate***

Goals for this lesson:

*Below are some of the goals of this lesson. Which ones are your goals too?
Check (✓) them.*

- Practice speaking assertively but politely in healthcare situations
- Improve understanding of some cultural differences between how patients and healthcare professionals interact in the United States and other countries

Lesson Three: Taking Charge While You Are In the Hospital

Reading and Writing Practice

Before You Read!

In this lesson, you will read Anna's description of her trip to the hospital.

Before you begin, read the following definitions with a partner and then answer the questions together.

Intimidated – frightened or forced into doing something

Frustration – disappointment, discouragement or a discouraging situation

1. Have you ever felt intimidated by medical staff? What intimidated you?
2. How do you express frustration when you have a problem with a doctor or nurse?
3. Do you believe a doctor always knows what is best for you?
4. Do you feel comfortable disagreeing with your doctor? Why or why not?
5. Do you believe it is okay to ask for a second opinion if you disagree with your doctor's recommendations? Have you ever done this?

¹ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Reading Three – A Confusing Trip to the Hospital

One patient talks about feeling confused about her visit to the local hospital:

A couple of months ago I was taken to County Hospital by my son. A couple of days before, I fell down. I **tripped** on a cord and fell down in my apartment and hurt all my left side. The head too, a little bit, not much. And it was ok. I was on my feet and it ached a little bit, but not much. At night before the day I went to the hospital, I lay on my left side and all around me, the walls, the ceiling, began to **whirl**. The sensation was **extremely** awful. I turned on my back and it all **vanished**. In some hours, it happened the second time. This time, it was even worse because I felt like being thrown out of my bed. When I turned it went away.

I waited until morning and then very **cautiously** went out of bed. Nothing happened. I called to emergency service of my physician. She told me “Go to hospital.” I can say nothing because you fell down.” And then, my son took me to County Hospital. There, there was no line at all. I was only one emergency patient. It was Sunday. I was taken to a small, small room with all the gadgets. And I lay there 3 hours. The nurse **measured** my

blood pressure constantly all 3 hours. They measured my heart somehow.

They took me to another room and did something to my head.

Then, the doctor came and shook my hand and told me his name. And told me all is okay. I asked him, “What will be next with me? I cannot lay on my left side.” He told me, “It’s in your ear.” The nurse gave me 2 pills and in 10 minutes she told me, “Go on your left side.” And I was afraid. Nothing happened. They gave me a **prescription** and said it might return in 3 weeks, but it never did. **Knock on wood!**

Activity One:

Discuss the meanings of the words and phrases in bold with your teacher.

³ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice
ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Activity Two:

Read the sentences and write T if the statement is true and F if the statement is false.

- _____ 1. Anna fell down the stairs.
- _____ 2. She hurt her left side.
- _____ 3. She ached a little, not to much.
- _____ 4. When she laid down on her right side, the room began to whirl.
- _____ 5. She had the sensation five times.
- _____ 6. When she turned on her left side, the feeling became worse.
- _____ 7. She called an ambulance.
- _____ 8. She was the only patient in the emergency room.
- _____ 9. The nurse checked her blood pressure.
- _____ 10. They checked her heart and head.
- _____ 11. The doctor said she had a serious problem.
- _____ 12. The nurse gave her two pills and she was fine.

4

⁵ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Activity Three:

Now discuss the questions below with your classmates and teacher.

1. What was wrong with Anna's health?
2. Do you think the doctor's explanation of Anna's health problem was clear? Why or why not?
3. If you were Anna, what questions would you ask the doctor about your health problem?

Learning to be Assertive!

What is Being Assertive?

Standing up for your rights and not being taken advantage of is one definition of being assertive. Being assertive also means communicating what you really want clearly and directly, respecting your own rights and feelings and the rights and feelings of others.

⁶

⁷ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

How is Being Assertive different from Being Aggressive?

Being aggressive means standing up for yourself in ways that **do not respect** the rights of others. Aggressive behavior is typically angry, hostile, blaming, and demanding. It can include threats, name-calling, and even actual physical contact.

*Adapted from information from the Counseling and Mental Health Center at The
University of Texas*

⁸ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Example of Aggressive vs. Assertive language

Aggressive Language	Assertive Language
<p>1. No! I don't want that medication. Go away now!</p> <p>2. You are a terrible nurse. You never come to help me when I push the button. You need to help me!</p> <p>3. That is a stupid idea!</p>	<p>1. I'm sorry but I am not going to take this medication. I told the doctor that I do not want to take this medication anymore.</p> <p>2. I know you are very busy but I need your help. I pushed the button three times and no one came to help me.</p> <p>3. I appreciate your suggestion but I don't think it will work because....</p>

⁹ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

What causes people to avoid being assertive?

Most people are not assertive and are too polite or meek because they do not want to displease others. However, if you are not assertive, your doctors and nurses may not be aware of your needs and feelings. This may make you feel angry over time and may result in serious problems for your health care. In addition, in the United States, doctors and nurses will expect you to be assertive. If you are too polite or meek, your busy doctors and nurses will probably not take the time to figure out what you want or need and will spend more time with patients who are communicating more directly with them. In this culture, “The squeaky wheel gets the oil!”

¹⁰ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Example of assertive language vs. language that is too polite or meek

Meek	Assertive
1. I know that you are a very busy person, but could you please possibly ask the doctor if it is okay for me to walk in the hall?	1. Would you ask the doctor if it is okay for me to walk in the hall?
2. I guess I am a little worried about my blood pressure.	2. My blood pressure hasn't been checked today. Could you please check it for me as soon as you get a chance?

Three Types of Assertion

1. Basic Assertion

¹¹ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

This is a simple, straightforward statement of your beliefs, feelings, or opinions. It's usually a simple "I want" or "I feel" statement.

I want you to help me get to the bathroom.

I feel sick to my stomach. Could you please call the nurse?

2. Sensitive Assertion

This type of assertion lets the other person know that you understand them and you are sensitive to their needs. It usually contains two parts- a recognition of the other person's situation or feelings, followed by a statement in which you stand up for your rights.

I know you've really been busy, but I have been having this pain in my arm all day. I am really worried about it and I want you to call the doctor.

¹³ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

3. *Second Assertion*

This occurs when the other person fails to respond to your basic assertion and continues to not respect your rights. When you make your second assertion you need to be firm. It may even include the mention of some type of action on your part, made only after several basic assertive statements.

For example,

I have asked you three times to change my sheets. I have been sleeping on these dirty sheets for two days. If you do not change them today, I'll be forced to call your supervisor.

¹⁴

¹⁵ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

How Assertive Are You?

Ask yourself the following questions.

- Do you ask for help if you need it?
- Do you express anger and annoyance appropriately?
- Do you ask questions when you're confused?
- Do you volunteer your opinions when you think or feel differently from others?
- Do you speak up in class fairly frequently?
- Are you able to say "no" when you don't want to do something?
- Do you speak with a generally confident manner, communicating caring and strength?
- Do you look at people when you're talking to them?

¹⁶ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Learn to Be Assertive In a Positive Way

How to begin

Develop a value and belief system which allows you to assert yourself. This is the hardest part. It means giving yourself permission to be angry, to say "No," to ask for help, to make mistakes.

Learn assertiveness skills.

These include learning how to make Basic Assertions, Sensitive Assertions, and Second Assertions.

Use your best communication skills.

When you are communicating with your doctors and nurses, make direct eye contact; keep your posture open and relaxed; be sure your facial expression agrees with your message; keep a normal tone of voice, do not yell; and choose the right time to be assertive.

Practice, practice, practice!

Learning to be assertive takes practice. You will have a chance today to practice with your classmates and teacher. You can also practice on your friends and family, but tell them what you are doing first! Ask for their help; ask for suggestions on how you are doing.

Activity One:

17

¹⁸ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

19

Now read the following dialogues between patients or caretakers and medical professionals. First, work with your partner to underline the words and phrases that are not appropriate. Then write an improved dialogue for the patient and caretakers. When you are finished writing, read your new dialogues with your partner.

**Note – as you are reading, discuss any words you do not know with your classmates and instructor. If necessary, use a dictionary to help you understand the meaning of the new words.*

1. Amira is six months pregnant and has been experiencing bad stomach pains. Her family including her father, brother and sister are with her in her room. She is modest and does not want to be examined in front of men and would prefer not to be examined by Dr. Morgan, a young male resident.

Dr.Morgan: Amira, I need to do a pelvic examination
Amira: Not now please.
Dr. Morgan: I'm sorry Amira but I need to do it now. It's important to check your condition quickly.
Amira: I'm sorry but you cannot. Leave please.

New Dialogue:

²⁰ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

2. The following is a conversation between an oncologist, Dr. Davis and a patient, Tzu-Hung about options he has to treat his cancer. Tzu-Hung is confused about all of the options and does not feel that a patient should make final decisions. He also thinks it might be a good idea to get a second opinion but is afraid it might be rude to ask for one.

Dr. Davis: So if cancerous cells remain in your liver after the operation we will need to make decisions about how aggressively we treat the cancer.

Tzu-Hung: Aggressively?

Dr. Davis: Yes... You might decide to undergo chemotherapy and radiation. Or you can try just radiation. Or if the cancer does appear to be gone, you might decide not to pursue these therapies.

Tzu-Hung: Who decides -- me?

Dr. Davis: That's right. We will need to discuss each option. I will give you information about each and then you can read and talk about it with your family. I also recommend that you seek a second opinion from another doctor. But the next time I see you, I will need to know your decision.

Tzu-Hung: Just you tell me what to do. I don't want to decide.

New Dialogue:

²¹ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

3. Svetlana does not like taking Western medicine, usually preferring to take homeopathic treatment. When she does take medicine, she usually takes a smaller dose than recommended and stops immediately as soon as she feels better even when her Doctor asks her to take it longer. She has asthma and is supposed to use an inhaler twice a day. But she doesn't unless she feels bad. She just had an asthma attack and is talking about her medication with a nurse.

Nurse: How often do you use your inhaler?

Svetlana: Maybe one or two times in a week.

Nurse: You should use it everyday.

Svetlana: No, I won't. It is dangerous to use so many drugs.

Nurse: No, the drugs will make you feel better. It is dangerous to have an asthma attack.

Svetlana: You Americans take drugs for everything and think everything is better.

New Dialogue:

²³ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

4. Prima is in the hospital with her sister who is recovering from an operation. The nurses are always rushing and never talk to her. They rush into the room, quickly do something and then leave. Prima wants to know more about her sister's condition.

Prima: Nurse, you are very busy.

Nurse: Yes we are understaffed today.

Prima: It's too bad you don't have time to take care of my sister.

New Dialogue:

5. Chang-Ho is in the hospital with his wife to visit his daughter who is recovering from surgery after delivering a baby. His daughter cannot move and needs help to sit-up and hold her new baby. He and his wife do not think the nurses have enough time to help their daughter and are upset because they will need to leave at 8:00 pm after visiting hours.

Chang-Ho: You must let my wife stay here past visiting hours.

Nurse: I'm sorry, what did you say?

Chang-Ho: (Yelling) My daughter cannot stay alone. Your nurses cannot take care of her and she needs her family.

New Dialogue:

²⁴ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

6. Mariko and Takeru are talking to their cardiologist about Mariko's health condition. Unfortunately they do not understand the doctor who uses a lot of technical language.

Dr. Rosenthal: Mariko has dilated cardiomyopathy which probably happened as a result of an autoimmune disorder.
Takeru: Ah... I see...
Dr. Rosenthal: She exhibits signs of arrhythmia but hasn't progressed to the heart failure stage which is good. We will need to perform an electrocardiogram, an echocardiography and probably angiography. After we collect information from these procedures we may decide to do a biopsy.
Takeru: I don't understand completely but we will do what you think is best.

New Dialogue:

Activity Two:

25

²⁶ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Read through the situations below. First, write some ideas about what to say if you were the patient in each situation. Then practice your polite but assertive language in pairs. For each situation take turns being the patient and the medical professional.

1. The nurse hands you a cup with 4 pills. You check your list of medications and there are only 3 pills on your list. What can you say to the nurse?
2. You are having severe chest pain. You call 9-1-1 and an ambulance comes. You want to go to a specific hospital. What can you say to the emergency medical technician?
3. You want to know which hospital your doctor recommends for your condition. What can you say to your doctor?
4. You look at the hospital identification nametag on your wrist and notice someone else's name, not yours, is on the tag. What can you say?
5. You're allergic to iodine and you're about to have a diagnostic procedure done that requires an injection. You want to know if the injection contains iodine. What can you say to the technician?
6. A technician is putting in a catheter. It really hurts. What can you say to the technician?

7. You've been given an IV drip and your arm is very swollen and discolored. What can you say to the nurse?

8. You've had a bad reaction to a medication. You want to change the medication or the dosage. What can you say to the nurse or doctor?

Now read through the following short article about cultural expectations and healthcare and then do the activities with your classmates and teacher.

²⁸ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

²⁹ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Culture Box: Cultural Expectations and Healthcare

Different cultures have different expectations about contact between health care professional and patients. Below are examples of some expectations you might find in the U.S health system. Read them and discuss any words you don't know with your teacher.

- The patient has a right to know everything about his or her condition, even if the news is bad.
- A health care professional is expected and allowed to touch a patient's body during examination.
- A patient should look a doctor or nurse in the eye as they are speaking although it is ok to look away occasionally.
- The patient is the person who makes the final decision about medical treatment unless he or she is too sick. Family members and doctors help in the decision making but in most cases, the patient has the final decision making power.
- The patient's family members are expected to stay in the hospital only during visiting hours. Most patient care is provided by health care professionals, not family members.

³⁰ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Activity Three:

In small groups or pairs talk about which expectations are similar to those in your native country? Which are different?

Activity Four:

³¹

³²ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

Now read the story below about Minh, whose husband has different cultural beliefs about a doctor touching his body.

My husband had been in the hospital for about 2 hours when the trouble began. He had been feeling very dizzy and had been experiencing bad headaches for the past three weeks. Finally we decided to make an appointment with his doctor. His doctor was concerned so he referred us to a specialist for tests. A **neurologist*** was examining my husband when he touched his head. In my culture, it is very insulting to touch a person's head. My husband was so upset that he left the hospital and now my husband refuses to see this doctor.

* **neurologist** – A doctor who specializes in treating the brain and nervous system.

Activity Five:

³³ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Reading and Writing Practice

In your group or pair, answer the following questions

1. What cultural expectation did the doctor not know?
2. What is appropriate physical contact between patient and doctor in your country?
3. Has a doctor or health care professional done something that confused or upset you?
4. What should Minh do to help solve the problem?

ESL Health Unit
Unit Two
The Hospital

Lesson Three

Taking Charge While You Are In the Hospital



Listening and Speaking Practice

Intermediate

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Improve understanding of some cultural differences between how patients and healthcare professionals interact in the United States and other countries
- Use the present unreal conditional (If I were.... I would....)
- Improve listening comprehension and use of vocabulary related to numbers
- Understand your rights as a patient in the U.S.



Lesson Three: Taking Charge While You Are in the Hospital

Listening and Speaking Practice

Before You Listen!

How do you say and write the following numbers? Fill in the chart with the correct information and discuss your answers with your classmates and teacher.

Number	How do you say it?
100	
1,000	
10,000	
100,000	
1,000,000	
130	
1, 230	
13,030	

130,313	
1, 213,433	
6%	
4.5%	
$\frac{1}{4}$	
$\frac{1}{3}$	
$\frac{1}{2}$	
1969 (the year)	
1976 (the year)	
1988 (the year)	
1992 (the year)	
2002 (the year)	

³⁴ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

--	--

Listening Three - Language Barriers and Health Care

****Note to teacher: Do **not** pass out the written message in the box below. Record it onto a cassette and have students listen to the recording. Play once or twice before they begin to listen for specific information.**

About 32 million people in the United States speak a language other than English at home. A recent study of hospitals found that more than 11% of patients need interpreter services. In some areas, the number of non-English speaking patients is much higher. At San Francisco General Hospital, 25% of patients staying inside the hospital need interpreters to effectively communicate with their doctors.

During the 1980s, 9.5 million people came to America from over 100 countries. 80% of this group came from outside Europe, the traditional source of U.S. immigrants. Because of this, the number of languages for which interpreters are required also has greatly increased. In some cities, residents speak more than one hundred different languages and dialects.

Despite the growing need for health care services for groups speaking other languages, many health care providers have not done enough to provide professional interpreter services to their non-English speaking patients. Most times health care providers rely on untrained bilingual staff, such as janitors

³⁵ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

or food service workers, and friends and family members of patients for interpreting. In addition, less than one fourth of hospitals provide any training for their staff in interpreting.

Patient care has often suffered because of this. Children have been asked to interpret for parents about sensitive matters such as sex and spousal abuse. Non-English speaking patients sometime wait for hours for treatment because there are no interpreters to help them. Communication problems cause delays in diagnosis and treatment, the use of needless and expensive tests and patient failures to follow doctor's orders.

U.S. health care providers should offer interpreting services to non-English-speaking patients and non-English speaking patients should demand interpreting services when they need them.

Adapted from <http://www.diversityrx.org>

³⁶ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

Activity One:

Listen again and fill in the blanks with the missing numbers and words.

1. About _____ people in the United States speak a language other than English at home.
2. At San Francisco General Hospital, _____ of patients staying inside the hospital need interpreters to effectively communicate with their doctors.
3. During the _____, _____ million people came to America from over 100 countries.
4. In some cities, residents speak more than _____ different languages and dialects.
5. In addition, less than _____ of hospitals provide any training for their staff in interpreting.

³⁷ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

Activity Two:

First read the questions below. Now listen again and check off the answers you hear. Each question has more than one answer.

1. Why is the need for interpreters increasing?

_____ The number of non-English speaking U.S. residents is increasing.

_____ The number of Spanish speaking residents is increasing.

_____ The number of languages for which interpreters are required has greatly increased.

2. When a trained interpreter is not available, who often helps patients and health care staff communicate?

_____ Untrained bilingual staff, such as janitors or food service workers

_____ Friends and family members of patients

_____ Police officers who speak more than one language.

³⁸ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

3. What kinds of problems can poor communication with health care providers cause?

_____ Delays in diagnosis and treatment

_____ Use of needless and expensive tests

_____ Patient failures to follow doctor's orders.

³⁹ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

Talk About It!

Unreal Present Conditionals

Read the following text about an imagined situation.

If I were in the hospital and I felt confused about my situation, **I would** ask my doctor to explain everything to me very clearly with simple, direct language. **If he were explaining** a procedure, **I would** ask him to use paper and a pen to draw pictures. **If I** still didn't understand, **I would** ask for a translator to help. **I would** definitely ask for an interpreter **if I** didn't understand his instructions about how I need to take care of myself once I leave the hospital.

The words written in **bold** are examples of the present conditional tense.

We use the conditional tense to talk about imagined or untrue events. Look at the examples below:

⁴⁰ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

If I **were** in the hospital, I **would not be afraid** to ask for help when I need it.

If I **didn't understand** something, I **would ask** for an interpreter.

Present unreal conditionals have two parts:

(1) the *if* clause + (2) the result clause

If clause	Result clause
If I were in the hospital,	I would ask for an interpreter.
If he were explaining a procedure,	I would ask him to draw a picture.
If I became a doctor,	I would always provide an interpreter for my patients.

Notice that a comma (,) separates the clauses when the if clause is before the result clause. When the if clause and the result clause change places, you do not need to use a comma.

⁴ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

<i>If clause first with a comma</i>	<i>Result clause first without a comma</i>
<i>If my doctor recommended that I have surgery, I would ask for a second opinion.</i>	<i>I would ask for a second opinion if my doctor recommended that I have surgery.</i>

To form the unreal conditional, use the simple past tense in the if clause and would + the base form in the result clause. Look at the chart below for some examples.

<i>If Clause: Simple Past</i>	<i>Result Clause: Would + base form of the verb.</i>
-------------------------------	---

<i>If she were a doctor,</i>	<i>she would provide interpreters for all her patients.</i>
<i>If we were in the hospital,</i>	<i>we would speak politely but assertively.</i>
<i>If I had a million dollars</i>	<i>I would buy a new car.</i>

*In conversation, many people use **contractions** in the result clause. Look below for some examples.*

*If I were you, **I'd** get a second opinion from a doctor before having surgery.*

***We'd** buy a bigger house if we won the lottery.*

⁴²ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

<i>Contractions</i>
<i>I would = I'd</i>
<i>you would = you'd</i>
<i>he would = he'd</i>
<i>she would = she'd</i>
<i>we would = we'd</i>
<i>they would = they'd</i>

Activity One:

Fill in the following blanks with the correct words.

1. If I _____ in the hospital and a nurse gave me pills,
I _____ ask for the name of the medicine.
2. We' __ ask to speak to a nurse's supervisor, if we _____ not getting good nursing care.
3. If Yasmin didn't understand her doctor, (she) _____ ask for help from an interpreter.

4. My husband _____ get a second opinion if his doctor
(recommend) _____ surgery.

Activity Two:

Read the following statements about medical situations. With your classmates and teacher, talk about would you do if you were in a similar situation using the present unreal conditional when necessary.

*Note – as you are reading, discuss any words you do not know with your classmates and instructor. If necessary, use a dictionary to help you understand the meaning of the new words.

Situation #1

Carla has been admitted to the hospital after her doctor noticed that her heart was beating irregularly. She knows that she will undergo a series of medical tests but she doesn't understand how long she will be in the hospital or if she will go home that evening. She is embarrassed because she thinks maybe a nurse mentioned something but she didn't understand.

Situation #2

Wen-Liu has been in the hospital for a day and is very angry with one of the nurses. This nurse never smiles, rolls his eyes every time Wen-Liu asks a question and waits for a long time when Wen-Liu presses the buzzer. At one point the nurse yelled into his room that he must wait after Wen-Liu asked for a drink.

Situation #3

Maria's husband has been diagnosed with cancer. Her doctor has been very kind and she respects him. Her doctor told her that there are different treatments her husband could get. Maria is confused and would like to get a second opinion from a different doctor but is embarrassed and doesn't want to offend the doctor.

Activity Three:

My Rights as a Patient

Discuss the definition below with your teacher.

A "Right" is an opportunity to act or be treated in a certain way that is protected by law.

A. Read the two learner narratives below.

<p>“The nurses at X hospital don’t enjoy or respect their patients...When I was in the hospital I felt like I was being taken advantage of because I don’t speak English.”</p> <p>Spanish Speaker, Philadelphia</p>	<p>“I think the X hospital is more friendly and kind. (They are) concerned with the patient more. Even though I have an English problem sometimes, I feel very comfortable.”</p> <p>Korean, Philadelphia</p>
--	--

B. These two people live in the same city and are about the same age. They had very different experiences in the hospital. Compare and contrast the two paragraphs, then answer the questions.

1. Why do you think they have very different opinions about hospital X?
2. Is there anything that they agree on?
3. Do they have a “right” to expect respectful treatment in a hospital?

What other “rights” do you think they have as patients?

C. In small groups read the statements below. Discuss the words you don't know with your teacher. Then decide whether or not they are true. If you feel it is true, write T on the line. If your opinion is that it is false, write F on the line.

_____ 1. You have the right to free medicine while in the hospital.

_____ 2. You have the right to respectful, courteous treatment by all

⁴³ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

hospital staff.

- _____ 3. You have the right to emergency services.
- _____ 4. You have the right to know the names of all the medical personnel who attend to you.
- _____ 5. You have the right to a television in your hospital room.
- _____ 6. You have the right to have someone in the operating room while you are unconscious.
- _____ 7. You have the right to decide what treatments and procedures you want.
- _____ 8. You have the right to an advocate or advanced directive.
- _____ 9. You have the right to a private room.
- _____ 10. You have the right to privacy.

If one of your rights as a patient was being violated who would you talk to and what would you say?

⁴⁴ESL Health Unit/Intermediate, Unit Two: The Hospital, Lesson Three: Taking Charge While You Are In the Hospital, Listening and Speaking Practice

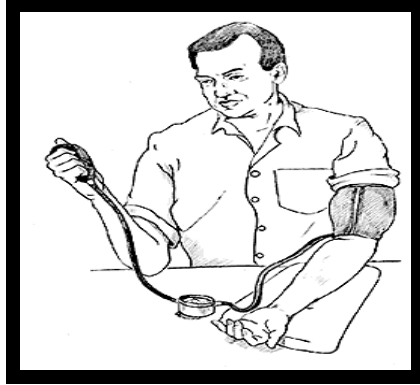
ESL Health Unit

Unit Two

The Hospital

Lesson Three

**Taking Charge While You Are In the
Hospital**



Source:http://diabetes.niddk.nih.gov/dm/pubs/complications_kidneys/images/ManCheckingBloodPressure.

Real Practice *Intermediate*

Checklist for learning:

*Below are some of the goals of this lesson. Which ones are your goals too?
Check (✓) them.*

- Practice speaking assertively but politely in healthcare situations
- Improve understanding of some cultural differences between how patients and healthcare professionals interact in the United States and other countries

Students
Helping
In the
Naturalization of
Elders

MetLife Foundation



Lesson Three: Taking Charge While You Are In the Hospital

Real Practice!

Are you interested in learning more about your rights as a patient? The following list will help you to better understand your rights a patient and your responsibilities too!

Patients Rights and Responsibilities

Patient's rights are to be supported by all medical and dental treatment health facility personnel and are an integral part of the healing process. These patient rights are:

Health Care. The right to quality care and treatment consistent with available resources and generally accepted standards. The patient has the right to participate in planning medical treatment including the right to refuse treatment to the extent permitted by law and government regulations and to be informed of the consequences of his/her actions.

Respectful Treatment. The right to considerate and respectful care, with recognition of personal dignity and consideration of the psychological, spiritual, and cultural variables which influence his or her perceptions of illness.

Privacy. The right to privacy during the provision of treatment. **Confidentiality.** The right to expect all communications and records pertaining to his/her health care is to be treated confidential.

Identity. The right to know, at all times, the professional status and credentials of health care personnel, as well as the name of the health care provider primarily responsible for their care.

Explanation of Care. The right to an explanation from a committed and trained staff member in plain language of the diagnosis, treatment, procedures, and anticipated outcomes of care. Patients and their families have a right to be informed by a committed and trained staff member of unanticipated outcomes of care and events. When it is not possible or medically advisable to give such information to the patient, it will be provided to family members or another appropriate person.

Informed Consent. The right to be advised in non-medical terms on information needed in order to make knowledgeable decisions for consent or refusal of treatment.

ESL Health Unit/Intermediate, Unit Two: The Hospital 48
Such information should include significant complications, risks, benefits, and alternative treatments available.

*A Thematic Unit for Intermediate Level ESL Teachers
Intermediate Level, Unit Two: The Hospital
Lesson Three: Taking Charge In The Hospital*

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Use the simple past and past progressive tense when telling a story
- Learn how to effectively communicate with the 9-1-1 dispatcher in the case of an emergency
- Pronounce numbers and street addresses
-