

English for Medical

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CHAPTER 1

TAKING A MEDICAL HISTORY

A. INTRODUCTION AND RESPONSES

1. Introduction

- *Let me introduce my self, my name is Doctor Dhian.*
- *I am Doctor Ryan, I will take care of you.*

2. Note how the doctor starts the interview:

- *What brings you here?*
- *What makes you come to this hospital?*

3. Other ways of starting an interview are:

- *What can I do for you?*
- *What seems to be problem?*

4. Note how the doctor asks how long the problem has lasted

- *How long have they been bothering you?*

5. Another way of asking about this is:

- *How long have you had them?*

Practicing skills

Study this short dialogue.

- Doctor : Good morning, I am Doctor Richard. Nice too meet you
Patient : nice to meet you Doctor, I am Mrs. Black.
Doctor : well, Mrs. Black, what's brought you along today?
Patient : I've got a bad dose of flu (1)
Doctor : how long has it been bothering you?
Patient : two or three days. (2)

Practicing a Dialog

Make a pair group consists of two persons. One person acts as a doctor and the other person acts as a patient. Use may use some response below.

(1)	(2)
A bad dose of flu	Two or three days
Terrible constipation	Since Tuesday
Swollen ankles	A fortnight
A pain in my stomach	For almost a month

B. ASKING INFORMATION

1. Note how the doctor asks where the problem is:1

- *Which part of your head is affected?*

2. Otherways of finding this out are:

- *Where does it hurt?*(hurt is a verb, My foot hurts)*
- *There is it sore? * (sore is an adjective, My foot is sore/ I have a sore foot)*

3. Note how the doctor asks about the type pain:

- *Can you describe the pain?*

4. Other ways of asking this are:

- *What's the pain like?*
- *What kind of pain is it?*

Lets practice

Practice the dialog with a friend next to you!

Doctor : which part of your head (chest, back, etc.) is affected?

Patient : just here.

Doctor : Can you describe the pain?

Patient : It's a dull sort of ache. **(1)**

Replace the expression on (1) with the expression below and practice the dialog again!

- a dull sort of ache
- a feeling of pressure
- very sore, like a knife
- a burning pain

C. ASKING PATIENT'S CONDITION

1. Note how the doctor asks if anything relieves the pain of headaches:

- *Is there anything that makes them better?*

2. Similarly he can ask:

- *Does anything make them worse?*

3. Doctors often ask if anything else affects the problem. For example:

- *What effect does food have?*
- *Does laying down help the pain?*

Let's practice

Read and practice the dialog below

DOCTOR: Where does it hurt?

PATIENT: Right across here. (*Indicating the central chest area*)

DOCTOR: Can you describe the pain?

PATIENT: It's like a heavy weight pressing on my chest.

DOCTOR: Does anything make it better?

PATIENT: If I stop for a bit, it goes away.

Tasks 1

Complete the situational dialog below based on the example above!

1. DOCTOR: _____

PATIENT: Here, just under my ribs. (1)

DOCTOR: _____

PATIENT: It gets worse and worse. Then it goes away.

DOCTOR: _____

PATIENT: Food makes it worse.

2. DOCTOR: _____

PATIENT: It's right here. (2)

DOCTOR: _____

PATIENT: It's a gnawing kind of pain.

DOCTOR: _____

PATIENT: Yes, if I eat, it gets better.

3. DOCTOR: _____

PATIENT: Down here. (3)

DOCTOR: _____

PATIENT: It's a sharp, stabbing pain. It's like a knife.

DOCTOR: _____

PATIENT: If I take a deep breath, or I cough, it's really sore.

4. DOCTOR: _____

PATIENT: Just here. (4)

DOCTOR: _____

PATIENT: My chest feels raw inside.

DOCTOR: _____

PATIENT: When I cough, it hurts most.

Task 2

Make a question that might be asked by a doctor to the patient based on the clinical details below!

CLINICAL DETAILS

Date Oct 3rd 2004

Dear Dr Scott

I would be grateful for your opinion and advice with regard to

(Name) GREEN, Peter

URGENT
Please indicate
in the box

A brief outline of history, symptoms and signs and present therapy is given below:

This 42-year-old ¹salesman had a severe attack of ²central chest pain ³six months ago which ⁴lasted 10 mins and was ⁵relieved by rest. This has recurred several times ⁶after exertion. His father ⁷died aged 56 of a ⁸coronary thrombosis. Physical examination was normal and I refer him to you for further assessment in view of his age.

Diagnosis: angina

Thank you for seeing him.

Yours sincerely,

If transport required please state: YES NO

Stretcher/Sitting case

Sitting case – two man lift

Signature Mary Chapman

Task 3

Read the following case history and find and underline this information about the patient and quick as possible.

1. previous occupation
2. initial symptoms
3. Initial diagnosis
4. Condition immediately prior to admission
5. Reason for emergency admission
6. Duration of increased thirst and nocturia
7. Father's cause of death

8. Alcohol consumption

CASE HISTORY

Mr. Wildgoose, a retired bus driver, was unwell and in bed with a cough and general malaise when he called in his general practitioner. A lower respiratory tract infection was diagnosed and erythromycin prescribed. Two days later, at a second home visit, he was found to be a little breathless and complaining that he felt worse. He was advised to drink plenty and to continue with his antibiotic. Another 2 days passed and the general practitioner returned to find the patient barely rousable and breathless at rest. Emergency admission to hospital was arranged on the grounds of 'severe chest infection'. On arrival in the ward, he was unable to give any history but it was ascertained from his wife that he had been confused and unable to get up for the previous 24h. He had been incontinent of urine on a few occasions during this time. He had been noted to have increased thirst and nocturia for the previous 2 weeks.

His past history included appendicectomy at age 11 years, cervical spondylosis 10 years ago, and hypertension for which he had been taking a thiazide diuretic for 3 years. His father had died at 62 years of myocardial infarction and his mother had had rheumatoid arthritis. His wife kept generally well but had also had a throat infection the previous week. Mr. Wildgoose drank little

Task 4

Study these case notes. What questions might the doctor have asked to obtain the information they contain?

SURNAME	James	FIRST NAMES	Robert
AGE	48	SEX	M
		MARITAL STATUS	S
OCCUPATION	Builder		
PRESENT COMPLAINT	<p>1/2 frontal headache 4/7 following cold worse in a.m. and when bending down. Also 1/2 being "off colour" and feverish.</p>		
POINTS OF NOTE	<p>Analgesics \bar{c} some relief.</p>		

SURNAME	Warner	FIRST NAMES	Mary Elizabeth
AGE	34	SEX	F
		MARITAL STATUS	D
OCCUPATION	Teacher		
PRESENT COMPLAINT	<p>1/2 episodic headaches many years, lasting 1-2 days every 3-4 months. Pain behind eyes \bar{c} nausea. "tightness" back of head. Depressed \bar{c} pain, interfering \bar{c} work.</p>		

Work in pairs and try to recreate the consultation. Student A should start.

Student A : Play the part of the patients. Use the case notes as prompts.

Student B : Play the part of the doctor. Find out what the patient is complaining of. Do not look at the case notes!

D. CHECKING MEDICAL PROBLEMS

Note how the doctor asks about the systems:

- Do you have any trouble with your stomach or bowels?
- What's your appetite like?
- Any problems with your waterworks?
- What about coughs or wheezing or shortness of breath?
- Have you noticed any weakness or tingling in your limbs?

Lets practice

Match each of the suspected problems in the A column with a suitable question from B column.

A. Suspected problem	B. Question
1) Depression	a. Have you had any pain in your chest?
2) cardiac failure	b. Do you ever get wheezy?
3) asthma	c. What sort of mood have you been in recently?
4) prostate	d. Any problem with your waterworks?
5) coronary thrombosis	e. Have you ever coughed up blood?
6) cancer of the lung	f. Have you had any shortness of breath?

Your lecture will read the following expression, listen and identify the intonation used in those expressions

- Any pain in your muscles?
- Have you lost any weight?
- Have you had a cough at all?
- Is there any blood in it?
- Have you had any pains in your chest?

Note:When we ask Yes/No questions like these, we normally use rising intonation. Note that the voice changes on the important word. For example: Any pain in your **muscles**?

Let's Practice It

Task 5

Study this extract from a case history!

The patient was a 59-year-old man, *head of a small engineering firm* (1), who *complained of central chest pain* (2) which occurred *on exertion* (3) and was *sometimes accompanied by sweating* (4). He *smoked 40 cigarettes a day* (5). The pain had *first appeared three months previously* (6) and was *becoming increasingly frequent* (7), He had noticed some *weight gain recently (4 kg)* (8) and also complained that his hair had become *very dull and lifeless*. He felt the cold much more than he used to. He *denied any palpitations* (9) or *ankle oedema* (10).

What questions might a doctor ask a patient to obtain the information in italics in the case history? Use the question types studied previously. You may ask more than one question for each piece of information.

For example:

- a) *what's your job?*
- b) *What's brought you along today? which part of your chest is affected?*
- c) *When you have finished, put your questions in the most natural order for a consultation.*

Task 6

Read the description of each patient below

<p>You are a 60-year-old electrician (male). You have coughed up blood several times over the last few weeks. You have noticed that you're losing weight Your clothes don't fit you properly. You smoke 30 cigarettes a day.</p>
<p>You are 68. You are a retired schoolteacher (male). You have been getting more and more constipated over the past few months. You've noticed blood in your stools. You've been losing weight.</p>
<p>You are 45. You are a housewife. You have three children. You get a pain in your stomach after meals. Sometimes you feel squeamish. Fried and oily foods seem to be worse</p>
<p>You are a 24-year-old typist (female). You have pain when you are passing water. There is blood in your urine. You have to pass water more frequently than usual.</p>
<p>You are a student of 19 (male). You have a headache at the front of your head, along the brow. Your nose keeps running. Your headache is worse in the morning when you get up. It also gets worse when you bend down.</p>

Work in pairs. Student A should start. Use proper question. Do a role play! And write the medical report!

- Student A : Play the part of the patient. Base your replies on the information given in the table above.
- Student B : Play the part of the doctor. Find out what the patient is complaining of.

Task 7

Match each of the medical terms for common symptoms in the first column with a term which a patient would easily understand or might use, from the second column.

Medical term	Non-medical term
1. Paraesthesia	a. swelling, puffiness
2. productive cough	b. indigestion
3. anaesthesia	c. coughing up phlegm or spit
4. retrosternal chest pain	d. trouble holding your water
5. orthopnea	e. cramp in the leg muscles which comes and goes
6. stress incontinence	f. numbness
7. dysmenorrhoea	g. sleeplessness
8. dyspepsia	h. out of breath, out of puff, breathlessness
9. oedema	i. painful periods
10. intermittent claudication	j. pain behind the breast bone
11. insomnia	k. pins and needles
12. dyspnea	l. shortness of breath when you lie down

CHAPTER 2

TELLING SCHEDULE

A. ASKING AND TELLING ABOUT TIME

Second (n)	: detik
Minute (n)	: menit
Hour (n)	: jam
p.m (post meridiem)	: kurun waktu antara jam 12 tengah hari sampai jam 12 tengah malam.
a.m (ante meridiem)	: waktu antara jam 12 malam sampai jam 12 tengah hari.
“ good evening ” diucapkan pada malam hari saat bertemu. “ good night ” diucapkan pada malam hari saat berpisah.	
Note: (n) = noun	

1. Asking about time

- *Excuse me. What time is it now (by your watch)?*

2. Responses

- *It's + minute + PAST + main hour*
- *It's + minute + TO + main hour*

Examples:

X : *Excuse me, What time is it now?*

Y : *it's ten past two*

NOTE:

A quarter	= fifteen (minutes)
A half	= thirty (minutes)
..... O'clock	= used only at full hour (exact hour)
A.M	= ante meridian (before 12 at noon)
P.M	= post meridian (before 12 at mid night)

B. ASKING AND TELLING ABOUT DATES

Study and practice these useful expressions

- *What date is it today?*
- *When were you born?*
- *When were you admitted to this hospital?*

Response

- *it's (is/was) on*

Write	Say
14 Jan (uary) 1990	January the fourteenth nineteen ninety (BE)
14.1.90 (GB)	January the fourteenth nineteen ninety (BE)
1.14.90 (US)	January fourteenth nineteen ninety (AE)
5 Apr(il) 1892	April the fifth eighteen ninety two
9 Dec(ember) 1600	December the ninth sixteen hundred
5 Nov(ember) 1804	November the fifth eighteen hundred and four

C. ASKING AND TELLING ABOUT DOCTOR'S SCHEDULE

Study and practice these useful expressions!

1. Asking Schedule

- *When can I visit (doctor's name or speciality)*
- *Pardon me, do you know when dr is available?*
- *When is it my turn?*

2. Responses

- *It is / it's*
- *The internist's/ Dr 's schedule is at +(hour) /on +(day)*
- *The obstetrician /she/he is available at +(hour) /on +(day)*
- *The obstetrician /she/he will be available at +(hour) /on +(day)*

Lets practice

Say these dates!

14 Jan 1978

13 Aug 1066

3 Mar 1860

21 Sept 1980

10 Oct 1906

19 Oct 1969

Answer these questions orally!

1. What date is it?
2. What date is it tomorrow?
3. What date is it after tomorrow?
4. What date was it yesterday?
5. What date was it before yesterday?
6. When were you born?

3. Task1

Translate this exchange into English (V: Visitor) (N: Nurses)

1.	V: saya pasien dr. Stewart. Jam berapa saya hari ini bisa bertemu? N: saya cek jadwalnya dulu, Baik, anda bisa ketemu pk. 16.30 V: _____ N: _____
2.	V: hari apa saja ada dokter spesialis anak? N: dokter spesialis anak? Sebentar ya bu Dokter spesialis anak ada pada hari Selasa dan Jum'at. V: jam berapa jadwalnya? N: pagi jam 8 sampai jam 12. Sore jam 4 sampai jam 6. V: _____ N: _____ V: _____ N: _____
3.	V: suster, kapan jadwal kunjungan pasien dr. William. N: iya sudah datang. Iya akan mengunjungi Anda kira-kira jam 8.15. V: _____ N: _____
4.	V: Suster, Jam berapa operasi bedah nya akan dimulai? N: operasi? Hari ini jam 10 tepat. V: _____ N: _____
5.	V: Maaf, jam berapakah jadwal kunjungan dirumah sakit ini? N: jam 10 pagi sampai jam 12 dan jam 6 sampai jam 8 sore. V: _____ N: _____

4. Task 2

Role play

1. Practice the above dialogue with your partner
2. N: Nurse, P: patient

5. Task 3

Conversation 1: Current time

Create your own situation of patient and nurse conversation about current time!

For example:

- Patient : what time is it?
- Nurse : it is.....

6. Task 4

Conversation 2: Doctor's schedule

Create your own situation of doctor and nurse conversation about doctor's schedule!

For example:

- Doctor : when can I see the obstetrician today?
- Nurse : the obstetrician will be on duty at

7. Task 5

Conversation 3: Turn

Create your own situation of patient and nurse conversation about current time!

For example:

- Doctor : nurse, what time can I begin my turn?
- Nurse : yes doctor, your turn is at

8. Task 6

Make a dialog based on the situation below and practice with your partner.

(D: doctor) (N: nurse)

- a. D asks N about the time his mother passed away.
- b. D asks N about when visitor's visiting time starts in the afternoon.
- c. D asks N about patient's visiting schedule.
- d. D tells the patient about the schedule or radiology room.
- e. D tells the patient about the schedule of taking medicine.

CHAPTER 3

DESCRIBING HUMAN DISEASES AND MEDICAL JOB

Task 1

Make group consists of 4 -5 persons. Mention part of the body and find diseases that might happen on it.

Part of the body	Diseases
1. Head	Headache, vertigo,

1. Job Description

Asking someone's job description

No.	Formal	Informal
1	Could you tell me what your duties are?	What are your duties?
2	I would like to know whether you know about your responsibility	What is your responsibility?
3	Can you tell me what your task is?	What is your task?
4	I would like to know what you have to do	What do you have to do?

Telling about someone's job description

- a. Receive guests and in-coming phone calls
- b. A PR officer is a responsible for building a good relationship
- c. My duties are to offer the menu and to take the orders.
- d. I have to make medical reports.

2. Educational Background

Asking someone's Educational Background

No.	Formal	Informal
1	Could you tell me a little about your educational background?	What is your educational background?
2	Can you tell me where you graduated from?	Where did you graduate from?
3	I would like to know about your major	What is your major?
4	I would like to know where you study	Where do you study?

Telling someone's Educational Background

- a. I graduated from medical wifery collage.
- b. I have a degree in nursing.
- c. I majored in pharmacy.
- d. My major is medical wifery.

Task 1

Work in group and describe the duty of each medical specialization!

Name of specialization	Duty
1. Dentist	A surgeon who specializes in dentistry- the diagnosis, prevention, and treatment of diseases and condition of oral cavity.
2. Oncologist 3. Dermatologist 4. Orthopedy 5. Cardiologist 6. Neurologist 7. Gynecologist 8. Urologist 9. Pulmonologist <i>Find more and describe it!</i>	

Task 2

Make a dialog about someone's educational background and the description of his job then present it in front of the class.

Task 3

Individual work!

Make an essay about describing a medical profession in a piece of paper!

CHAPTER 4

EXAMINING A PATIENT

A. USEFUL EXAMINATION EXPRESSION

1. Note how the neurologist explains what she is going to do in Part I of the examination:

- *I now want to ...*
- *I'm going to ...*
- *I will ...*

2. To instruct the patient, she uses:

- *I want you to ...*

3. To mark the stages of her examination, she says:

- *Now, I'm going to fry something ...*
- *Next, I'm going to test you....*

4. Explain what she is going to do and why.

- *Now I'm going to take some fluid off your back to find out what's giving you these headaches.*

5. Instruct the patient to take up the correct position.

- *Now I want you to move right to the edge of the bed.*

6. Reassure the patient about the investigation.

- *It won't take very long*
- *Now I'm going to give you a local anesthetic so it won't be sore.*

7. Doctors often combine reassurance with a warning. Study these examples from a sternal marrow investigation:

- *It shouldn't be painful, but you will be aware of a feeling of pressure.*
- *This may feel a little bit uncomfortable, but it won't take long.*
-

Task 1

Here is part of a doctor's explanation during a sternal marrow investigation. The explanation has been put in the wrong order. Try to rearrange it.

- Now I'm going to give you an injection of local anesthetic. First into the skin and then into the bone.
- Then we'll put a dressing over the area
- Now the next thing I'm going to do is to put a towel, a clean towel, over the area
- First of all, I'm just going to wash the area with a bit of antiseptic.
- Just going to remove the needle from your chest.
- Now we're ready to do the actual test.
- Now I'm going to remove the actual cells from your bone.

B. GENERAL EXAMINING

1. Note how the doctor instructs the patient what to do:

- *Now I just want to see you standing.*
- *Could you bend down as far as you can?*
- *Keep your knees and feet steady.*

2. Instructions, especially to change position or remove clothing, are often made like this:

- *Would you slip off your top things, please?*
- *Now I would like you to lean backwards.*

3. The doctor often prepares the patient for the next part of the examination in this way:

- *I'm just going to find out where the sore spot is.*

Task 2

Study this checklist for the first examination of a patient on attendance at an antenatal clinic. Some of these examinations are carried out as routine on subsequent visits. Mark them with a tick (✓) on the checklist.

THE FIRST EXAMINATION	
1 Height <input type="checkbox"/>	10 Blood sample for blood group <input type="checkbox"/>
2 Weight <input type="checkbox"/>	11 Blood sample for haemoglobin <input type="checkbox"/>
3 Auscultation of heart and lungs <input type="checkbox"/>	12 Blood sample for serological test for syphilis <input type="checkbox"/>
4 Examination of breasts and nipples <input type="checkbox"/>	13 Blood sample for rubella antibodies <input type="checkbox"/>
5 Examination of urine <input type="checkbox"/>	14 Blood sample for HIV antibodies <input type="checkbox"/>
6 Examination of pelvis <input type="checkbox"/>	15 Examination of abdomen to assess size of uterus <input type="checkbox"/>
7 Examination of legs <input type="checkbox"/>	16 Examination of vagina and cervix <input type="checkbox"/>
8 Inspection of teeth <input type="checkbox"/>	
9 Estimation of blood pressure <input type="checkbox"/>	

Now study these extracts from an obstetrician's examination of a patient attending for her 32-week antenatal appointment. Match each extract to the numbered examinations on the checklist. For example:

- Have you brought your urine sample? 5
- Now would you like to sit up and I'll take your blood pressure? _____
- Now I'll take a sample of blood to check your hemoglobin ____.
- Have you noticed any swelling of your ankles? _____ Let's have a quick look.

- e) Now if you'd like to lie down on the couch, I'll take a look at the baby. I'll just measure to see what height it is.

Task 3

Find out the information of the following antibiotics prescription (including: indication, cautions, contra-indications, side-effect, and dose).

- 1) Amoxicillin
- 2) Erythromycin
- 3) Phenoxymethyl Penicillin
- 4) Tetracycline
- 5) Cefuroxime
- 6) Benzyl Penicillin
- 7) Tetracycline
- 8) Gentamicin
- 9) Cefotaxime

Task 4

Using the prescribing information that you have found, choose the most appropriate antibiotic for these patients.

- 1) A 4-year-old-boy with meningitis due to pneumococcus. He is allergic to penicillin.
- 2) A 57-year-old man with a history of chronic bronchitis now suffering from pneumonia. The causative organism is resistant to tetracycline.
- 3) A 27-year-old woman with urinary tract Infection in early pregnancy.
- 4) A 4-year-old girl with septic arthritis due to haemophilus influenza,
- 5) 5 An 18-year-old man with left leg amputation above the knee following a road traffic accident
- 6) A 50-year-old woman with endocarditis caused by strep. viridans.
- 7) A 13-year-old girl with disfiguring acne.
- 8) An 8-year-old boy with tonsillitis due to B-hemolytic streptococcus.
- 9) A 43-year-old dairyman with brucellosis.
- 10) A 4-year-old unimmunized sibling of a 2-year-old boy with whooping cough.

C. SPECIAL EXAMINATIONS

1. Note how the doctor starts the examination:

- *I'd just like to ...*
- *Could you just ... for me?*

2. Note how the doctor indicates the examination is finished;

- *Right, thank you very much indeed.*

Task 5

You want to examine a patient. Match the following **examination** and the **instruction**!

Examinations	Instructions
the throat	Remove your sock and shoe.
the ears	Remove your top clothing.
the chest	Turn your head this way.
the back	Open your mouth.
the foot	Tilt your head back.
the nasal passage	Stand up.

Then work in pair and practice the examining expression above by rephrasing the instructions, For example: *I would just like to examine your throat. Could you please open your mouth as wide as you can?*

Task 6

What do you think the doctor is examining by giving each of these instructions?

1. I want you to push as hard as you can against my hand.
2. Breathe in as far as you can. Now out as far as you can.
3. Say 99. Now whisper it.
4. Could you fix your eyes on the tip of my pen and keep your eyes on it?
5. I want you to keep this under your tongue until I remove it.
6. Would you roll over on your left side and bend your knees up? This may be a bit uncomfortable.
7. I want to see you take your right heel and run it down the front of your left leg.
8. Put out your tongue. Say Aaaa...

D. MENTAL IMPAIRMENT EXAMINATIONS

The form below is used to measure mental impairment. Discuss with a partner:

- In what order you might ask these questions?
- In what form you might ask them?

ISAACS-WALKEY MENTAL IMPAIRMENT MEASUREMENT	
Date of test / /	
Ask the patient the following questions. Score 1 for a correct answer, 0 for an error.	
	Score
1 What is the name of this place?
2 What day of the week is it today?
3 What month is it?
4 What year is it?
5 What age are you? (allow ± 1 year error)
6 In what year were you born?
7 In what month is your birthday?
8 What time is it? (allow ± 1 hour error)
9 How long have you been here? (allow 25% error)
	Total score
Significance of score	
8 or 9	No significant impairment
5 to 7	Moderate impairment
1 to 4	Severe impairment
0	Complete failure
Signature of examiner	

1. Note how the doctor uses a rephrasing technique to encourage the patient and give him time 10 answers. For example:

- Question 9: Have you been here long?

in this house, have you been here long?

How long have you been living in the high Street?

2. Note also that the rephrased question is often preceded by an expression like

Do you remember ... ?

For example: *Do you remember where this is? Where is this place?*

Task 7

Using the expressions studied in this chapter. Choose a study case of examination and make a dialog including an explanation to a patient about each stage of the examinations and instruct him.

CHAPTER 5

MAKING A DIAGNOSIS

A. USEFUL EXPRESSION

1. Note these expressions used between doctors in discussing a diagnosis.

	Certain	Fairly certain	Uncertainty
Yes	is must	seems probably likely	might could may
No	can't definitely not exclude rule out	unlikely	possibly a possibility

2. We are still uncertain. We can say:

- *The patient **might** have cervical spondylosis.*
- *Cervical spondylosis is a **possibility**.*

3. The findings on examination provide more evidence. Some diagnoses become more likely while others become less likely. We can say:

- He **seems** to have *temporal* arteritis.
- There is no neck stiffness. It's **unlikely** that he's got cervical spondylosis.

4. The results of the investigations provide stronger evidence for our final diagnosis. We can say:

- A raised ESR makes temporal arteritis **verylikely**.
- Normal MRI scan**excludes** a space-occupying lesion.
- He **can't** have a space-occupying lesion.

5. Finally, following the biopsy, We can say:

- - He must have temporal arteritis.

Note:

When explaining a diagnosis, a patient would expect you to answer the following questions:

1. What's the cause of my problem?
2. How serious is it?
3. What are you going to do about it?
4. What are the chances of a full recovery?

In explanations, it is important to use straightforward. Non-specialist language with only such detail as is important for the patient's understanding of the problem. You can make sure your explanations are easily understood by avoiding medical terminology where possible and defining the terms you use in a simple way.

Task1

Write simple explanations for patients of these terms. Compare your explanations with those of other students.

1. the pancreas
2. the thyroid
3. fibroids
4. emphysema
5. arrhythmia
6. bone marrow
7. the prostate gland
8. gastro-esophageal reflux

B. CAUSE AND EFFECT

1. **Explanations often involve describing causes and effects. Look at these examples:**

Cause	Effect
bend the knee	the tension is taken off the nerve
straighten it	the nerve goes taut

2. **We can link a cause and an effect like this:**

- *If we bend the knee, the tension is taken off the nerve.*
- *If we straighten it, the nerve goes taut.*

Note: that both the cause and effect are in the present tense because we are describing something which is generally true.

Task 2

Write a suitable effect for each of these causes. Then give each cause and effect to make a simple statement you could use in an explanation to a patient.

1. The stomach produces too much acid.
2. A woman gets German measles during pregnancy.
3. You vomit several times in quick succession.
4. Your skin is in contact with certain plants.
5. Your blood pressure remains high.
6. You give your baby too much fruit
7. The cholesterol level in the blood gets too high.
8. There are repeated injuries to a Joint.

Task 3

How would you explain these diagnoses to the following patients or their relatives?

Work in pairs. Student A should start. A: Play the part of the doctor. Explain these diagnoses to the patients or their relatives below. B: Play the part of the patients. In 2 and 6, play the part of a parent and in 5 plays the part of the son or daughter.

1. A 33-year-old salesman suffering from a duodenal ulcer.
2. A 6-year-old boy with Perthes' disease, accompanied by his parents.
3. A 21-year-old professional footballer with a torn meniscus of the right knee.
4. A 43-year-old teacher with fibroids.
5. An 82-year-old retired nurse suffering from dementia, accompanied by her son and daughter.
6. A 2-week-old baby with tetralogy of Fallot, accompanied by her parents.
7. A 35-year-old receptionist suffering from hypothyroidism.