



Erasmus+

Project No 2014-1-ES01-KA203-004735. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

HEALTHCARE
ENGLISH
LANGUAGE
PROGRAMME



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Consortium



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TECNALIA



PRO-KOMPETENZ



KLAIPĖDOS UNIVERSITETAS



FIT



Palacký University
Olomouc

PALACKÝ UNIVERSITY



SLOVAK MEDICAL UNIVERSITY



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What is HELP?



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- Educational platform for language skills and intercultural competence
- For healthcare and other professionals, self-learners
- Interactive, media-supported
- Modular structure
- Online, PDF, and for Android
- It's free



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HELP stages



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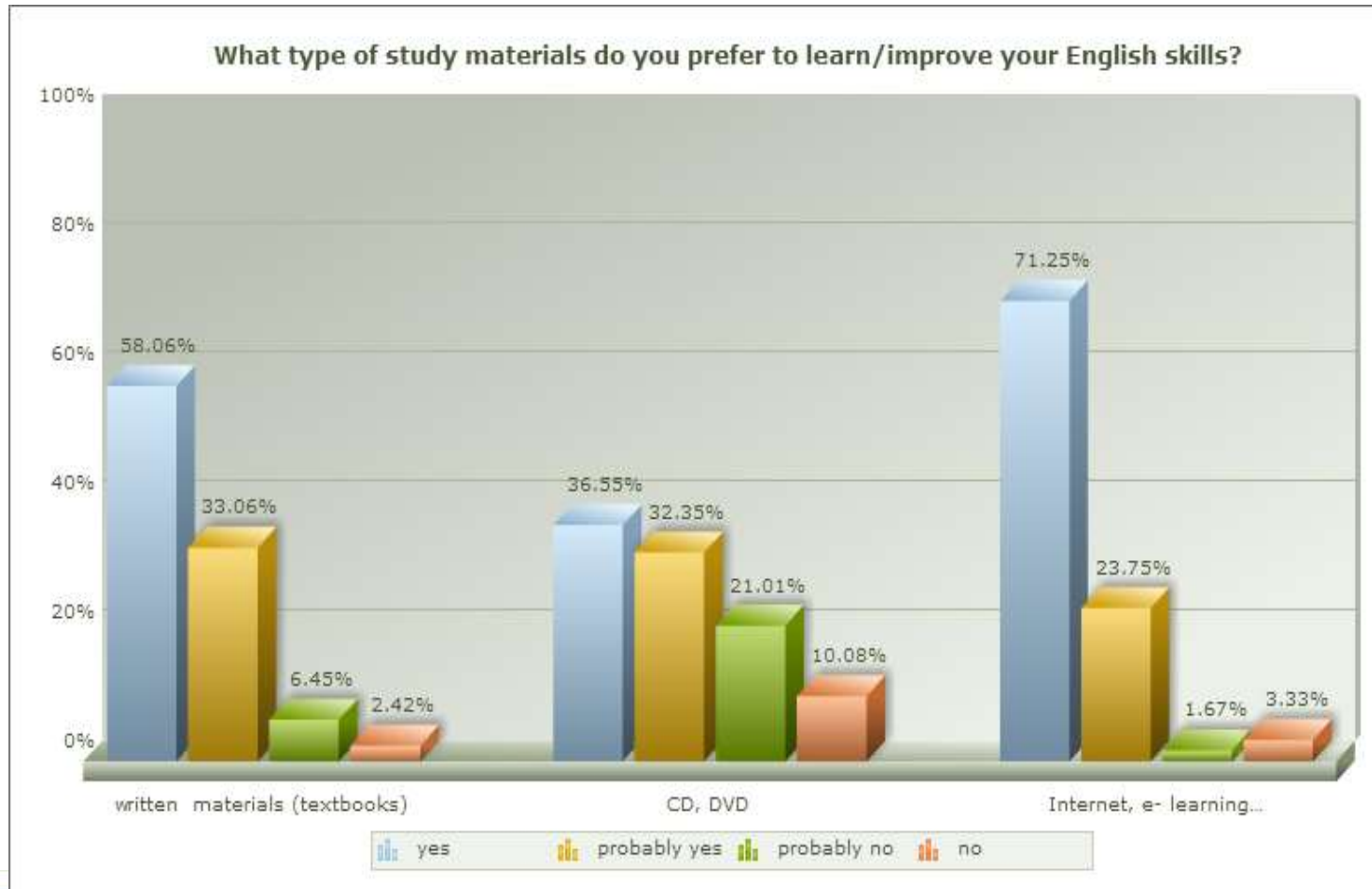
- Need analysis (70 teachers, 250 students)
- Didactic design – B1/B2 level on CEFR
- Module writing
- Pilot testing (700 test users)
- Platform and app design
- Textbook design



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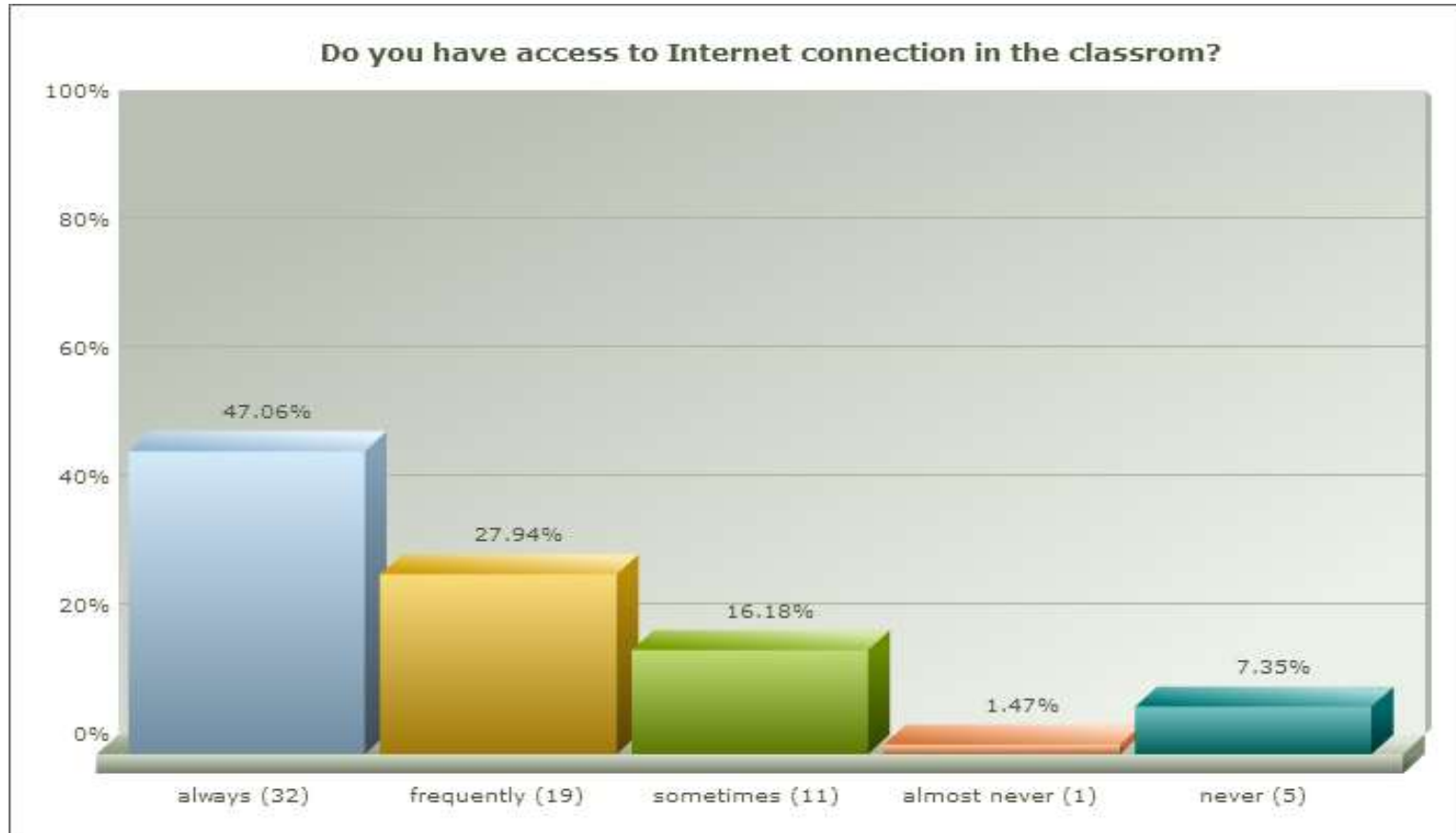


Need Analysis





Need Analysis



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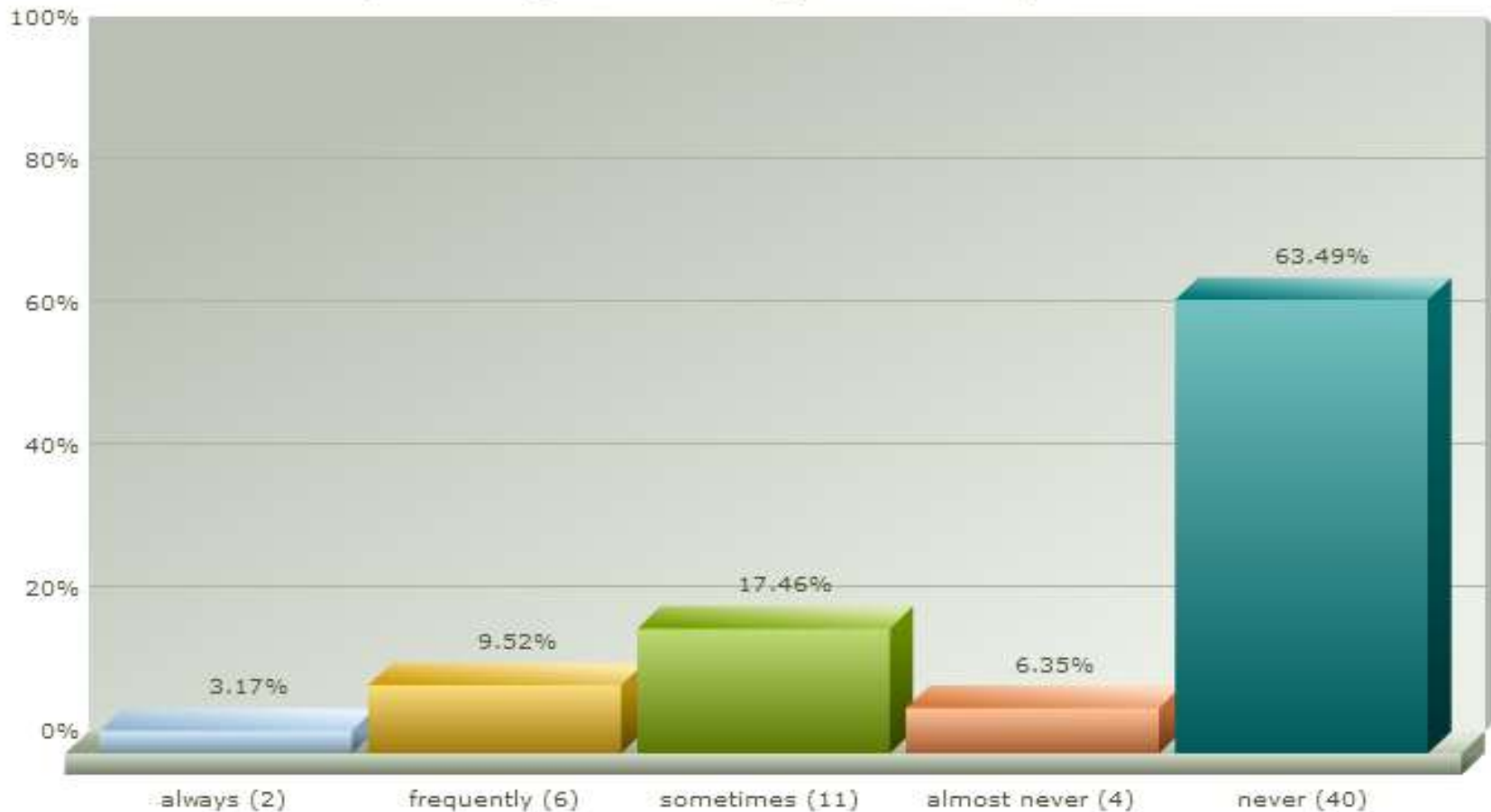


Need Analysis



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Do you use any other learning platform with your students?





Need Analysis – other findings



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Students ask for intercultural skills



Teachers reluctant to teach them



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How does it work?



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- Online platform:
 - help-theproject.eu/moodle
- Mobile app: Google Play (Android)
- Printed version
- PDF's: downloadable from platform
- Multimedia: downloadable from platform



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Platform use



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- [Link](#)



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Log in


Username

Password

Remember username

LOG IN

[Forgotten your username or password?](#)

Cookies must be enabled in your browser 

Some courses may allow guest access

LOG IN AS A GUEST

Is this your first time?

Hi! For full access to courses you'll need to take a moment to create an account on the site. Each of the individual courses may also have a separate sign-up process later.

REMEMBER: THIS PROJECT HAS BEEN FUNDED BY THE NATIONAL ENDOWMENT FOR HUMANITIES. USE OF THE PLATFORM AND OF ALL RELATED FEATURES AND CONTENT ELEMENTS OF THE PLATFORM IS FREE FOR NON-COMMERCIAL USE.

Here are the steps:

1. Fill out the [New Account](#) form with your details.
2. An email will be immediately sent to your email address.
3. Read your email, and click on the web link it contains.
4. Your account will be confirmed and you will be able to log in.
5. Now, select the course you want to participate in.
6. If you are prompted for an "enrolment key" - use the key provided in the email you received to log in to the course.
7. You can now access the full course. From now on, you will need your username and password (in the form on this page) to log in.

CREATE NEW ACCOUNT



European Language Label
An Séala Eorpach Teanga
2017

Healthcare English Language Programme

[READ MORE >](#)

HEALTHCARE ENGLISH LANGUAGE PROGRAMME

The quality of medical services highly depends on communication skills. HELP deals with this challenge.

HELP is a modular, adequate, homogeneous, media supported training programme, based on CEFR standards to satisfy demands of learner-centred formal and informal learning approaches for the English levels B1/B2 and development of intercultural competences for training centres and learning at the workplace.

HELP overcomes the patchwork of educational materials and approaches which is used for English training in healthcare. The training programme has been created in line with latest developments concerning the professional content and requirements for the European workplace and taking up potentials from media support for learning with mobile devices, connecting education and workplace.

HELP PROVIDES AN INNOVATIVE STANDARD LEARNING SETTING FOR HEALTHCARE ENGLISH LEARNERS AND PROFESSIONALS AT THE LEVELS B1 AND B2 OF THE CEFR. THAT SATISFIES A DEMAND ON NATIONAL AND EUROPEAN LEVELS.





Medical Competence

[Readmore >](#)



MODULE 1 HOSPITAL PROCEDURES

[Readmore >](#)



MODULE 2 DOCUMENTATION

[Readmore >](#)



MODULE 3 PHYSICAL EXAMINATION

[Readmore >](#)



MODULE 4 HOSPITAL EQUIPMENT

[Readmore >](#)



MODULE 5 HOSPITAL WARDS AND HEALTHCARE SPECIFICS

[Readmore >](#)



MODULE 6 HUMAN ANATOMY

[Readmore >](#)



MODULE 7 BODY SYSTEMS

[Readmore >](#)



MODULE 8 BASIC DISEASES

[Readmore >](#)



MODULE 9 DRUGS

[Readmore >](#)



MODULE 10 WOUNDS AND INJURIES

[Readmore >](#)



MODULE 11 TAKING CARE OF PATIENTS

[Readmore >](#)



⚙ Edit settings

▶ Users

▼ Filters

▶ Reports

📁 Backup

📁 Restore

▶ Question bank

▶ Site administration

Calendar

| Sun | Mon | Tue |
|-----|-----|-----|
| 1 | 2 | 3 |
| 5 | 9 | 10 |
| 15 | 16 | 17 |
| 22 | 23 | 24 |
| 29 | 30 | 31 |

Navigation ☰

Dashboard

- Site home
- Site pages
- Current course
 - MODULE 3 PHYSICAL EXAMINATION**
 - Participants
 - Badges
 - General
 - Physical Examination
- My courses
- Courses

Administration ☰

- Course administration
 - Turn editing on
 - Edit settings
 - Course completion
 - Users
 - Unenrol me from MODULE 3 PHYSICAL EXAMINATION
 - Filters
 - Reports
 - Grades
 - Gradebook setup

Your progress ?

- News forum
- User Guide
- Learning Tips
- Module 3 PDF download
- Multimedia resources
- HELP skype Community
- Module Forum
- Module Chat

Physical Examination



This module prepares healthcare staff and students of medical faculties to communicate fluently during a patient interview and physical examination. Subsequent sections of the module briefly cover the five steps of the nursing process i.e. gathering information about a patient (Assessment), problem identification (Diagnosis), deciding on proper patient care (Planning), performing planned nursing actions (Implementation) and verifying if the goals have been fulfilled (Evaluation). A variety of tasks and media used will help the learners to develop their oral and written competence for communication with patients and other healthcare providers.

Author: Justyna Kowalczyz
Author of video and listening scripts: Aleksandra Gaworska-Krzemińska
Stowarzyszenie Angielski w Medycynie www.angielskiwmedycynie.org.pl

- Objectives
- Listening 1 – Key words

Search forums ☰

Advanced search ?

Latest news ☰

[Add a new topic...](#)

(No news has been posted yet)

Upcoming events ☰

There are no upcoming events

[Go to calendar...](#)
[New event...](#)

Recent activity ☰

Activity since Saturday, 28 October 2017, 7:23 PM
[Full report of recent activity...](#)

No recent activity



117 **HELP Module 9 Drugs**

2. How would you classify main forms of drug administration? List as many as you can. Main routes of drug administration are:

3. Explain the abbreviations mentioned below. You can pass the word or refer to the sub-script if necessary:
 ID =
 IM =
 ID =
 IP =
 IV =
 SC =

4. Explain how to calculate an appropriate dose of a drug. We should take the following indications into consideration:

5. What is the difference between OTC and Rx drugs? What is the nurse's role in administering them?

6. Give synonyms for:
 a. side effects = /
 b. route of drug delivery =
 c. applied to the ear =
 d. applied to the eye =

SPKING 1

Find a partner in your environment and together discuss the following statements.
 • Drugs can be taken without medical consultation.
 • Patients should always be involved in decision making about taking medications.
 • Clinical trials are the best method to assess the effects of a new drug.
 • Placebo treatment – does it really assist?
 • Importance of the patient's positive attitude in medical treatment.
 • Your approach to CAM (Complementary and Alternative Medicine).

Suggestion for self-learning: you can work with a partner via Skype or present your point of view in a monologue.

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LANGUAGE FOCUS 1

Please use some of the words and expressions below that refer to CAM.

| | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| acupuncture /ˌækjʊˈnʃərə/ | massage /məˈsɑːʒ/ | herbal medicine /ˈhɜːbəl ˈmedɪn/ |
| chiropractic /ˌtʃaɪrəˈpæʃi/ | reflexology /ˌreflɪˈdʒəli/ | acupuncture /ˌækjʊˈnʃərə/ |
| herbal therapy /ˈhɜːbəl ˈθerəpi/ | herbal therapy /ˈhɜːbəl ˈθerəpi/ | herbal therapy /ˈhɜːbəl ˈθerəpi/ |
| herbal therapy /ˈhɜːbəl ˈθerəpi/ | herbal therapy /ˈhɜːbəl ˈθerəpi/ | herbal therapy /ˈhɜːbəl ˈθerəpi/ |

READING 1

Read the text and change the words in brackets to complete the gaps (negative forms may also appear). Then answer the questions below.

MANAGEMENT OF MEDICINES IN NURSING PRACTICE

While medicines make a significant contribution to the (1) (TREAT) of ill health, the (2) (PREVENT) of disease, increasing life expectancy and improving health outcomes, they also have the potential to cause harm. The quality use of medicines requires that the appropriate medicine is (3) (PRESCRIPTION); that it is available at a price the individual can afford; and that it is prescribed, dispensed and administered correctly. The goal of any medicines service for older people is to promote quality of life.

Age (4) (RELATION) changes in physiology affect the manner in which the body responds to and (5) (METABOLISE) medicines. In addition to pharmacokinetic changes that occur as a result of normal healthy (6) (AGE), the effects of pathology must also be considered. A significant number of older people suffer from more than one chronic illness. The concurrent use of multiple medicines (or polypharmacy) occurs due to co-(7) (COMORBIDITY) chronic disease processes and is characterised by complex medicine regimens which can have equally complex interactive patterns. This makes evaluation of adverse drug reactions difficult, particularly as the incidence of these reactions increases with age.

Polypharmacy also increases the risk of adverse medicines events such as falls, confusion and functional decline. Older people are more likely to experience prior vision, (8) (HEAR) and memory loss and have altered metabolic rates, such as declining renal function. Changes in physiology as well as to social and physical circumstances, can also (9) (CONTRIBUTE) to the risk of adverse medicines events in older people. However, adverse reactions may go (10) (DETECT) because symptoms may be similar to problems associated with older age such as forgetfulness, weakness or tremor. Adverse reactions may also be (11) (PREVENT) as a medical condition and lead to the prescription of additional medicines.

These altered pharmacokinetic and pharmacodynamic changes associated with age and polypharmacy in older people require the specific (12) (PHARMACOLOGICAL) knowledge and skills of (13) (MEDICINE) practitioners, pharmacists, registered nurses and enrolled nurses. There is a number of best practice guidelines for (14) (REGISTER) nurses and enrolled nurses in medicines management in

119 **HELP Module 9 Drugs**

aged care which should be regarded as minimum standards for safe care and competent practice.

Adapted from Australian Nursing and Midwifery Federation.
 Nursing Guidelines on Management of Medicines in Aged Care. (Melbourne, ANMF, 2013)
 © Copyright Australian Nursing and Midwifery Federation, July 2013.

1. What is the role of medicines in patient treatment?
 2. How does medication management differ according to types of patients?
 3. How can economic conditions affect patient's treatment?
 4. What is special about medicine regime with elderly patients?
 5. Why is it important to monitor adverse drug reactions with elderly patients?
 6. What is the role of healthcare staff in medication management?

Suggestion for self-learning: you can work with a partner via Skype or present your point of view in a monologue.

LANGUAGE FOCUS 4










TYPES OF DRUGS. Match the types of drugs with their definitions. Choose from the names

120 **HELP Module 9 Drugs**

LANGUAGE FOCUS 1B

TYPES OF DRUGS. Check the meaning and correct pronunciation of the words below. Next, explain difference between types of drugs. Pay attention to e.g. different drug effects or medical conditions.

| | Definition | Notes |
|--|---|-------|
| 1. antibiotics /ˌæntɪˈbɪjətɪks/ | antibiotics /ˌæntɪˈbɪjətɪks/ | |
| 2. bronchodilators /brɒŋkəʊˈdɪlətəz/ | bronchodilators /brɒŋkəʊˈdɪlətəz/ | |
| 3. anticoagulants /ˌæntɪˈkɔːləɡjənts/ | anticoagulants /ˌæntɪˈkɔːləɡjənts/ | |
| 4. anesthetics /ˌænesthɪks/ | anesthetics /ˌænesthɪks/ | |
| 5. anesthetics /ˌænesthɪks/ | anesthetics /ˌænesthɪks/ | |
| 6. antipsychotics /ˌæntɪˈsaɪkəʊtɪks/ | antipsychotics /ˌæntɪˈsaɪkəʊtɪks/ | |
| 7. antidepressants /ˌæntɪˈdepresnjənts/ | antidepressants /ˌæntɪˈdepresnjənts/ | |

-  Grades
-  Gradebook setup
-  Badges
-  Backup
-  Restore
-  Import
-  Publish
-  Reset
-  Question bank

Switch role to...

Site administration

Navigation Buttons













































Edit the Navigation Button settings

Course completion status

Status: *In progress*

All criteria below are required:

| Required criteria | Status |
|---------------------|-------------------------|
| Course grade | No grade (96% required) |
| Activity completion | 16 of 28 |

-  Objectives 
-  Listening 1 – Key words 
-  Listening 2A – Patient interview on the day of hospital admission – 1st part 
-  Listening 2B – Patient interview on the day of hospital admission – 2nd part 
-  Follow-Up Activity 
-  Speaking 1 – Conducting a good medical interview 
-  Reading 1 Part 1 – Nursing assessment 
-  Reading 1 Part 2 – Reading comprehension 
-  Language Focus 1 – Body systems 
-  Speaking 2 – Social, family and past medical history 
-  Language Tips 1 – “Open-ended” and “closed-ended” questions 
-  Listening 3 – Blood pressure measurement using the indirect method 
-  Listening 3 Quiz 
-  Follow-Up Activity 
-  Language Focus 2 – Equipment used during physical examination 
-  Video Clip 1 – Surgical Dispensary - evaluation of a postoperative wound and sutures’ removal 
-  Video Clip 1 Quiz 
-  Language Focus 3 – Examining a patient – giving instructions 
-  Language Tips 2 – Placing the patient in different positions for physical examination 
-  Speaking 3 – Instructions for physical examination 
-  Writing 1 – Medical interview 
-  Speaking 4 – Role play 

▼ MODULE 3 PHYSICAL EXAMINATION

▶ Participants

▶ Badges

▶ General

▼ Physical Examination

📄 Objectives

📄 Listening 1 – Key words

📄 Listening 2A – Patient interview on the day of hos...

📄 Listening 2B – Patient interview on the day of hos...

✅ Follow-Up Activity

✅ Speaking 1 – Conducting a good medical interview

✅ Reading 1 Part 1 – Nursing assessment

📄 Reading 1 Part 2 – Reading comprehension

✅ Language Focus 1 – Body systems

📄 Speaking 2 – Social, family and past medical history

📄 Language Tips 1 – "Open-ended" and "closed-ended" ...

📄 Listening 3 – Blood pressure measurement using the...

inguinal hernia

/ˈɪŋɡwɪnəl ˈhɜːniə/



surgical scissors

/sɜːdʒɪkəl ˈsɪzəz/



oozing

/ˈuːzɪŋ/



stitches

/ˈstɪtʃɪz/



anatomical tweezers

/ˌænəˈtɒmɪkəl ˈtwiːzəz/



discharge

/ˈdɪstʃɑːdʒ/



postoperative wound

/ˈpəʊstˌɒpəreɪtv wuːnd/



disinfecting lotion

/ˌdɪsɪnˈfektɪŋ ˈləʊʃən/



sterile dressing

/ˈsteraɪl ˈdresɪŋ/



AUDIOSCRIPT



App use



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- First create an account on the platform!
- Get it on Google



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Benefits



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- Simple to use, intuitive, self-paced
- Accessible online and offline
- International approach
- No “Queen’s English”
- Medical and linguistic expertise
- Sustainable – 10 years
- Free, downloadable (LICENCE)



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Quality assurance



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- ICNP terminology
- European Language Label award
- Implemented in several institutions



European Language Label
An Scaála Eorpach Teanga
2017

- <https://jaigor.carto.com/builder/876e4322-36fd-11e7-9aa4-0ef24382571b/embed?state=%7B%22map%22%3A%7B%22ne%22%3A%5B-50.51342652633955%2C-171.5625%5D%2C%22sw%22%3A%5B72.39570570653261%2C277.73437500000006%5D%2C%22center%22%3A%5B23.40276490540795%2C53.08593750000001%5D%2C%22zoom%22%3A2%7D%7D>
- <https://jaigor.carto.com/builder/e248d482-0d7a-46d8-b4d7-44cb254d89a7/embed?state=%7B%22map%22%3A%7B%22ne%22%3A%5B-52.69636107827448%2C-223.94531250000003%5D%2C%22sw%22%3A%5B71.30079291637452%2C225.3515625%5D%2C%22center%22%3A%5B20.138470312451155%2C0.703125%5D%2C%22zoom%22%3A2%7D%7D>



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Fakulta
zdravotnických věd

Questions? Comments? Ideas?

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<http://www.help-theproject.eu>



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