

DOCUMENT RESUME

ED 403 384

CE 066 019

TITLE Employability Skills Center.
 INSTITUTION Sweetwater Union High School District, Chula Vista, Calif.
 SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
 PUB DATE 94
 CONTRACT V198A20121
 NOTE 511p.; For related documents, see CE 066 016-018.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF02/PC21 Plus Postage.
 DESCRIPTORS Adult Basic Education; *Adult Vocational Education; *Allied Health Occupations Education; Basic Skills; Behavioral Objectives; *Competency Based Education; *Employment Potential; Job Skills; Learning Activities; Medical Vocabulary; *Nurses Aides; Vocational English (Second Language); *Workplace Literacy

ABSTRACT

The Employability Skills Center (ESC) of the Division of Adult and Continuing Education (DACE) of the Sweetwater Union High School District (California) was created out of a need to help adult students develop the basic skills that are required for success in their chosen vocational programs but not taught in regular adult basic education classes. This document includes a brief introduction to the ESC and its procedures and the following materials developed for the ESC program to provide basic skills training to persons in the DACE's certified nurse assistant program: a study plan sheet; a vocabulary packet and key; three sample lesson plans and a list of suggested chapters from the Reading Attainment System series; computer- and instructor-generated study guides and keys from the Reading in the Workplace--Health Care series; certified nurse assistant text tests, a Cloze test, and vocabulary and idiom tests and keys. The certified nurse assistant materials, which are based on a competency-based instruction format, include a substantial number of instructional materials and exercises for vocational English as a Second Language. A 24-item of materials and computer software used in the nurse assistant program is included. (MN)

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ED 403 384

EMPLOYABILITY SKILLS CENTER

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Sweetwater Union High School District
Division of Adult & Continuing Education
National Workplace Literacy grant #V198A20121
1994

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Introduction to the Employability Skills Center

The ESC or Employability Skills Center was created out of a need to prepare adult students to be successful in vocational programs. Many vocational teachers had the same concerns: their students didn't have the appropriate basic skills (oral and written language and/or math) to be successful in the vocational class. In addition, the vocational instructor didn't feel capable of teaching those skills. They had referred students to regular ABE classes, but the students frequently became discouraged because they didn't see the connection between what they studied in ABE and what they needed to know to be successful in their chosen vocational class. They were anxious to speed up the process and get into their vocational class.

It appeared that the main principle which drives workplace learning classes--that the instruction should focus on skills needed to do the job, and that those skills should be taught using the actual job materials or close simulations--would work for these potential vocational students. That is, teach them the specific basic skills needed to be successful in their vocational class, and teach it using real job materials or at least the instructional materials used in the vocational class. For example, students who plan to study auto mechanics need to read charts and tables. It makes more sense to have them practice this skill using actual auto parts manuals than to focus on population trends of various states or some other unrelated topic.

Studies done by Thomas Sticht for the Department of Defense indicate that basic skills instruction offered using this "functional context" produces larger grade level gains in shorter time as well as greater retention over time. This seems to be true due to the student's prior knowledge of and their high interest in the material. In effect, the student is learning not only the process (i.e. the skills) but the content relevant to their interest.

One of the most academically demanding vocational classes offered by the Sweetwater Division of Adult & Continuing Education is the Certified Nurse Assistant class. Many of the students who wanted to attend this class did not read at the minimum 8th grade level required by the nursing instructors, nor did they have adequate oral skills for working with patients.

It was decided that the ESC, funded by a National Workplace Literacy grant, would focus on preparing students to be successful in the CNA class. The teacher who was selected has a strong background in ESL and ABE, but more importantly, she was willing to try new techniques and instructional strategies. A comprehensive basic skills computer program, PLATO by TRO, was selected because it covered language, reading and math skills from the most basic through GED level and was available in a networked version for IBM compatible computers. Since this delivery system covered the literacy skills which would help the students increase their general reading level to the required 8th grade level, the teacher was free to concentrate on creating and delivering job related lessons which provided students with appropriate vocabulary related to the nursing field. This increased their background knowledge of the field, allowed them to improve their oral skills through discussion and role play related to the duties of a CNA, and generally increased their self confidence so that they could be successful in the CNA class and later in their work environment.

BASIC SKILLS FOR THE HEALTH OCCUPATIONS

TABLE OF CONTENTS

Introduction to Employability Skills Center

PDGO's

Employability Skills Center Procedures

Pre - Certified Nursing Assistant Materials:

- Study Plan Sheet
- CNA Vocabulary Packet & Key
- Sample Lesson Plans (3) & Suggested Lesson Planning from Reading Attainment System Text
- Suggested Supplementary Materials:
Reading in the Workplace Health Care
 - Computer Generated Study Guides & Key
 - Instructional Generated Study Guides & Key
- CNA Text Tests, Cloze Test, Vocabulary and Idiom Tests & Keys

List of Texts, Materials, and Computer Software

SWEETWATER UNION HIGH SCHOOL DISTRICT
DIVISION OF ADULT & CONTINUING EDUCATION
Adult Basic Education

VI
Level

Basic Skills for Health Occupations
1993

6047
Code

DURATION:

Approximately 120 hours or until
satisfactory completion of all assigned materials.

GRADE LEVEL:

Ungraded adult

PREREQUISITES:

None

CREDIT:

2 units of elective credit

PROGRAM DESCRIPTION:

This class is designed to give students the academic basis to be successful in a certified nurse assistant or other health occupational programs. It incorporates computer assisted basic skills instruction, medical vocabulary and other job specific approaches to academic improvement.

GOALS:

Through the principles and practice presented in this course, students will

1. Acquire the literacy skills needed to be accepted into a health occupational program.
2. Attain the study skills which will enable them to complete training for health occupations.
3. Acquire the specific mathematics skills needed to be successful in a health occupational program.
4. Attain an acceptable oral communication level to enable them to interact with others in the medical environment.
5. Be able to utilize medical terminology in both the vocational classroom and hospital setting.
6. Be prepared to apply for, interview for, and get a job in the health field.

AH/MSWorks 2.00e April 15, 1993

OBJECTIVES:

Students who successfully complete this course will be able to:

- 1.0 In respect to being accepted into a health occupational program:
 - 1.1 Score an acceptable Grade Level Equivalent (GRE) on the Gates Reading Test to enter the specific health occupational program.
 - 1.2 Complete the oral evaluation by communicating at an intermediate ESL level or above
 - 1.3 Write short essay answers to questions which state the main idea and important details in a clear, concise fashion.
 - 1.4 Demonstrate the ability to document important information in written form
- 2.0 In respect to attaining needed study skills for a health program:
 - 2.1 Demonstrate appropriate test taking strategies
 - 2.2 Identify main ideas and topic sentences of paragraphs in the medical textbooks
 - 2.3 Read at an acceptable speed without sacrificing comprehension
 - 2.4 Comprehend and interpret what is read
 - 2.5 Increase general as well as job related reading vocabulary
 - 2.6 Demonstrate the ability to put items in proper sequence
 - 2.7 Demonstrate the ability to comprehend medical charts and graphs
- 3.0 In respect to acquiring specific math skills:
 - 3.1 Perform accurately the four basic math functions with whole numbers and decimals
 - 3.2 Perform accurately the four basic math functions with fractions
 - 3.3 Convert percents to decimals to fractions to ratios
 - 3.4 Perform temperature conversions from Centigrade to Fahrenheit and the reverse

- 3.5 Compute percentage solutions
- 3.6 Demonstrate an understanding of the metric system as it relates to the health fields.
- 4.0 In respect to attaining an acceptable oral communication level:
 - 4.1 Demonstrate a knowledge of common phrases and directions used in the medical environment
 - 4.2 Pronounce words distinctly and clearly
 - 4.3 Demonstrate the ability to give and respond to oral directions
 - 4.4 Demonstrate an understanding of common American idioms that are frequently used in a hospital setting.
- 5.0 In respect to utilizing medical terminology:
 - 5.1 Respond to directions containing specific medical terms
 - 5.2 Recognize and use medical abbreviations
 - 5.3 Define and spell correctly specific medical terms
 - 5.4 Define common prefixes, suffixes, and word roots occurring in medical terminology
- 6.0 In respect to successfully entering and performing in the medical workplace:
 - 6.1 Complete an error-free job application
 - 6.2 Create an effective resume of past education and job experience
 - 6.3 Role play proper interviewing techniques and employability attitudes
 - 6.4 Discuss appropriate on the job behaviors for specific health occupations
 - 6.5 Discuss self-defeating vs winning behavior

INSTRUCTIONAL STRATEGIES AND TIMES:

Teacher and class discussions	25%
Video presentations	10%
Computer assisted learning	45%
Role playing	10%
Evaluation	10%

EVALUATION:

Evaluation of individual achievement is based upon:

1. Satisfactory completion of written assignments as evaluated by the instructor.
2. Satisfactory completion of teacher-made and/or standardized tests as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.
4. Satisfactory assessment of progress in computer assisted basic skill instruction as evaluated by the individual computer progress reports.

CONDITIONS FOR REPETITION:

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:
BOARD OF TRUSTEES
April 29, 1993

EMPLOYABILITY SKILLS CENTER PROCEDURES

I. Entrance: (Pre-testing, evaluation, etc.)

Basic Skills for Health Occupations

Students enter the class through a variety of situations:

- A) They tested for a CNA class and were not accepted into the class. They were then counselled to attend ESC. In this case the students required no testing upon entering the class because their reading comprehension/vocabulary scores were obtained from the CNA instructor.
- B) They wanted to enter a CNA class but the timing was wrong (the 12-week class had just begun and none were scheduled for approximately four more months.) In this case we would test the student and recommend our class based on test scores, an oral interview, etc.
- C) Students heard of us by "word of mouth" or through the Adult Education catalog and decided a course such as this would focus on skills needed in the health field when they finally choose to enter it. These students would be tested also and their needs evaluated.
- D) Students came to register for the CNA test. Through an oral interview it was determined that their basic skills would probably not be adequate for a vocational class. These students would be tested and placed in ESC.

II. Initial Assignments:

- A) A folder is compiled for each student. The folder includes a record of all students' progress. Vocabulary/Reading Comprehension scores are recorded and scores (complete/incomplete) are kept of the various required texts, computer units, etc.
- B) The basic requirements of the course are explained to the students and they are entered and introduced to the basic skills computer program.

III. Basic Program

Each students needs are being continually assessed but all students enter a basic study program. This program includes:

- A) Basic Medical Terminology
 - 1. The students are given an alphabetical list of health-related terms.
 - 2. They are given a medical glossary to use to define these terms.
 - 3. The students look up the terms and record them in a spiral notebook.
 - 4. The students ask to be tested on the terms as they feel they have mastered them. The completion of all terms is recorded in the students' records.

B) Utilization of the Terminology

1. The students complete a four-part terminology packet which requires use of the terms (Part A) in context through exercises, games, etc.
2. The instructor checks the packet and reviews it with the students.

C) Idioms which use the basic terminology mentioned in parts A and B are posted on the walls of the classroom and students are responsible for these idioms. They are discussed orally, recorded in the terminology notebook, and reinforced through class discussions and quizzes.

D) Nursing Assistant Texts

1. Basic literacy skills needed for acceptance into a CNA class are acquired through use of a pre-CNA textbook. Each of the two texts consists of twenty chapters which the students read, discuss and complete at their own pace.
2. Discussions are held in which the students practice oral communication in a health-related environment and the method of role-playing is often used. (See sample Lesson Plan #1) Students also interact orally with the instructor or an individual basis when discussing their exercises (these are reviewed and corrected individually by the instructor).
3. Teacher generated tests are given on the text chapters. Students complete five chapters and are then tested on those five chapters. Oral communication is again practiced as the teacher and student review the tests together. Completion of the four tests is recorded in the students' record sheets.

E) Study Skills

1. Study skills for a health program are acquired through use of reading attainment textbooks, class discussion and independent study. Two texts are used which enable students to develop these skills (see 2.1 - 2.6 PDGO objectives).
2. Class discussions are held in which students learn to utilize the Reading Attainment System series properly. Initial lessons are completed as a group, activities reviewed, tests completed, etc. (see Suggested Lesson Planning)
3. Students are then encouraged to work in these books at their own pace and their individual scores are recorded in their folders. (see sample Lesson Plan #2)
4. Teacher directed oral and written lessons on comprehension focus on factual, inference, and vocabulary in context. (Test taking strategies are stressed here.)

F) Computer Assisted Reading Instruction

Utilizing an integrated computer learning system (PLATO) available in the classroom on networked (LAN) IBM compatible workstations, students improve all reading skills, including word recognition (sight and phonetic), grammar and writing, comprehension skills (including critical thinking) and mathematics. Additional comprehension software which is specific to the health fields is also utilized. (see Suggested Supplementary Materials)

CERTIFIED NURSING ASSISTANT PROGRAM

Student _____ Start Date _____

GM Test Level 7/9: Date: _____ Score: _____

 Date: _____ Score: _____

 Date: _____ Score: _____

 Date: _____ Score: _____

 Date: _____ Score: _____

 Date: _____ Score: _____

Getting Ready to be a Nursing Assistant		Working as a Nursing Assistant	
Chaps. 1-5	6-10	Chaps. 1-5	6-10
11-15	16-20	11-15	16-20

Computer Health Program Packet			Vocabulary Tests	
Unit 1	Unit 2	Unit 3	1	2
			3	P.P. 45

CNA Vocabulary Packet	
Date Started	Date Completed

Basic Computer Programs			
BLRA	BLLA	ALRA	OTHER

CNA VOCABULARY PACKET

Name _____

Date
Started _____

Date
Completed _____

CNA VOCABULARY LIST

* = use regular dictionary

n. = noun

v. = verb

A

abnormal*
acute
admission
allergies
ambulatory
anatomy
antiseptic
aquamatic K-PAD
arrest (v.)
arthritis
asepsis
aspriate
assessment
assist*
asthma

B

bacteria
bandage* (v.)
bedpan*
binder*
bladder*
bleeding*
blood pressure
body mechanics
bowel

C

calculus
cardiac arrest
cardiopulmonary
resuscitation
cast (n.)
catheter

chart (n.)
chronic
colostomy
communicable
conscious*
constipation
constriction
culturing

D

dangling
decubitus ulcer
diabetes*
diagnosis
diarrhea
dilate
direct cause
discharge
disease
disinfectant
dizziness*
drainage
drape* (v.)
dressing* (n.)

E

edema
elimination
embolus
emesis
enema
environment*
epilepsy
exhaustion*
extended care facility

F

feces
flexible
Foley catheter
fracture

G

geriatrics

H

hemorrhage
hernia
hygiene*

I

impaction
incontinence
infection
inflammation
injury*
intravenous infusion
isolation

K

Kardex

L

laboratory*
life support system
linen*
long-term care facility

M

medication*

N

nausea*

negligence

nutrition

O

observation

obstetrical

operation

orally

output

oxygen

P

paralysis

paraplegia

patient-

pediatrics

physiology

post-mortem

precaution*

prenatal

procedure*

prone

prosthesis

pulse

R

range of motion

rash*

record* (v.)

rectum

respiration

respond*

S

seizure

semi-fowler's position

senile dementia

shock

sign

sitz bath

sling* (n.)

soak* (v.)

soape

specimen

splint*

sputum

sterile

stool

stretcher

strip* (v.)

surgery

symptom

T

TED hose

therapy

traction*

transfer

treatment*

tumor

U

unconscious

urinal

urine

V

vital signs

vomit

W

walker

wheelchair

wound

GLOSSARY

Abbreviation (ah-BREE-vee-ay-shun)—shortened form of a word or phrase

Abdomen (AB-doh-men)—area of trunk between thorax and pelvis

Abduction (ab-DUCK-shun)—movement away from midline or center

Abuse (ah-BYouse)—improper treatment or misuse

Accelerated (ack-SELL-er-ay-ted)—increased motion, as in pulse or respiration

Accommodation (ah-KOM-moh-day-shun)—adjustment

Acidosis (ah-sih-DOH-sis)—pathological condition resulting from accumulation of acid or depletion of alkaline reserves in the blood and body tissues

Acquired immune deficiency syndrome (AIDS) (ah-KWIRED ih-MYOUN dih-FISH-en-see SIN-droh-m) (ayds)—an infectious disease caused by human immunodeficiency virus (HIV)

Active listening (ACK-tiv LISS-en-ing)—listening with personal involvement

Activities of daily living (ADL) (ack-TIV-ih-tees of DAY-lee LIV-ing) (ay-dee-ell)—the activities necessary for the resident to fulfill basic human needs

Acute (ah-KYOUT)—having severe symptoms

Adaptations (ad-dap-TAY-shuns)—adjustments

Adaptive equipment (ah-DAP-tiv ee-KWIP-ment)—items altered to make them easier to use by those with functional deficits

Addison's disease (AD-ih-sons dih-ZEEZ)—disease caused by the underfunctioning of the adrenal glands

Adduction (ad-DUCK-shun)—movement toward midline or center

ADL (ay-dee-ell)—activities of daily living

Admission (ad-MIH-shun)—procedure carried out when patient first arrives at the facility

Adoptive parent (ah-DOP-tiv PAIR-ent)—a person who is a parent through a legal adoption procedure

Advance directive (ad-VANS dih-RECK-tiv)—a document signed before the diagnosis of a terminal illness when the individual is still in good health, indicating the person's wishes regarding care during dying

Advocate (AD-voh-kit)—one who promotes the welfare of another

Aerobic (air-OH-bick)—microorganisms that live best where plenty of oxygen is available

AFB (ay-eff-bee)—acid-fast bacillus

Afterbirth (AF-ter-burth)—the placenta through which the unborn child is nourished

Agency (AY-jen-see)—a business or company

Agent (AY-jent)—a person or substance by which something is accomplished

Agitation (aj-ih-TAY-shun)—a state in which behavior is irregular and erratic

Aiding and abetting (AYD-ing and ah-BET-ing)—not reporting dishonest acts that are observed

Akinesia (ah-kih-NEE-zee-ah)—abnormal absence or poverty of movement

Alcoholism (AL-koh-hall-izm)—a dependency on alcohol

Alignment (ah-LINE-ment)—keeping a resident in proper position

Allergen (AL-er-jen)—substance that causes sensitivity or allergic reactions

Allergies (AL-er-jeez)—abnormal and individual hypersensitivities

Alveoli (al-VEE-oh-lee)—tiny air sacs that make up the bulk of the lungs

Alzheimer's disease (ALZ-high-mers dih-ZEEZ)—a neurological condition in which there is gradual loss of cerebral functioning

Ambulation (am-byou-LAY-shun)—ability to walk

Ambulatory (AM-byou-iah-tor-ee)—walking about

AM care (ay-em kair)—care given in the early morning when the patient first awakens

Amenorrhea (ah-MEN-or-ree-ah)—without menstruation

Amino acid (ah-MEAN-oh AH-sid)—basic component of proteins

Amniocentesis (am-nee-oh-sen-TEE-sis)—transabdominal perforation of the amniotic sac to obtain a sample of the amniotic fluid

Amniotic fluid (am-nee-OT-ick FLEW-id)—fluid in which the fetus floats in the mother's womb

Amniotic sac (am-nee-OT-ick sack)—sac enclosing the fetus suspended in amniotic fluid

Amputation (am-pyou-TAY-shun)—removal of a limb or other body appendage

Anaerobic (an-er-OH-bick)—organisms that grow best where there is little oxygen

Anaphylaxis (an-ah-fih-LACK-sis)—severe, sometimes fatal, sensitivity reaction

Anatomy (ah-NAT-oh-mee)—study of the structure of the human body

Ancillary (AN-sill-lar-ee)—offering or providing help

Anemia (ah-NEE-mee-ah)—deficiency of quality or quantity of red blood cells in the blood

Anesthesia (an-ee-THREE-zee-ah)—loss of feeling or sensation

Aneurysm (AN-you-rizm)—sac formed by dilation of the wall of a blood vessel (usually an artery) and filled with blood

Angina pectoris (an-JYE-nah or AN-jih-nah PECK-tor-is)—acute pain in the chest caused by interference with the supply of oxygen to the heart

Anorexia (an-or-RECK-see-ah)—lack or loss of appetite for food

Anterior (an-TEER-ee-er)—in anatomy, in front of the coronal or ventral plane

Antibody (AN-tih-bod-ee)—a protein that is produced in the body in response to invasion by a foreign agent. It reacts specifically with the foreign agent

Anti-embolism hose (an-tih-EM-bohl-izm hohz)—elasticized stockings used to support the leg blood vessels

Antipyretic (an-tih-pic-RET-ick)—drug given to reduce an elevated body temperature

Antiseptic (an-tih-SEP-tick)—anti-infectious agent used on living tissue

Anuria (ah-NEW-ree-ah)—no urine

Anus (AY-nus)—outlet of the rectum lying in the fold between the buttocks

Apathy (AP-ah-thee)—indifference; lack of emotion

Apgar score (AP-gar skor)—method for determining an infant's condition at birth by scoring heart rate, respiratory effort, muscle tone, reflex irritability, and color

Aphasia (ah-FAY-zee-ah)—language impairment; loss of ability to comprehend normally

Apical pulse (AP-ih-kal puls)—pulse rate taken by placing stethoscope over tip of heart

Apnea (ap-NEE-ah)—period of no respiration

Apprehensive (ap-ree-HEN-siv)—fearful

Aquamatic K-Pad® (ack-kwah-MAT-ick KAY-pad)—commercial unit for applying heat or cold

ARC (AIDS related complex) (ay-are-see) (ayds ree-LAY-ted KOM-plex)—conditions suffered by persons who are HIV positive before true onset of AIDS

Arrest (ah-REST)—to stop suddenly

Arteriosclerosis (are-tee-ree-oh-skleh-ROH-sis)—general term meaning a narrowing of the blood vessels, which can result in subsequent tissue hypoxia and degeneration and hardening of the arterial walls and sometimes of the heart valves

Artery (ARE-ter-ee)—vessel through which the blood passes away from the heart to various parts of the body

Arthritis (are-THRIGH-tis)—joint inflammation

Ascites (ah-SIGH-teez)—fluid accumulation in the abdomen

Asepsis (ah-SEP-sis)—without infection

Aseptic technique (ah-SEP-tick tek-NEEK)—technique used to destroy microorganisms and prevent their transmission

Aspirate (ASS-pih-rayt)—to withdraw

Aspiration (ass-pih-RAY-shun)—drawing foreign materials into the respiratory tract

Assault (ass-SALT)—attempt or threat to do violence to another

Assessment (ah-SESS-ment)—act of evaluating

Assimilate (ah-SIM-ih-layt)—absorb

Assistive devices (ah-SIS-tiv dih-VICE-es)—equipment used to help people be more effective in their physical activity

Asthma (AZ-mah)—chronic respiratory disease characterized by bronchospasms and excessive mucous production

Atelectasis (at-ee-LECK-tah-sis)—collapse of lung tissue

Atherosclerosis (ath-er-oh-skleh-ROH-sis)—degenerative process involving the lining of arteries, in which the lumen eventually narrows and closes; a form of arteriosclerosis

Atrium (AY-tree-um)—one of the two upper chambers of the heart

Atrophy (AT-roh-fee)—shrinking or wasting away of tissues

Attitude (AT-ih-tood)—an external expression of inner feelings about self or others

Auditory (AWE-dih-toh-ree)—hearing

Aura (AWE-rah)—peculiar sensation preceding the appearance of more definite symptoms in a convulsion or seizure

Aural temperature (AWE-ral TEM-per-ah-ty-our)—temperature of tympanic membrane blood vessels within ear

Auscultatory gap (aws-KUL-ah-toh-ree gap)—sound fadeout for 1–15 mm Hg mercury pressure, which then begins again. Sometimes mistaken as the diastolic pressure

Autoclave (AWE-toh-klayv)—machine that sterilizes articles

Autoimmune (awe-toh-im-MYOUN)—presence of antibodies against component(s) of body

Automatic speech (awe-toh-MAT-ick speech)—involuntary speech associated with brain injury

Autonomic nervous system (awe-toh-NOM-ick NER-vus SIS-rum)—that portion of the nervous system that controls the activities of the organs

Autonomy (awe-TON-oh-mee)—self-determination

Axillae (ack-SILL-ee)—plural of axilla; armpits

Axillary (ACK-sih-lair-ee)—pertaining to the axilla

Axon (ACK-son)—extension of neuron that conducts nerve impulses away from the cell body

Bacilli (bah-SILL-eye)—rod-shaped bacteria

Bacteria (back-TEE-ree-ah)—a form of simple microbes

Bactericide (back-TEE-ree-oh-side)—agent that destroys bacteria

Balanced suspension skeletal traction (BAL-ans-t sus-PEN-shun SKEL-eh-tal TRACK-shun)—type of traction used to reduce serious fractures in which there is one primary line of traction and extra weight and ropes provide suspension and countertraction

Bargaining (BAR-gan-ing)—stage of the grieving process in which the individual seeks to form a pact that will delay death

Barrier (BAIR-ee-er)—gown, mask, or gloves or combination of these articles worn by health care providers to prevent contact with pathogens spread by blood and other body fluids

Baseline assessment (BAYS-line ah-SESS-ment)—initial observations of the patient and condition

Bath itch—condition that affects the less oily elderly skin; characterized by tiny red eruptions and itching

Battery (BAT-er-ee)—an unlawful attack upon another person

Benign (bee-NINE)—nonmalignant tumor

Bile (byl)—secretion of the liver, needed to prepare fats for digestion

Biohazard (bye-oh-HAZ-ard)—laboratory specimens or materials contaminated with body fluids and their containers that have the potential to transmit disease

Biological parent (bye-oh-LOJ-ih-kul PAIR-ent)—natural parent who contributed sperm or an ovum to the development of the fetus

Biopsy (BYE-op-see)—removal and examination of a piece of tissue from the living body

Bisexuality (bye-sex-you-AL-ih-tee)—having sexual interest in both sexes

Blood pressure (blud PRESH-ur)—pressure of blood exerted against vascular walls

Body language (BAH-dee LAN-gwihj)—use of facial expression, body positions, and vocal inflections to convey a message

Body mechanics (BAH-dee nih-KAN-icks)—using muscles correctly to move or lift heavy objects properly

Bolus (BOH-lus)—soft mass of food that is ready to be swallowed

Bowel (BOW-el)—intestine

Bowman's capsule (BOH-manz KAP-sy-oul)—tubule surrounding the glomerulus of the nephron

Box (square) corner (bahx [skwair] KOR-ner)—one type of corner used in the making of a hospital bed

Brachial artery (BRAY-kee-al ARE-ter-ee)—main artery of the arm

Bradycardia (brad-ee-KAR-dee-ah)—unusually slow heartbeat

Bridging (BRIJ-ing)—supporting the body on either side of the affected area to relieve pressure on the area

Bronchitis (brong-KEYE-tis)—inflammation of the bronchi

Burnout (BURN-out)—loss of enthusiasm and interest in an activity

Bursae (BUR-see)—small sacs of fluid found around joints

Bursitis (bur-SIGH-tis)—condition in which the bursae become inflamed and the joint becomes very painful

Cachexia (kah-KEK-see-ah)—state of malnutrition, emaciation and debility, usually in the course of a prolonged illness

Calibrated (KAL-ih-bray-ted)—marked in increments (measured amounts)

Cancer (KAN-sir)—malignant tumor; malignancy

Capillary (KAP-ih-lair-ee)—hairlike blood vessel; link between arterioles and venules

Carbohydrates (kar-boh-HIGH-drayts)—energy foods; used by the body to produce heat and energy for work

Carbon dioxide (KAR-bon dye-OX-side)—gas that is a waste product in cellular metabolism

Carcinogen (kar-SIN-oh-jin)—agent capable of causing malignant changes in tissue

Carcinoma (kar-sih-NOH-mah)—malignant tumor made up of connective tissue enclosing epithelial cells

Cardiac arrest (KAR-dee-ack ah-REST)—sudden and often unexpected stoppage of effective heart action

Cardiac cycle (KAR-dee-ack SIGH-kul)—all (mechanical and electrical) events that occur between one heart contraction and the next

Cardiac decompensation (KAR-dee-ack dee-kom-pen-SAY-shun)—another name for congestive heart failure

Cardiogram (KAR-dee-oh-gram)—record of cardiac pulsation produced by cardiograph

Cardiopulmonary resuscitation (CPR) (kar-dee-oh-PULL-moh-nair-ee ree-sus-ih-TAY-shun) (see-pee-are)—emergency medical procedure undertaken to restart and sustain heart and respiratory functions

Care plan (kair plan)—nursing plan for care of resident in long-term care facility

Caries (KAIR-eez)—tooth decay or cavities

Cartilage (KAR-th-lij)—type of body tissue

Cast (kast)—rigid covering to keep a joint or other body part immobile

Cataract (KAT-ah-ract)—opacity of the lens of the eye, resulting in loss of vision

Catastrophic reaction (kat-ah-STROH-fick ree-ACK-shun)—severe and unpredictable violent behavior of a person with dementia

Category-specific isolation precautions (KAT-ih-gor-ee sph-SIF-ick eye-soh-LAY-shun pree-KAW-shuns)—isolation precaution system that groups diseases that require similar isolation procedures

Catheter (KATH-ih-ter)—tube for evacuating or injecting fluids

Causitive agent (KAWZ-ah-tiv AY-jent)—etiology of a specific disease process

Cell (sell)—basic unit in the organization of living substances

Cellulose (SELL-you-ious)—basic substance of all plant foods, which can supply the body with roughage

Celsius scale (SELL-see-us skale)—scale for measuring temperature

Centimeter (SEN-tih-mee-ter)—one-hundredth of a meter

Cerebellum (ser-eh-BELL-um)—portion of the brain lying beneath the occipital lobe; coordinates muscular activities and balance

Cerebrospinal fluid (ser-eh-broh-SPY-nal FLEW-id)—water cushion protecting the brain and spinalcord from shock

Cerebrovascular accident (ser-eh-broh-VASS-kyou-lar ACK-sih-dent)—stroke; disorder of the blood vessels of the brain resulting in impaired cerebral circulation

Cerebrum (SER-eh-brum)—largest part of the brain, consisting of two hemispheres separated by a deep longitudinal fissure; controls all mental activities

Cervical (SER-vih-kal)—pertaining to the neck

Cervix (SIR-vicks)—neck of the uterus

Chain of infection (chayn-of-in-FECK-shun)—process or events involved in the transmission and development of an infectious disease

Chancre (SHANG-ker)—shallow, craterlike lesion; primary lesion of syphilis

Character (of pulse) (KAIR-ack-ter-of-puls)—rhythm and volume of pulse

Chart—record of information concerning patient

Cheeking (CHEEK-ing)—storing food in one side of the mouth

Cheyne-Stokes respiration (chain-stohkes res-pih-RAY-shun)—periods of apnea alternating with periods of dyspnea

CHF (see-aytch-eff)—congestive heart failure

Cholecystectomy (koh-lee-sis-TECK-toh-mee)—surgical removal of a diseased gallbladder and stones

Cholecystitis (koh-lee-sis-TIE-tis)—inflammation of the gallbladder

Cholelithiasis (koh-lee-lih-THIGH-ah-sis)—formation of stones in the gallbladder

Chromosome (KROH-moh-sohm)—rod-shaped body appearing at time of cellular division in the nucleus; contains the genes or hereditary factors

Chronic (KRON-ick)—persisting over a long period of time

Chronologic (kron-oh-LOJ-ick)—in sequential order by date or age

Chyme (kighm)—semiliquid form of food as it leaves the stomach

Chymopapaine (kigh-moh-pah-PAY-in)—an enzyme used to dissolve the protein in a ruptured disc

Circ O lectric® bed (sirk-oh-LET-ick bed)—special kind of bed that is used when a patient cannot be turned within the bed

Circumcision (sir-kum-SIJ-un)—removal of the end of the prepuce by a circular incision

Clean-catch urine specimen (kleen katch YOU-rin SPES-ah-men)—sample of urine taken midstream after the patient has been specifically cleansed

Clean technique (kleen tek-NEEK)—technique that limits potential pathogens but does not ensure the destruction of all organisms

Client (KLIGH-ent)—resident

Client care record (KLIGH-ent kair RECK-ord)—documentation of care provided in the home situation

Climacteric (klich-MAK-ter-ick)—menopause; the combined phenomena accompanying cessation of the reproductive function in the female or diminution of testicular activity in the male

Climax (KLIGH-max)—period of greatest intensity during sexual stimulation or intercourse

Clinical thermometer (KLIN-eh-kul ther-MOM-eh-ter)—instrument used to measure body temperature

Clitoris (KLIT-oh-ris)—small, cylindrical mass of erotic tissue; part of the external female reproductive organs analogous to the penis in the male

Closed bed (klohzd bed)—bed with sheets and spread positioned to the head of the bed; unoccupied

Closed (oblique) fracture (klohzd [ah-BLEEK] FRACK-sure)—fracture in which bones remain in proper alignment

CNS (see-en-ess)—central nervous system

Cocci (KOCK-sigh)—round bacteria

Cognitive (KOG-nih-tiv)—mental

Coitus (KOH-ih-tus)—sexual intercourse; copulation

Colloidal (kuh-LOY-dal)—pertaining to a colloid (gelatinous substance)

Colon (KOH-lon)—large intestine

Colony (KAWL-oh-nee)—group of organisms derived from a single organism

Colostomy (koh-LAHS-toh-me)—artificial opening in the abdomen for the purpose of evacuation of feces

Colostrum (kuh-LAWS-trum)—secretion from the lactiferous glands of the mother be-

fore the onset of true lactation two or three days after delivery of a baby

Colporrhaphy (kohl-POOR-ah-fee)—suturing of the vagina; surgical procedure used to tighten vaginal walls

Comatose (KOH-mah-tohs)—unconscious; in a coma

Combining form (kom-BYN-ing form)—word part that can be used with other word parts to form a variety of new words

Comminuted fracture (KOM-ih-new-ted FRACK-shur)—fracture in which the bone is broken or crushed into small pieces

Commode (kum-MOHD)—portable toilet

Communicable (kuh-MYOU-nih-kah-bul)—capable of being transferred from one person to another directly or indirectly; for example, infectious disease

Communication (kuh-myoo-nih-KAY-shun)—exchanging messages

Compensation (kom-pen-SAY-shun)—in psychology, the act of seeking a substitute for something unacceptable or unattainable

Competency (KOM-peh-ten-see)—capability

Complete fracture (kom-PLEET FRACK-shur)—separation of the ends of bone at the fracture site

Compound fracture (kom-pownd FRACK-shur)—fracture in which the broken bone protrudes through the skin

Comprehension (kom-prih-HEN-shun)—capacity of the mind for understanding

Compression fracture (kom-PRESH-un FRACK-shur)—fracture in which bone is crushed

Confidential (kon-fih-DEN-shall)—keeping what is said or written to oneself; private; nonsharing

Congenital (kon-JEN-ih-tal)—condition present at birth

Congestive heart failure (kon-JES-tiv hart FAIL-your)—condition resulting from cardiac output inadequate for physiological needs, with shortness of breath, edema, and abnormal retention of sodium and water in body tissues

Conjunctiva (kon-junk-TIGH-vah)—mucous membrane that lines the eyelids and covers the eye

Connective tissue (kuh-NECK-tiv TISH-you)—tissue that holds other tissues together and provides support for organs and other body structures

Constipation (kon-stih-PAY-shun)—difficulty in defecating

Constriction (kon-STRICK-shun)—narrowing; compression

Contaminated (kon-TAM-ih-nay-ted)—unclean; impure; soiled with germs

Continent (KON-tih-nent)—able to control elimination of feces and urine

BEST COPY AVAILABLE

Continuum (kon-TIN-you-um)—continuous related series of events or actions

Contract (KON-tract)—agreement between two or more people, especially one that is written

Contracture (kon-TRACK-shur)—permanent shortening or contraction of a muscle due to spasm or paralysis

Contraindicated (kon-trah-IN-dih-kay-ted)—harmful remedy or treatment

Convalescent home (kon-vah-LESS-ent hohm)—long-term care facility

Convulsion (kon-VUL-shun)—involuntary muscle spasm

COPD (see-oh-pee-dee)—chronic obstructive pulmonary disease; for example, pulmonary emphysema

Coping (KOHP-ing)—handling or dealing with stress

Copulation (kop-you-LAY-shun)—sexual intercourse; coitus

Cornea (KOR-nee-ah)—transparent portion of the eye through which light passes

Coronary embolism (KOR-uh-nair-ee EM-boh-lizm)—blood clot lodged in a coronary artery

Coronary occlusion (KOR-uh-nair-ee uh-KLEW-zhun)—closing off of a coronary artery

Coronary thrombosis (KOR-uh-nair-ee throm-BOH-sis)—blood clot within the vessel

Cortex (KOR-tex)—outer portion of a kidney

Countertraction (kown-ter-TRACK-shun)—providing opposing balance to traction; used in reduction of fractures

Cranial (KRAY-nee-ai)—pertaining to the cranium or skull

Critical list (KRIT-ih-kul list)—list that patients are placed on when they are dangerously or terminally ill

Croupette (krew-PET)—type of crib that is enclosed to provide moisture and/or oxygen to an infant or child

Cryosurgery (kry-oh-SIR-jeer-ee)—destruction of tissue by application of extreme cold

Culturing (KUL-tyour-ing)—taking a sample from the affected area to discover the cause of infection by growing the organisms

Cushing's syndrome (KUSH-ingz SIN-droh)m)—condition that results from an excess level of adrenal cortex hormones

Cuticle (KYOU-tih-kul)—base of the fingernail

CVA (see-vee-ay)—cerebrovascular accident

Cyanosis (sigh-ah-NOH-sis)—bluish skin discoloration caused by lack of oxygen

Cystitis (sis-TIE-tis)—inflammation of the urinary bladder

Cystocele (SIS-toh-seel)—bladder hernia

Cystoscopy (sis-TOS-koh-pse)—procedure using cystoscope for visualization of the urinary bladder, ureter, and kidney

Cytoplasm (SIGH-toh-plazm)—protoplasm of a cell outside the nucleus

Dangling (DANG-gling)—sitting up with legs hanging over the edge of the bed

Day care center (day kair SEN-ter)—place where senior citizens may go for various services

Debilitating (dee-BILL-ih-tayt-ing)—weakening

Debride (day-BREED)—to remove foreign material and devitalized tissue

Debridement (day-BREED-ment)—removal of foreign matter or devitalized tissue

Deconditioning (dee-kon-DISH-un-ing)—reversing a learned response

Decubitus (pl. decubiti) ulcer (dee-KYOU-bih-tus [dee-KYOU-bih-tie] UL-sir)—dermal ulcer, bedsore or pressure sore

Defamation (def-eh-MAY-shun)—something harmful to the good name or reputation of another; slander

Defecation (def-eh-KAY-shun)—bowel movement that expels feces

Defense mechanism (dee-FENS MECK-ah-niz-em)—psychological reaction or technique for protection against a stressful environmental situation or anxiety

Degeneration (dee-jen-er-AY-shun)—deterioration of tissues from a more to less functional status

Degenerative joint disease (dee-JEN-er-ah-tiv joynt dih-ZEEZ)—deterioration of the tissues of the joints

Dehydration (dee-high-DRAY-shun)—excessive water loss

Delirium (dih-LEER-ee-um)—disordered mental condition in which speech is incoherent, fever may occur, and illusions, delusions, and hallucinations may be experienced

Delusion (dee-LEW-zhun)—false belief

Dementia (dee-MEN-she-ah)—progressive mental deterioration due to organic brain disease

Dendrite (DEN-dryt)—branch of a neuron that conducts impulses toward the cell body

Denial (dih-NIGH-ai)—unconscious defense mechanism in which an occurrence or observation is refused recognition as reality in order to avoid anxiety or pain

Dentures (DEN-churz)—artificial teeth

Depilatory (dee-PILL-ah-tor-ee)—substance used to remove body hair

Depreciate (dih-PREE-she-ayt)—treat as being of less value

Depressant (dhe-PRESS-ent)—drug that slows down body functions

Depression (dee-PRESH-un)—morbid sadness or melancholy

Dermal ulcer (DER-mul UL-sir)—bedsore or decubitus ulcer

Development (dee-VEL-op-ment)—gradual growth

Developmental milestones (dee-vel-op-MEN-tal MYL-stohns)—achieving specific skills at a particular age level

Developmental tasks (dee-vel-op-MEN-tal tasks)—in psychology, tasks that are normally carried out as steps in personality development

Diabetes mellitus (die-ah-BEE-teez MEL-ih-tus)—disorder of carbohydrate metabolism

Diabetic coma (die-ah-BET-ick KOH-mah)—comatose state of acidosis due to diabetes mellitus

Diagnosis (die-ahg-NOH-sis)—art or method of identifying or recognizing a disease

Dialysis (die-AL-ih-sis)—diffusion of solutes through a semipermeable membrane, passing from an area of higher concentration to an area of lower concentration

Diaphoresis (die-ah-foh-REE-sis)—profuse sweating

Diarrhea (die-ah-REE-ah)—watery stool

Diastole (die-AS-toh-lee)—period during which the heart muscle relaxes and the chamber fills with blood

Diastolic pressure (die-ah-STOL-ick PRESH-ur)—refers to period of cardiac ventricular relaxation

Diathermy (DIE-ah-ther-mee)—treatment with heat

Digestion (die-JEST-shun)—process of converting food into an assimilable form

Dilate (DIE-layt)—to enlarge, as capillaries

Dilation stage (die-LAY-shun stage)—stage of labor in which the opening to the cervix enlarges

Diplo- (DIP-loh)—arranged in pairs, such as diplococci; bacteria that are arranged in groups of two

Direct cause (of disease) (die-RECT kaw [of dih-ZEEZ])—immediate or exact cause of a disease process

Directive (die-RECK-tiv)—serving or qualified to direct; statement of direction

Disability (dis-ah-BILL-ih-tee)—persistent physical or mental defect or handicap

Discharge (dis-CHARJ)—procedure carried out as the patient leaves the hospital

Disease (dih-ZEEZ)—definite marked process having a characteristic train of symptoms

Disease-specific isolation precautions (dih-ZEEZ sph-SIF-ick eye-soh-LAY-anun pre-KAW-shuns)—system of isolation precautions that considers precautions for each disease individually



Disinfectant (dis-in-FECK-tant)—agent that kills germs

Disinfection (dis-in-FECK-shun)—process of destroying pathogenic organisms or agents

Disk—flat plate on which computer information is stored

Disorientation (dis-oh-ree-en-TAY-shun)—loss or recognition of time, place, or people

Displacement (dis-PLAYZ-ment)—unconscious defense mechanism in which an emotion, such as anger, is directed at the wrong person

Disposable (dis-POSE-ah-bul)—not reusable after one use

Disruption (dis-RUP-shun)—interference with the normal progress of events

Distal (DIS-tal)—farthest away from a central point, such as point of attachment of muscles

Distention (dis-TEN-shun)—the state of being stretched out (distended)

Diuresis (die-you-REE-sis)—increase of output of fluids by the kidneys

Diurnal (die-UR-nal)—daily

Diverticula (die-ver-TICK-you-lah)—small blind pouches that form in the lining and wall of the colon

Diverticulitis (die-ver-tick-you-LIE-tis)—inflammation of diverticula

Diverticulosis (die-ver-tick-you-LOH-sis)—presence of many diverticula

DNR (dee-en-are)—do not resuscitate when cardiac and respiratory arrest occur

Dorsal (DOR-sal)—posterior or back

Dorsal lithotomy position (DOR-sal lith-THOT-oh-mee pih-ZISH-en)—person is positioned on back with knees flexed and well separated; feet are usually in stirrups

Dorsal recumbent position (DOR-sal ree-KUM-bent pih-ZISH-en)—person is flat on back, knees flexed and slightly separated with feet flat on bed

Dorsiflexion (dor-sih-FLECK-shun)—toes pointed up

Double bagging (DUB-ul BAG-ging)—technique in which a contaminated article is placed in a plastic bag that is then placed in a second protective covering to prevent transmission of infectious organisms

Drainage (DRAYN-aj)—systematic withdrawal of fluids and discharges from wounds, sores, or body cavities

Drawsheet (DRAW-sheet)—sheet folded under the patient and extending from above the shoulder to below the hips

DRG (dee-are-jee)—diagnosis-related grouping

Drip chamber (drip CHAYM-ber)—part of the IV equipment found between the bag of solution and the tube leading to the patient

DSD (dee-ess-dee)—dry, sterile dressing

Due date (dew dayt)—expected date of delivery

Duodenal ulcer (dew-oh-DEE-nal UL-sir)—ulcer on the mucosa of the duodenum due to the action of gastric juice

Dura mater (DEW-rah MAY-ter)—outer layer of the brain and spinal cord

Dyscrasia (dis-KRAY-zee-ah)—abnormality or disorder of the body

Dysmenorrhea (dis-men-oh-REE-ah)—painful menstruation

Dyspepsia (dis-PEP-see-ah)—indigestion

Dysphagia (dis-FAY-jee-ah)—difficulty in swallowing

Dyspnea (DISP-nee-ah)—difficult or labored breathing

Dysuria (dis-YOU-ree-ah)—painful voiding

Edema (eh-DEE-mah)—excessive accumulation of fluid in the tissues

Ectocervix (eh-FAYS)—thinning of the cervix during labor

Ejaculation (ee-jack-you-LAY-shun)—forcible, sudden expulsion of semen from the male penis

EKG (ee-kay-jee)—electrocardiogram. See **Cardiogram**

Elasticity (ee-las-TIS-ih-tee)—ability to stretch

Electrolytes (ee-LECK-troh-lights)—compounds that play an essential role in regulating body chemistry

Electronic thermometer (ee-leck-TRON-ick ther-MOM-eh-ter)—battery-operated clinical thermometer that uses a probe and records the temperature on a viewing screen in a few seconds

Elimination (ee-lim-ih-NAY-shun)—excretion; discharge from the body of indigestible materials and of waste products of body metabolism

Embolus (EM-boh-lus)—mass of undissolved material carried in the bloodstream and frequently causing obstruction of a vessel

Emesis (EM-eh-sis)—act of vomiting

Emesis basin (EM-eh-sis BAY-sin)—utensil for catching vomitus

Emollient (ee-MOL-ee-ent)—agent that softens and soothes the part when applied locally

Empathy (EM-pah-thee)—intellectual understanding of something in another person that is foreign to one's self

Emphysema (em-fih-SEE-mah)—chronic obstructive pulmonary disease in which the alveolar walls are destroyed

Endocrine gland (EN-doh-krin gland)—gland that secretes hormonal substances directly into the bloodstream; ductless gland

Endometrium (en-doh-MEE-tree-um)—mucous membrane lining the inner surface of the uterus

Endoscope (EN-doh-skohp)—instrument for examining the interior of the body

Enema (EN-eh-mah)—injection of water into the rectum and colon; used to help the bowels eliminate feces

Epidermis (ep-ih-DER-mis)—top layer of skin

Epididymis (ep-ih-DID-ih-mis)—elongated, cordlike structure along the posterior border of the testes in the ducts of which the sperm is stored

Epilepsy (EP-ih-lep-see)—noninfectious disorder of the brain manifested by episodes of motor and sensory dysfunction, which may or may not be accompanied by convulsions and unconsciousness

Episiotomy (eh-piz-ee-OT-oh-mee)—incision of the perineum at the end of the second stage of labor to avoid tearing of the perineum

Epithelium (ep-ih-THEE-lee-um)—tissues characterized by tightly packed cells with a minimum of intracellular material; forms epidermis and lines all hollow organs and passages of respiratory, digestive, and genitourinary systems

Equilibrium (ee-kwih-LIB-ree-um)—sense of balance

Erythrocyte (eh-RITH-roh-sight)—red blood cell

Eschar (ES-kar)—slough of tissue produced by burning or by a corrosive application

Estrogen (ES-troh-jen)—hormone produced by ovaries

Ethical code (ETH-ih-kal kohd)—rules of moral, responsible conduct

Etiology (ee-tee-OL-oh-jee)—cause of a disease

Eustachian tube (you-STAY-kee-an tewb)—auditory tube; leads from the middle ear to the pharynx

Evaluation (ee-val-you-AY-shun)—judgment

Eversion (ee-VER-zhun)—turning outward

Exchange list (ecks-CHAYNJ list)—list of measured foods that allows equivalent exchanges between foods within a designated food group

Excise (eck-SIZE)—remove by cutting

Excoriated (ecks-KOR-ee-ay-ted)—superficial loss of substance such as that produced by scratching the skin

Excreta (ecks-KREE-tah)—excretions such as feces

Expectorate (eck-SPECK-toh-rayt)—to spit (to bring up sputum)

Expiration (ecks-pih-RAY-shun)—exhalation

Expulsion stage (eck-SPUL-shun stayj)—stage of labor and delivery during which the fetus is expelled

Extended care facility (ecks-TEN-ded kair fah-SILL-ih-tee)—long-term care facility

Extension (ecks-TEN-shun)—movement by which the two ends of any jointed part are drawn away from each other

External urinary meatus (ECKS-TER-nal YOU-run-air-ee mee-AY-tus)—opening to the outside of the urethra

Facility (health care) (fah-SILL-ih-tee (hell-th kair))—an agency that provides health care

Fahrenheit scale (FAR-en-hightskale)—scale used in the United States and England to express temperature

Fallopian tube (fal-LOH-pee-an tewb)—See Oviduct

False imprisonment (fawls im-PRIH-son-ment)—unlawfully restraining another

Fanfold (FAN-fold)—procedure for folding a sheet

Fasting (FAST-ing)—act of not eating

Fats—nutrient used to store energy

Fecal impaction (FEE-kul im-PACK-shun)—condition in which feces are wedged tightly in the bowel

Feces (FEE-sees)—semisolid waste eliminated from the body

Femur (FEE-mur)—thigh bone

Fetoscopy (fee-TOS-koh-pee)—examination of the fetus while in utero

Fetus (FEE-tus)—child in utero from the third month to birth

Fever (FEE-ver)—abnormally high body temperature

First aid—emergency care and treatment of an injured person before complete medical and surgical care can be secured

Flagged (flagd)—marked in a special way to call attention to it

Flatulence (FLAT-you-lens)—excessive gas in the stomach and intestines

Flatus (FLAY-tus)—gas or air in the stomach or intestines; air or gas expelled by way of any body opening

Flexible (FLECK-sih-bul)—ability to bend in different directions

Flexion (FLECK-shun)—decreasing the angle between two bones

Flora (FLOH-rah)—normal population of organisms found in a given area

Flowmeter (FLOH-mee-ter)—instrument for controlling gas flow in oxygen equipment

Flow rate (floh rayt)—rate at which oxygen or liquids are administered to the patient

Foley catheter (FOH-lee KATH-eh-ter)—in-dwelling catheter placed in the urinary bladder to remove urine continuously

Fomite (FOH-might)—any object contaminated with germs, and thus able to transmit disease

Footboard (FOOT-bord)—appliance placed at the foot of the bed so the feet rest firmly against it and are at right angles to the legs

Forcing fluids (FORS-ing FLEW-ids)—notation meaning the patient must be encouraged to take as much fluid as possible

Foreskin (FOR-skin)—prepuce; loose tissue covering the penis and clitoris

Fosterparent (FOS-ter PAIR-ent)—parent figure assigned by an agency

Fracture (FRACK-shur)—break in the continuity of bone

Frequency (FREE-kwen-see)—occurrence repeated often

Fundus (FUN-dus)—portion of uterus superior to point of entrance of oviducts

Fungus (FUN-gus)—class of organisms to which mold and yeast belong

Fusion (FYOU-zhun)—combining into a single unit

Gait belt (gayt belt)—belt placed around the patient's waist to assist in ambulation

Gallbladder (GAWL-blad-der)—small, sac-like organ in which bile is stored; found on the underside of the liver

Gangrene (GANG-green)—death and putrefaction of body tissue caused by stoppage of circulation of blood to an area

Gastrectomy (gas-TRECK-toh-mee)—surgical removal of part or all of the stomach

Gastric (GAS-trick)—pertaining to the stomach

Gatch bed—bed fitted with a jointed back rest and knee rest; patient can be raised to a sitting position and kept in that position

Gavage (gah-VAHZHD)—feeding through a tube

General anesthetic (JEN-er-al an-ETH-ick)—gas that induces a state of unconsciousness and insusceptibility to pain

Genes (jeenz)—units of heredity arranged into a linear fashion along a chromosome

Genetic (jeh-NET-ick)—pertaining to or carried by a gene or genes

Genital (JEN-ih-tul)—pertaining to reproduction

Genitalia (jen-ih-TAIL-ee-ah)—reproductive organs

Geriatrics (jer-ee-AT-ricks)—care of the elderly

Gerichair (JER-ee-chair)—chair or wheelchair with table or tray attached to it

Germs (jerms)—pathogenic microorganisms

Gestational age (jes-TAY-shun-al ay)—age of development of a new individual within the uterus from conception to birth

Glaucoma (glaw-KOH-mah)—increased intraocular pressure that ultimately results in loss of vision

Glomeruli (gloh-MER-you-lie)—blood vessels that branch to form balls of capillaries in the cortex

Glossary (GLOSS-ah-ree)—alphabetical list of terms and explanations

Glucometer (glew-KOM-eh-ter)—instrument used to measure the level of blood sugar

Glucose (GLEW-kohs)—simple sugar; also called dextrose

Glycogen (GLIGH-koh-jen)—polysaccharide that is the chief carbohydrate storage material

Glycosuria (gligh-koh-SOO-ree-ah)—sugar in the urine

Gonads (GOH-nads)—reproductive organs; ovaries and testes

Gonorrhea (gon-oh-REE-ah)—sexually transmitted disease that causes an acute inflammation

Grand mal seizure (grand mawl SEE-zhur)—major epileptic seizure attended by loss of consciousness and convulsive movements

Graphic chart (GRAF-ick chart)—patient care record on which vital signs and sometimes other information are recorded

Greenstick fracture (green-stick FRACK-shur)—breaking of a bone on one side only, most often seen in children

Groin (groyn)—depression between the thigh and trunk

Gurney (CUR-nee)—equipment used to transport a patient; a stretcher

Halitosis (hal-ih-TOH-sis)—offensive odor to breath

Hallucination (hah-loo-sih-NAY-shun)—idea or perception that is not based on reality

Hand-over-hand technique (hand oh-ver hand tek-NEEK)—technique in which an instructor or care giver places his or her hand over the hand of a learner or patient to guide an activity

Harvest (HAR-vest)—to remove donor organs

Health (helth)—state of physical, mental, and social well-being

Heart (hart)—hollow, muscular organ lying slightly to the left of the midline of the chest

Hematuria (hem-ah-TOO-ree-ah)—blood in the urine

Hemiplegia (hem-ee-PLIE-jee-ah)—paralysis on one side of the body

Hemoptysis (he-MOP-tih-sis)—expectoration of blood

Hemorrhage (HEM-or-ij)—escape of blood from blood vessels

Hemorrhoids (HEM-oh-royds)—varicose veins in the rectum

Hepatitis B virus (HBV) (hep-ah-TIE-tis bee VY-rus) (aytch-bee-vee)—organism that causes a serious form of infectious liver inflammation

Herniation (her-nee-AY-shun)—abnormal protrusion of an organ or other body structure

Hernia (HER-nee-ah)—protrusion or projection of a stomach organ through the wall or cavity that normally contains it

Herniorrhaphy (her-nee-OR-ah-fee)—surgical operation for hernia

Herpes simplex (HER-peeZ SIM-plex)—acute infectious viral disease

Hiatal hernia (high-AY-tal HER-nee-ah)—protrusion of a stomach portion through the esophageal hiatus of the diaphragm

Home health assistant (hohm helth ah-SIS-tant)—nursing assistant who practices under supervision in a client's home

Home health services (hohm helth SIR-vih-sez)—help provided after an acute hospitalization

Homemaker assistant (HOHM-may-ker ah-SIS-tant)—person who provides home management help to a client in the client's home

Horizontal recumbent position (hor-ih-ZON-tal ree-KUM-bent poh-ZISH-un)—patient is positioned flat on the back, arms extended by the sides, and legs extended

Hormone (HOR-mohn)—secretion of endocrine gland; substance produced by endocrine gland

Hospice (HOS-piss)—special facility or arrangement to provide care of terminally ill people

Hospital (HOS-pit-ul)—facility for the care of the sick or injured

Host (hohst)—animal or plant that harbors another organism

Human immunodeficiency virus (HIV) (HUE-man im-myoo-noh-dee-FISH-en-see VY-rus) (aytch-eye-vee)—virus that causes acquired immunodeficiency disease (AIDS)

Hydrochloric acid (high-droh-KLOR-ick AH-sid)—acid produced by the stomach

Hydronephrosis (high-droh-neh-FROH-sis)—increasing pressure of urine that causes pressure on the kidney cells and results in their destruction

Hyperalimentation (high-per-al-ih-men-TAY-shun)—technique in which high density nutrients are introduced into a large vein

Hyperbaric chamber (high-per-BAIR-ick CHAYM-ber)—sealed enclosure for the raising of the level of oxygen in a patient's tissues

Hypercalcemia (high-per-kal-SEE-mee-ah)—excess calcium in the bloodstream

Hyperextension (high-per-eks-TEN-shun)—excessive extension (straightening) of a limb or part

Hyperglycemia (high-per-gligh-SEE-mee-ah)—excessive levels of blood sugar

Hyperopia (high-per-OH-pee-ah)—farsightedness

Hypersecretion (high-per-see-KREE-shun)—excessive secretion

Hypersensitivity (high-per-sen-sih-TIV-ih-tee)—state of altered reactivity in which the

body reacts to a foreign agent more strongly than normal or in an abnormal way

Hypertension (high-per-TEN-shun)—high blood pressure

Hyperthermia (high-per-THER-mee-ah)—greatly increased temperature

Hyperthyroidism (high-per-THIGH-royd-izm)—excessive functioning of the thyroid gland

Hypertrophy (high-PER-troh-fee)—increase in the size of an organ or structure that does not involve tumor formation

Hypochondriasis (high-poh-kon-DRY-ah-sis)—abnormal concern about one's health

Hypoglycemia (high-poh-gligh-SEE-mee-ah)—abnormally low level of sugar in the blood

Hyposecretions (high-poh-sih-KREE-shuns)—less than normal production of secretions

Hypotension (high-poh-TEN-shun)—low blood pressure

Hypothermia (high-poh-THER-mee-ah)—greatly reduced temperature

Hypothyroidism (high-poh-THIGH-royd-izm)—condition due to deficiency of the thyroid secretion, resulting in a lower basal metabolism

Hypoxia (high-POX-ee-ah)—lack of adequate oxygen supply

Hysterectomy (his-teh-RECK-toh-mee)—surgical removal of the uterus

Icon (EYE-kon)—image or figure. As used in this text, refers to images used on computers that represent various functions

ICU (intensive care unit) (eye-see-you) (INTEN-siv kair YOU-nit)—hospital unit that provides care for critically ill patients

Ileostomy (ill-ee-OS-toh-mee)—incision of the ileum

Illusion (il-LOO-zhun)—mental impression derived from misinterpretation of an actual sensory stimulus

Immobilization (im-moh-bill-ih-ZAY-shun)—making of a part or limb immovable, usually in a cast

Immune response (im-MYOUN rih-SPONS)—response of the body to elements recognized as nonself with the production of antibodies and the rejection of the foreign material

Immunization (IM-myoo-nigh-zay-shun)—process of making a person more resistant to an infectious agent

Impaction (im-PACK-shun)—condition of being tightly wedged into a part (as feces in the bowel)

Implementation (im-plih-men-TAY-shun)—to put into effect

Impotence (IM-poh-tens)—inability to perform sexually

Incarcerated (strangulated) hernia (in-KAR-sir-ayt-ed [STRANG-vou-lay-ted] HER-nee-ah)—abnormal constriction of part of the intestinal tract that has herniated

Incentive spirometer (in-SEN-tiv spih-ROM-eh-ter)—apparatus that is used to encourage better ventilation

Incontinence (in-KON-tih-nens)—inability to control defecation or urination

Incontinent (in-KON-tih-nent)—act of defecating or urinating uncontrollably

Increment (IN-kreh-ment)—amount of increase in measurements

Indwelling catheter (IN-dwell-ing KATH-ih-ter)—Foley catheter that remains in the patient's bladder to drain the urine

Infarction (in-FARK-shun)—death of tissue

Infection (in-FECK-shun)—invasion and multiplication of any organism and the damage caused by this in the body

Inferior (in-FEER-ee-or)—below another part

Infirm (in-FERM)—one who is ill or unable to care for himself or herself

Inflammation (in-flah-MAY-shun)—tissue reaction to injury either direct or referred

Informed consent (in-FORMD kon-SENT)—permission given after full disclosure of the facts

Infusion (in-FYOU-zhun)—introduction of a solution into a vein by gravity; for example, an intravenous infusion (IV)

Initiative (in-ISH-ee-ah-tiv)—action of taking the first step or initial action

Insertion (in-SIR-shun)—distal point of attachment of skeletal muscle

Inspiration (in-spih-RA-Y-shun)—drawing of air into the lungs (inhalation)

Insulin (IN-soo-lin)—active antidiabetic hormone secreted by the islets of Langerhans in the pancreas

Insulin dependent diabetes mellitus (IDDM) (IN-soo-lin dee-PEN-dent die-ah-BEE-teez MEL-ih-tus) (eye-dee-dee-em)—form of diabetes mellitus that requires insulin administration as part of the therapy

Intake and output (I & O) (IN-tayk and OUT-put) (eye & oh)—recording of the amount of fluid ingested and the amount of fluid expelled by a patient

Integument (in-TEG-you-ment)—the skin

Interdisciplinary team (in-ter-DISS-ih-plin-air-ee team)—group of different professionals who each contribute their expertise to the care of a single person

Intermittent positive pressure breathing (IPPB) (in-ter-MIT-ent POS-ih-tiv PRESH-ur BREE-thing) (eye-pee-pee-bee)—technique for assisting breathing

Interpersonal relationships (in-ter-PER-son-al rih-LAY-shun-ships)—how people interact with each other

Intervention (in-ter-**VEN**-shun)—actions that influence the eventual outcome of a situation

Intimacy (IN-tih-mah-see)—feelings of closeness and familiarity

Intracranial pressure (in-trah-**KRAY**-nee-al **PRESH**-ur)—pressure exerted within the cranium

Intravenous infusion (IV) (in-trah-**VEE**-nus in-**FYOU**-zhun) (eye-**vee**)—nourishment given through a sterile tube into a vein

Invasion of privacy (in-**VAY**-zhun of **PRIGH**-vah-see)—taking liberties with the person or personal rights of another

Invasive (in-**VAY**-siv)—characterized by invading or spreading

Involution (in-voh-**LOO**-shun)—reduction in the size of the uterus following delivery

Iodine (**EYE**-oh-dine)—element needed for proper function of the thyroid gland

Iris (**EYE**-ris)—colored portion of the eye

Irrigate (**EAR**-ih-gayt)—to wash out

Ischemia (is-**KEE**-mee-ah)—deficient blood supply to body tissues

Ischemic (is-**KEE**-mick)—having inadequate blood flow to an area

Islets of Langerhans (**EYE**-lets of **LANG**-ger-hans)—cells in the pancreas that produce insulin

Isolation (eye-soh-**LAY**-shun)—place where the patient with easily transmitted disease is separated from others

Isolation technique (eye-soh-**LAY**-shun tek-**NEEK**)—special procedures carried out to prevent the spread of infectious organisms from an infected person

Isolette (eye-soh-**LET**)—type of environmentally controlled unit that is used to house a newborn infant

IV standard (eye-**vee** **STAN**-dard)—pole usually made of stainless steel, that can be attached to the bed or stand on the floor

Jacksonian seizure (jack-**SOH**-nee-an **SEE**-zhur)—type of convulsive seizure that is a progression of involuntary clonic movements with retention of consciousness

Jaundice (**JAWN**-dis)—yellowing of the skin

Job description (job dih-**SKRIP**-shun)—duties and responsibilities involved in a position

Joint (joynt)—point of articulation between bones

Kardex (**KAR**-dex)—type of file in which nursing care plans are kept

Ketosis (kee-**TOH**-sis)—abnormal levels of ketones in the blood; complication of diabetes mellitus

Keyboard (**KEE**-bord)—row of keys on a computer used to input information

Kidneys (**KID**-nees)—two glandular, bean-shaped bodies, purplish-brown in color, situ-

ated in back of the abdominal cavity, one on each side of the spinal column, that excrete waste matter in the form of urine

Knee-chest position (nee-chest poh-**ZISH**-un)—patient is positioned on abdomen with knees drawn up toward abdomen and with legs separated; arms are brought up and flexed on either side of the head that is turned to one side

Koran (kuh-**RAN**)—Muslim sacred book

Kyphosis (kigh-**FOH**-sis)—hunchback

Labia majora (**LAY**-bee-ah mah-**JOR**-ah)—two large, hair-covered, liplike structures that are part of the vulva

Labia minora (**LAY**-bee-ah mih-**NOR**-ah)—two hairless, liplike structures found beneath the labia majora

Labor (**LAY**-bor)—physiological process by which the fetus is expelled from the uterus at term

Lactation (lack-**TAY**-shun)—function of secreting milk

Laminectomy (lam-ih-**NECK**-toh-mee)—transection of a vertebral lamina

Lateral (**LAT**-er-al)—body parts away from the midline

Legal custody (**LEE**-gul **KUS**-toe-dee)—condition of having the right to consent to hospitalization and of giving permission for procedures

Legal guardian (**LEE**-gul **GAR**-dee-an)—person who has the legal right to make decisions for another person

Lesions (**LEE**-zhuns)—abnormal changes in tissue formation

Leukemia (loo-**KEE**-mee-ah)—malignant disease of the blood-forming organs, characterized by abnormal proliferation and distortion of the leukocytes in the blood and bone marrow

Leukocyte (**LOO**-koh-sight)—white blood cell

Leukorrhea (loo-koh-**REE**-ah)—white vaginal discharge

Lever (**LEV**-er)—bar or rodlike structure that operates on a fixed axis or fulcrum and is used to lift weight

Liable (**LIE**-ah-bul)—legally responsible

Libel (**LIE**-bul)—any oral or written defamatory statement

Licensed practical nurse (LPN); licensed vocational nurse (LVN) (**LICE**-enst **PRACK**-tih-kulnurs) (el-pee-en); (**LICE**-enst voh-**KAY**-shun-al nurs) (el-vee-en)—graduate of a one-year certificate program who must pass a state exam before being permitted to practice nursing

Libido (lih-**BEE**-doh)—sex drive

Life care facility (life kair fah-**SILL**-ih-tee)—apartment homes that offer health care and recreational facilities for the elderly

Life support system (life suh-**PORT** SIS-tum)—equipment needed to sustain life when vital signs are inadequate

Ligament (**LIG**-ah-ment)—band of fibrous tissue that holds joints together

Lithotripsy (**LITH**-oh-trip-see)—the crushing of calculi such as kidney stones

Litter (**LIT**-er)—equipment used to transport a patient; also called a gurney or stretcher

Living will (**LIV**-ing will)—written statement, usually by those who are terminally ill, requesting not to be kept alive on life support systems when their faculties have failed

Local anesthetic (**LOH**-kulan-es-**THET**-ick)—type of anesthetic for which the action is confined to a limited area. The anesthetic is usually given by injection and the patient remains awake

Lochia (**LOH**-kee-ah)—discharge from the uterus of blood, mucus, and tissue during the puerperal period

Logo (**LOW**-goh)—symbol that identifies a business, company, or organization

Long-term care facility (lawng turm kair fah-**SILL**-ih-tee)—facility that provides care for patients with long-standing disabilities; can be terminal care

Lubricant (**LOO**-brih-kant)—substance applied to a part to improve the ease of movement between touching parts; also substances secreted by the body for the same purpose

Lumpectomy (lum-**PECK**-toh-mee)—excision of abnormal tissue such as a "lump" in the breast

Lymph (limpf)—fluid found in lymphatic vessels

Macule (**MACK**-youl)—flat, discolored spot on the skin

Maladaptive behavior (mal-ah-**DAP**-tiv bee-**HAY**-vyour)—inappropriate reaction due to mental breakdown

Malignancy (mah-**LIG**-nan-see)—cancerous condition which, if left untreated, leads to death

Malignant (mah-**LIG**-nant)—cancerous

Main nutrition (mal-new-**TRISH**-un)—lack of necessary food substances in the body, or improper absorption and distribution of them

Malpractice (mal-**PRACK**-tis)—poor or improper medical treatment; for example, when a nursing assistant gives improper care or care for which the nursing assistant has not been instructed

Mammogram (**MAM**-oh-gram)—X-ray examination of the breasts

Mastectomy (mass-**TECK**-toh-mee)—excision of the breast

Masturbation (mass-tur-**BAY**-shun)—sexually stimulating self

Maternity (mah-**TER**-nih-tee)—related to pregnancy

Meatus (mee-AY-tus)—tubelike opening

Mechanical lift (mih-KAN-ih-kul lift)—apparatus used to assist in lifting and transferring a patient

Meconium (muh-KOH-nee-um)—first feces of the newborn infant which consists of salts, mucus, bile, and epithelial cells. Color is greenish-black to light brown

Medial (MEE-dee-al)—close to the midline of the body or structure

Medicaid (MED-ih-kayd)—federal and state-funded program that pays for medical costs for those whose income falls below a certain level

Medical asepsis (MED-ih-kul ah-SEP-sis)—procedures followed to keep germs from being spread from one person to another

Medicare (MED-ih-kair)—federal program that assists persons over 65 years of age with hospital and medical costs

Medulla (meh-DOOL-ah)—forms part of the brain stem

Medulla (of kidney) (meh-DOOL-ah) (of KID-nee)—renal pyramids

Melanin (MEL-ah-nin)—dark pigment normally formed in the skin and hair

Membranes (MEM-brains)—tissue sheets that line the cavities

Menarche (meh-NAR-kee)—beginning of the menstrual function

Meninges (meh-NIN-jeez)—three-layered serous membrane covering the brain and spinal cord

Meningitis (men-in-JIGH-tis)—inflammation of the meninges

Menopause (MEN-oh-pawz)—period when ovaries stop functioning and menstruation ceases; climacteric

Menorrhagia (men-oh-RAY-jee-ah)—excessive bleeding during menstruation

Menstruation (men-stroo-AY-shun)—loss of an unneeded part of the endometrium following the release of an ovum and lack of conception

Mental illness (MEN-tal ILL-ness)—behavioral maladaptations

Menu (MEN-you)—as used in the text, a list of possible computer functions

Metabolism (meh-TAH-bohl-izm)—sum total of the physical and chemical processes and reactions taking place in the body

Metastasis (meh-TAS-tah-sis)—spreading of cancer to other body parts from a primary location

Metastasize (meh-TAS-tah-size)—to spread (cancer) to other body parts

Metric system (MET-rick SIS-tum)—system of weights and measurements based on the meter; all units based on some power of ten

Microbes (MY-krohbs)—tiny organisms that can be seen only with a microscope

Microorganisms (my-kroh-OR-gan-izms)—tiny organisms that can be seen only with a microscope, particularly bacteria

Micturition (mick-too-RISH-un)—urination

Midriff (MID-rif)—middle part of the body between the chest and waist

Mineral (MIN-er-al)—inorganic chemical compound found in nature; many are important in building body tissues and regulating body fluids

Mitered corner (MY-terd KOR-ner)—one type of corner used in making a facility bed

Mitosis (my-TOH-sis)—division of the cytoplasm and nucleus in the cell

Mobility (moh-BILL-ih-tee)—ability to move or to be moved easily from place to place

Monitor (MON-ih-tor)—apparatus that can observe and record information constantly

Morbidity (mor-BID-ih-tee)—state of being diseased; conditions inducing disease

Moribund (MOR-ih-bund)—dying

Mortality rate (mor-TAL-ih-tee rayt)—proportion of deaths in the population

Mottling (MOT-ling)—discoloration of skin or irregular areas

Mucolytic (myou-koh-LIH-tick)—destroying or dissolving mucus

Mucous (MYOU-kus)—pertaining to or resembling mucus; also, secreting mucus

Mucus (MYOU-kus)—secretion of mucous membranes; thick, sticky fluid

Multiple sclerosis (MUL-tih-pulskleh-ROH-sis)—disease characterized by hardened patches scattered throughout the brain and spinal cord that interfere with the nerves in those areas

Muscular tissue (MUSS-kyou-lar TISH-you)—tissues that have ability to shorten and lengthen

Myocardial infarction (my-oh-KAR-dee-al in-FARK-shun)—formation of an infarct in the heart muscle due to interruption of the blood supply to the area

Myocardium (my-oh-KAR-dee-um)—heart muscle

Myopia (my-OH-pee-ah)—nearsightedness

Nasogastric (NG) tube (nay-zoh-GAS-trick [en-jee] toob)—soft rubber or plastic tube that is inserted through the nostril and into the stomach

Necrosis (neh-KROH-sis)—tissue death

Negligence (NEG-lih-jents)—failure to give care that is reasonably expected of a nursing assistant

Neonate (NEE-oh-nayt)—newborn baby

Neoplasia (nee-oh-PLAY-zee-ah)—new, uncontrolled tissue growth; tumor

Neoplasm (NEE-oh-plazm)—new growth; tumor

Nephritis (nih-FRIGH-tis)—inflammation of the kidney

Nephron (NEF-ron)—microscopic kidney units that produce urine

Nerve (nurv)—bundle of nerve processes (axons and dendrites) that are held together by connective tissue

Nerve impulse (nurv IM-puls)—electrical wave that transmits a message

Nervous tissue (NUR-vus TISH-you)—highly specialized tissue capable of conducting a nerve impulse

Networking (NET-werk-ing)—line of communication between individuals with a common interest or goal

Neuron (NEW-ron)—cell of the nervous system

Neurotransmitter (new-roh-TRANS-mit-er)—chemical compound that transmits a nervous impulse across cells at a synapse

No-code order (no cohnd OR-der)—an order not to resuscitate a patient

Nocturia (nock-TUR-ee-ah)—excessive urination at night

Noninvasive (non-in-VAY-siv)—remaining localized and not spreading

Nonpathogen (non-PATH-oh-jen)—microorganism that is not capable of producing disease

Nonverbal communication (non-VER-bal kom-myou-nih-KAY-shun)—communication transmitted through nonverbal ways, such as facial expression and body language

Nosocomial (noh-soh-KOH-mee-ai)—pertaining to or originating in a facility, hospital, or infirmary

NPO (en-pee-oh)—nothing by mouth

Nucleus (NEW-klée-us)—part of the cell that directs the activities of the cell

Nurse Aide Competency Evaluation Program (NACEP) (nurs ayd KOM-peh-ten-see-ee-val-you-AY-shun PROH-gram) (en-ay-see-ee-pee)—test taken by the nursing assistant which, when passed successfully, entitles the nursing assistant to certification

Nursing assistant (NUR-sing ah-SIS-ant)—person who assists, under supervision, with the care of the sick and infirmed

Nursing care plan (NUR-sing kair plan)—plan developed to direct the patient's care

Nursing home (NUR-sing hohm)—facility that provides room and board and some nursing care; also called convalescent home

Nursing process (NUR-sing PRAH-ess)—framework for nursing action

Nursing team (NUR-sing team)—members of the nursing staff who provide patient care

Nutrient (NEW-tree-ent)—nourishing substance or food

Nutrition (new-TRISH-un)—process by which the body uses food for growth and repair and to maintain health

O B (oh-bee)—obstetrics
Obese (oh-BEES)—overweight
Objective observations (ob-JECK-tiv ob-sir-VAY-shuns)—observations made through the senses of the observer
Observation (ob-sir-VAY-shun)—noticing something
Obstetrical (ob-STET-ree-kal)—pertaining to pregnancy, labor, and delivery
Obstruction (ob-STRUCK-shun)—blockage in a passageway
Occult blood (ah-KULT-blud)—blood in such minute quantity that it can only be recognized by microscope or chemical means
OD (oh-dee)—as used in the text, pertains to the right eye
Olfactory (ol-FACK-toh-ree)—pertaining to the sense of smell
Oliguria (ol-ih-GYOU-ree-ah)—scant urine
Ombudsman (AHM-buds-man)—patient advocate
Omnibus Budget Reconciliation Act (OBRA) (OM-nih-bus BUD-jet reh-kon-sill-ee-AY-shun akt) (oh-bee-are-ay)—law that regulates the education and certification of nursing assistants working in acute care and long-term care facilities
Oophorectomy (oh-of-oh-RECK-toh-mee)—surgical excision of an ovary
Open bed (OH-pen bed)—bed with top bedding folded to bottom, ready for occupancy
Open fracture (OH-pen FRACK-shur)—broken bone in which part of the bone protrudes through the skin
Operative (OP-er-ah-tiv)—pertaining to an operation
Ophthalmoscope (oh-THAL-moh-skohp)—instrument for examining the eyes
OR (oh-are)—operating room
Oral hygiene (OR-al HIGH-jeen)—care of the mouth and teeth
Orally (OR-al-ee)—through the mouth
Oral report (OR-al ree-PORT)—verbal report
Orchiectomy (or-key-ECK-toh-mee)—excision of the testis
Organ (OR-gan)—any part of the body that carries out a specific function or functions, such as the heart
Organic mental syndrome (or-GAN-ick MEN-ti SIN-droh-m)—mental deterioration; general term that includes all dementia due to physical abnormalities of the brain
Orifice (OR-ih-fis)—body opening such as the nose or mouth
Origin (OR-ih-jin)—proximal point of attachment to skeletal muscle
Orthopedic (or-thoh-PEE-dick)—concerning orthopedics; prevention or correction of deformities

Orthopneic (or-thop-NEE-ick)—positioning of a patient by adjusting the over-bed table in such a way that the patient, supported by pillows, is able to lean on it
OS (oh-ess)—as used in the text, pertains to the left eye
Ossicles (OS-sih-kuls)—any small bones, such as one of the three bones in the ear
Osteoarthritis (oss-tee-oh-are-THRIGH-tis)—degenerative joint disease caused by disintegration of the cartilage that covers the ends of the bones
Osteoporosis (oss-tee-oh-poor-OH-sis)—most common metabolic disease of bone in the United States; characterized by a decrease in the mass of bony tissue; most commonly affects females past middle age
Ostomy (OS-toh-mee)—suffix meaning "to create a new opening"; for example, colostomy
Otitis media (oh-TIGH-tis MEE-dee-ah)—inflamed condition of the media part of the ear
Otosclerosis (oh-toh-sklee-ROH-sis)—formation of bone in the inner ear that causes the ossicles to be fixed
Otoscope (OH-toh-skohp)—instrument used to examine the ear
Output (OUT-put)—measured amount of fluid excreted in a given period of time
Ovaries (OH-vah-rees)—endocrine glands located in the female pelvis; female gonads
Ovulation (oh-vyou-LAY-shun)—lunar monthly ripening and rupture of the mature graafian follicle and the discharge of the ovum from the cortex of the ovary
Ovum (OH-vum)—female egg
Oxygen (OK-sih-jen)—gas that is essential to cellular metabolism and all life
Pacemaker (pacer) (PAYS-may-ker)—artificial device placed in the body to regulate the heartbeat
Pallor (PAL-or)—less color than normal for the skin
Palpated systolic pressure (PAL-pay-ted sis-TOL-ick PRESH-ur)—pressure indicated on the blood pressure gauge as the cuff is inflated and the radial pulse no longer can be felt
Panhysterectomy (pan-his-ter-ECK-toh-mes)—removal of the entire uterus
Pap smear (PAP smear)—simple test used to detect cancer of the cervix
Papule (PAP-youl)—solid, elevated lesion of the skin
Paralysis (pah-RAL-ih-sis)—loss or impairment of the ability to move parts of the body
Paranoia (pair-ah-NOY-ah)—state in which one has delusions of persecution and/or grandeur
Paraplegia (pair-ah-PLÉE-jee-ah)—paralysis of lower portion of the body and of both legs

Parasite (PAIR-ah-sight)—organism that lives within, upon, or at the expense of another organism known as the host
Parathormone (pair-ah-THOR-mohn)—hormone produced by parathyroid glands that regulates calcium and phosphorus blood levels
Parietal (pah-RYE-eh-tal)—pertaining to the walls of an organ or cavity
Pathogen (PATH-oh-jen)—microorganism or other agent capable of producing a disease
Pathology (pah-THOL-oh-jee)—disease
Patient (PAY-shent)—person who needs care; resident
Patient's Bill of Rights (PAY-shents bill of rights)—document developed by the American Hospital Association that describes the basic rights to which a patient is entitled
Pelvic belt traction (PEL-vick belt TRACK-shun)—special form of traction in which a belt, secured around a person's hips, is attached to ropes, pulleys, and weights
Pelvic inflammatory disease (PID) (PEL-vick in-FLAM-ah-toh-ree dih-ZEEZ) (pee-eye-dee)—inflammation of the pelvic organs
Pelvis (PEL-vis)—lower portion of the trunk of the body; basin-shaped area bounded by the hip bones, the sacrum, and the coccyx
Penis (PEE-nis)—male organ of copulation
Pepsin (PEP-sin)—enzyme produced in the stomach that begins protein digestion
Percussion (per-KUSH-un)—tapping a body part with the fingers to determine the size, position, or density of the organs underneath
Percussion hammer (per-KUSH-un HAM-mer)—instrument used to test reflexes
Pericardium (pair-ih-KAR-dee-um)—membranes that surround the heart
Peri light (PAIR-ee light)—lamp that is used to relieve pain of the perineum following childbirth; also called perineal lamp
Perineum (pair-ih-NEE-um)—in the male, the area between the anus and scrotum; in the female, the area between the anus and vagina
Perioperative (pair-ee-OP-er-ah-tiv)—occurring in association with an operative procedure
Peripheral (peh-RIF-er-al)—pertaining to the outside or outer part
Peristalsis (per-ih-STALL-sis)—progressive, wavelike movement that occurs involuntarily in hollow tubes of the body, especially in the alimentary canal
Peritoneum (pair-ih-toh-NEE-um)—serous membrane lining the walls of the abdominal and pelvic cavities
Personality (per-son-AL-ih-tee)—sum of the behavior, attitudes, and character traits of an individual
Petit mal seizure (peh-TEE mawl SEE-zhur)—type of epileptic attack that is generally short in nature; absence attack



Phalanges (fah-LAN-jeez)—any bones of a finger or toe

Phlegm (flem)—mucus

Physician (fih-ZISH-un)—licensed medical doctor

Physiology (fiz-ee-OL-oh-jee)—the science that deals with the functioning of living organisms

Physiotherapist (fiz-ee-oh-THER-ah-pist)—trained professional who provides therapy and exercise to maintain mobility

Pigmentation (pig-men-TAY-shun)—coloration of an area by pigment

Piles (pyls)—hemorrhoids

Pitting edema (PIT-ting eh-DEE-mah)—condition in which the tissue remains indented when pressure is applied to an edematous area

Pivot (PIV-ut)—to twist or turn in a swiveling motion

Placenta (plah-SEN-tah)—name given to the afterbirth

Placental stage (plah-SEN-tal stayj)—period of the delivery process during which the afterbirth is expelled from the uterus

Plane (playn)—imaginary line used to describe the relationship of one body part to another

Plantar flexion (PLAN-tar FLECK-shun)—extending the foot in a downward movement

Plasma (PLAZ-mah)—liquid portion of blood

Pleura (PLOOR-ah)—membranes that surround the lungs

PM care (pee-em kair)—care given to prepare the patient or resident for sleep

Pneumocystis carinii (new-moh-SIS-tis kah-RIN-ee)—protozoan frequently causing pneumonia in patients who are HIV positive

Pneumonia (new-MOH-nee-ah)—inflammation of the lungs

Podiatrist (poh-DYE-ah-trist)—physician specializing in foot problems

Polydipsia (pol-ee-DIP-see-ah)—excessive thirst

Polyphagia (pol-ee-FA Y-jee-ah)—excessive ingestion of food

Polyuria (pol-ee-YOU-ree-ah)—excessive excretion of urine

POMR (pee-oh-em-are)—problem-oriented medical records

Port (port)—opening

Portal of entry (POR-tul of EN-tree)—area of body through which microbes enter and cause disease

Portal of exit (POR-tul of EX-it)—area of body through which disease-producing organisms leave the body

Positive signs of pregnancy (POS-ih-tiv signs of PREG-nan-see)—hearing, seeing, or feeling a fetus

Postanesthesia care (post-an-es-THEE-see-ah kair)—care given to a patient following the administration of an anesthetic

Postanesthesia care unit (PACU) (post-an-es-THEE-see-ah kair YOU-nit) (pee-ay-see-you)—room where patients receive immediate care following surgery

Posterior (pos-TEER-ee-or)—back or dorsal

Postmortem (post-MOR-tem)—after death

Postmortem care (post-MOR-tem kair)—care given to the body after death

Postoperative (post-OP-er-ah-tiv)—after surgery

Postpartum (post-PAR-tum)—after parturition; after birth

Postural drainage (POS-chur-al DRAYN-aj)—technique of positioning the patient to encourage drainage of different areas of the pulmonary tree

Posture (POS-chur)—attitude or position of the body

Preadolescence (pree-ad-oh-LESS-ens)—years between the ages of 12 and 14

Predisposing cause (of disease) (pree-DIS-POS-ing kawz [of dih-ZEEZI])—factors that contribute to the development of a condition

Prefix (PREE-fix)—term that is placed before a word that changes or modifies the meaning of the word

Prenatal (pree-NAY-tal)—before birth

Preoperative (pree-OP-er-ah-tiv)—period before surgery

Presbycusis (pres-beh-KYOU-sis)—impaired hearing, due to old age

Presbyopia (pres-bee-OH-pee-ah)—impaired vision resulting from the aging process

Pressure sore (PRESH-ur sor)—ulceration due to ischemia; decubitus

Presumptive signs of pregnancy (pree-ZUMP-tiv-signs of PREG-nan-see)—indications seen early in pregnancy that may also be associated with other conditions; includes amenorrhea, morning sickness, fatigue, tender and full breasts

Probable signs of pregnancy (PRAH-bah-bul signs of PREG-nan-see)—indications of pregnancy at a more advanced stage that may also accompany other conditions, including enlargement of the abdomen and positive pregnancy test

Probe (prohb)—as used in this text, long, slender part of an instrument; that portion of the electronic or aural thermometer placed into the patient

Problem-oriented medical record (POMR) (PRAH-blem OR-ee-en-ted MED-ih-kul REH-kord) (pee-oh-em-are)—form of documentation in which all recordings are organized around the strength or problem of the patient

Procedure (proh-SEE-jur)—series of steps outlining how and in what order and manner to do something

Process (PRAH-sess)—projection as from a bone; series of steps that may be taken as in the nursing process

Proctoscopy (prock-TOS-koh-pee)—instrumental inspection of the rectum

Progesterone (proh-JES-teh-rohn)—hormone produced by female ovaries

Prognosis (prog-NOH-sis)—probable outcome of a disease or injury

Progressive mobilization (proh-GRESS-iv moh-bill-ih-ZAY-shun)—gradual increase in activity

Projection (proh-JECK-shun)—unconscious defense mechanism in which an individual denies his/her own emotionally unacceptable traits and sees them as belonging to another

Pronation (proh-NAY-shun)—placing or lying in a face downward position; applied to the hand with the palms facing backward

Prone position (prohn poh-ZISH-un)—patient positioned on the abdomen, spine straight, legs extended, and arms flexed on either side of the head

Prostatectomy (pros-tah-TECK-toh-mee)—removal of all or part of the prostate gland

Prostate gland (PROS-tayt gland)—gland of male reproductive system that surrounds the neck of the urinary bladder and the beginning of the urethra

Prosthesis (pros-THEE-sis)—artificial substitute for a missing body part, such as dentures, hand, leg

Protein (PROH-tee-in)—basic material of every body cell; an essential nutrient

Protein bound iodine (PBI) (PROH-tee-in bownd EYE-oh-dine) (pee-bee-eye)—clinical test performed to determine thyroid function

Protozoa (proh-toh-ZOH-ah)—microscopic unicellular organism

Proximal (PROX-ih-mal)—closest to the point of attachment

Pruritus (prew-RYE-tus)—itching

Psychotic (sigh-KOT-ick)—completely out of touch with reality

Puberty (PYOU-ber-tee)—condition or period of becoming capable of sexual reproduction

Pubic (PYOU-bick)—concerning the pubes

Pulse (puls)—wave of pressure exerted against the walls of the arteries in response to ventricular contraction

Pulse deficit (puls DEF-ih-sit)—difference between contractions of the heart and pulse expansions of the radial artery

Pulse pressure (puls PRESH-ur)—difference between the systolic and diastolic pressures

Pustule (FUS-tyoul)—circumscribed pus-containing lesion of the skin

Pyloric sphincter (pie-LOR-ick SFINK-ter)—muscle at the exit point of the pylorus

Pyrexia (pie-REX-ee-ah)—fever

Quadrant (KWAHD-rant)—one of the four imaginary sections of the surface of the abdomen

Quadriplegia (kwahd-rih-PLÉE-jee-ah)—condition of paralysis of all four limbs

Radial artery (RAY-dee-al ARE-ter-ee)—artery near the radius; commonly used to determine pulse

Radial deviation (RAY-dee-al dee-vee-AY-shun)—wrists are turned toward the thumb side

Radial pulse (RAY-dee-al puls)—pulse that can be measured by palpating the radial artery

Rales (rays)—abnormal respiratory sound heard in auscultation of the chest

Range of motion (ROM) exercises (rainj of MOH-shun [are-oh-em] ECK-sir-size-es)—series of exercises specifically designed to move each joint through its range

Rapport (rah-POOR)—understanding between two persons

Rate (rayt)—valuation based on comparison with a standard

Rationalization (rash-un-al-ih-ZAY-shun)—unconscious defense mechanism in which one devises a logical, self-satisfying but incorrect explanation for one's behavior or feelings

Reaction formation (ree-ACK-shun for-MAY-shun)—repressing the reality of an anxiety-producing situation. The individual exhibits behaviors that are exactly opposite to the real feelings

Reality (ree-AL-ih-tee)—what is actually occurring; true in fact

Reality orientation (ree-AL-ih-tee or ee-en-TAY-shun)—techniques used to help a person remain oriented to environment, time, and himself/herself

Recovery room (ree-KOV-er-ee room)—location where surgical patients are taken after surgery. They return to their rooms when their condition stabilizes

Rectocele (RECK-toh-seel)—protrusion of part of the rectum into the vagina

Rectum (RECK-tum)—lower part of the large intestine, about five inches long, between the sigmoid flexure and the anal canal

References (REF-er-en-sez)—in a résumé, statements about abilities and characteristics; persons who give such statements

Reflex (REE-fleks)—activity performed without conscious thought

Registered nurse (REJ-is-terd nurs)—specialty educated person who is licensed to plan and direct the nursing care of patients

Regress (ree-GRESS)—to move in a backward fashion

Rehabilitative hospital (ree-hah-BILL-ih-tay-tiv HOS-pit-ul)—health care facility that of-

fers specialized care to assist people regain optimum functioning

Reminiscing (reh-mih-NISS-ing)—thinking and talking about the past

Remission (ree-MISH-un)—period of decreased severity of symptoms in chronic disease

Renal calculi (REE-nal KAL-kyou-lee)—kidney stones

Renal colic (REE-nal KOL-ick)—spasm in area near kidney accompanied by pain

Replication (rep-lih-KAY-shun)—to reproduce exactly

Repression (ree-PRESH-un)—involuntary exclusion from awareness of a painful experience or conflict-creating memory, feeling, or impulse

Reservoir (REZ-er-vwar)—storage area; biologically, an animal or source that maintains infectious organisms that periodically can be spread to others

Resident unit (REZ-ih-dent YOU-nit)—room occupied by resident and his/her personal possessions; may be shared by other residents

Respiration (res-pih-RAY-shun)—process of taking oxygen into the body and expelling carbon dioxide

Respirator (res-pih-RAY-tor)—apparatus that assists the patient to breathe

Rest home (rest hohm)—long-term care facility

Restorative care (ree-STOR-ah-tiv kair)—care that emphasizes helping the person reach or maintain physical, mental, and psychological well-being

Restricted fluids (ree-STRICK-ted FLEW-ids)—limit to the amount of fluid intake

Résumé (REH-zoo-may)—short account of one's career and qualifications that is prepared by an applicant for a position

Retention (ree-TEN-shun)—inability to excrete urine that has been produced

Retinal degeneration (RET-ih-nal dee-jen-er-AY-shun)—breakdown and functional loss of the nervous layer of the eye

Retirement (ree-TIRE-ment)—period of time after leaving employment

Retrograde pyelogram (RET-roh-grayd PIE-eh-loh-gram)—moving backward of roentgen picture of the ureter and renal pelvis

Retroperitoneal space (ret-roh-pair-ih-toh-NEE-al spayce)—area of the anterior cavity behind the peritoneum; in it are the kidneys, aorta, and inferior vena cava

Reverse isolation technique (ree-VERS eye-soh-LAY-shun tek-NEEK)—requires that the environment, patient, and all objects coming in contact with the patient must be sterile or at least as free from microorganisms as possible

Rheumatoid arthritis (REW-mah-toyd are-THRIGH-tis)—autoimmune response that results in inflammation of the joints

Rhythm (RITH-um)—measured time or movement

Right lateral recumbent position (right LAT-er-al ree-KUM-bent poh-ZISH-un)—patient is turned on right side with the spine straight; left leg is slightly flexed and left arm is straight over hip; right arm is flexed

Rigor mortis (RIH-gor MOR-tis)—rigidity of skeletal muscles, developing six to ten hours after death

RN (are-en)—registered nurse

Rooming in (ROOM-ing in)—practice of having mother and neonate share a single room after delivery

Rotation (roh-TAY-shun)—act of turning about the axis of the center of a body, as in rotation of a joint

Rubra (REW-brah)—unusual redness or flushing of the skin

Sacrament of the sick (SACK-rah-ment of the sick)—last rites given by a clergyman to a person who is terminally ill (dying)

Saliva (sah-LIE-vah)—digestive secretion produced by the salivary glands and found in the mouth

Salpingectomy (sal-pin-JECK-toh-mec)—surgical removal of the fallopian tubes

Saprophyte (SAP-roh-fight)—organism that lives on dead matter or tissues

Sarcoma (sar-KOH-mah)—connective tissue tumor, often highly malignant

Scope of practice (skohp of PRACK-tis)—extent or range of permissible activities

Scrotum (SKROH-tum)—saclike pouch that holds the male gonads

Scultetus binder (skul-TAY-tus BYN-der)—band applied in overlapping strips in a shingle fashion

Sebaceous gland (seh-BAY-shus gland)—gland that produces a lubricating substance for the hairs

Secretion (see-KREE-shun)—product of glandular activity

Seizure (SEE-zhur)—sudden attack of a disease; a convulsion

Self-esteem (self-es-TEEM)—feeling of confidence about oneself

Semi-Fowler's position (sem-ee FOWL-ers poh-ZISH-un)—patient is positioned on the back, knees are slightly flexed, and head of bed is elevated 30-50 degrees

Senescent (seh-NES-ent)—aged

Senile dementia (SEE-nile dee-MEN-she-ah)—pronounced and abnormal loss of mental and emotional control in aged people

Serous fluid (SEE-rus FLEW-id)—thin, watery fluid produced by body cells

Setting exercises (SET-ting ECK-sir-size-es)—exercises that use isometric principles to contract muscles to maintain tone

Sexuality (sex-you-AL-ih-tee)—maleness or femaleness of an individual

Sexually transmitted disease (STD) (SEX-you-al-tee trans-MIT-ted dih-ZEEZ) (es-tee-dee)—disease that is passed from one individual to another through sexual contact

Shampoo (sham-POO)—to wash hair

Sharps—needles, knife blades, etc.

Shock (shok)—dangerous condition in which there is a disruption of the circulation that results in dangerously low blood pressure and an upset of all bodily functions

Shroud (shrowd)—drape used in postmortem care

Siderails (side raylz)—sliding metal bar (bars) that may be pulled up on each side of the bed to prevent the patient from falling out of bed

Sigmoidoscopy (sig-moy-DOS-skoh-pee)—direct examination of the interior of the sigmoid colon

Sign (sign)—any objective evidence of an abnormal nature in the body or its organs

Signing (SIGHN-ing)—using hands and facial expression to communicate without speaking words

Simple fracture (SIM-pul FRACK-shur)—fracture that does not produce an open wound in the skin

Simple goiter (SIM-pul GOY-ter)—thyroid gland hyperplasia unaccompanied by other signs or symptoms

Simple mastectomy (SIM-pul mas-TECK-toh-mee)—removal of the breast tissue without removing the underlying muscles

Sims' position (simz poh-ZISH-un)—patient is positioned on left side with left leg extended and right leg flexed; left arm is extended and brought behind back; right arm is flexed and brought forward

Singultus (sing-GUL-tus)—hiccup

Sitz bath—bath providing moist heat to the genitals or anal area

Skilled care facility (skild kair fah-SILL-ih-tee)—long-term care facility

Slander (SLAN-der)—false statement, oral or written, that injures the reputation of another person

SOAPE (es-oh-ay-pee-ee)—charting method; specific form of documenting observations and patient care; technique of documentation based on subjective and objective observations and assessment of the situation; a plan for treatment and evaluation of the effectiveness of treatment

Spasticity (spass-TIS-ih-tee)—continuous resistance to stretching by a muscle due to abnormally increased tension

Specimen (SPASS-ih-men)—small sample or part taken to show the nature of the whole

Speculum (SPECK-you-lum)—instrument used to dilate a body opening

Sperm (spurm)—male germ or reproductive cell

Sphincter muscle (SFINK-ter MUS-el)—circular muscle that constricts a passage or closes a natural orifice; when relaxed, it allows passage of materials

Sphygmomanometer (sfig-moh-mah-NOM-eh-ter)—instrument for determining arterial pressures; blood pressure gauge

Spica cast (SPY-kah kast)—body cast

Spinal anesthesia (SPY-nal an-es-THEE-zee-ah)—technique of providing anesthesia by introducing drugs into the spinal canal

Spirilla (spy-RILL-ah)—spiral-shaped bacteria

Spirometer (spy-ROM-eh-ter)—instrument for measuring air taken into and expelled from the lungs

Spore (spor)—dormant form of microbes that becomes active when conditions are favorable

Spouse (spows)—marriage partner; husband or wife

Sputum (SPEW-tum)—matter brought up from the lungs; phlegm

Staining (STAYN-ing)—laboratory technique used to make microbes more visible

Staphylo (STAF-ih-loh)—prefix meaning "in clusters"

Status (STAY-tus)—condition or state of health

Status epilepticus (STAY-tus ep-ih-LEP-tih-kus)—serious condition in which one epileptic-type seizure follows another

Stepparent (STEP-pair-ent)—person who is married to a child's natural parent

Sterile field (STER-ill feeld)—area considered free of all microbes

Sterile technique (STER-ill tek-NEEK)—technique that keeps an area free of microorganisms

Sterility (steh-RILL-ih-tee)—inability to produce offspring

Sterilization (ster-ih-lie-ZAY-shun)—process that renders an individual incapable of reproduction

Sterilize (STER-ih-lighz)—to make free of all microbes

Stertorous (STER-toh-rus)—snoring-type respirations

Stethoscope (STETH-oh-skohp)—instrument used in auscultation to make audible the sounds produced in the body

Stimulant (STIM-you-lant)—agent that produces stimulation or elicits a response

Stoma (STOH-mah)—artificial, mouthlike opening

Stool—another name for feces

Strepto (STREP-toh)—prefix meaning "in chains"

Stress incontinence (stress in-KON-tuh-nens)—inability to hold urine when stressed, such as when coughing or laughing

Stressors (STRESS-ors)—situations, feelings, or conditions that cause a person to be anxious about his/her well-being

Stretcher (STRECH-er)—gurney or litter

Stroke (strohk)—cerebrovascular accident; damage to the blood vessels of the brain

Stryker frame (STRY-ker fraym)—special kind of bed that is used when a patient cannot be turned within the bed

Stump—distal end of a limb remaining after amputation

Subjective complaint (sub-JECK-tiv kom-PLAINT)—problem experienced personally by an individual

Subjective observations (sub-JECK-tiv ob-sir-VAY-shuns)—observations based on ideas perceived only by the individual involved

Sudoriferous glands (sue-doh-RIFF-er-us glandz)—glands that secrete perspiration

Suffix (SUF-ix)—term added to the end of a word that changes or modifies the meaning of the word

Suicide (SOO-ih-side)—self-destruction

Sundowning (SUN-down-ing)—behavior in which a person becomes more agitated and disoriented during the evening hours

Superimpose (soo-per-um-POSE)—put on top of something else

Superior (soo-PEER-ee-or)—toward the head; upward

Supination (sue-pih-NAY-shun)—act of turning the palm upward

Supine position (SOO-pine poh-ZISH-un)—lying with the face upward

Suppository (sup-POZ-ih-toh-ree)—medication used to help the bowels eliminate feces

Suppression (soo-PRESH-un)—consciously refusing to acknowledge unacceptable feelings and thoughts

Surgical asepsis (SUR-jih-kal ah-SEP-sis)—special techniques that maintain asepsis during surgical procedures

Surgical bed (SUR-jih-kal bed)—bed used for surgery

Susceptible host (sus-SEP-tih-bul hohst)—person who is more liable to contract a disease

Suspension (sus-PEN-shun)—temporary cessation

Symmetry (SIM-eh-tree)—correspondence in size, form, and arrangement

Sympathectomy (sim-pah-THECK-toh-mee)—excision or interruption of a sympathetic nerve

Symptom (SIMP-tum)—any perceptible change in the body or its functions that indicates disease or the phases of disease

Synapse (SIN-aps)—space between the axon of one cell and the dendrites of others

Syphilis (SIF-ih-lis)—infectious, chronic, venereal disease characterized by lesions that may involve any organ or tissue. It usually exhibits cutaneous manifestations, relapses are frequent, and it may exist asymptotically for years

System (SIS-tem)—group of organs organized to perform a specific body function or functions; for example, the respiratory system

Systole (SIS-toh-lee)—contraction or period of contraction of cardiac muscle

Systolic pressure (sis-TOL-ick PRESH-ur)—pertaining to the pressure exerted during the contraction phase of the ventricles

Tachycardia (tack-ee-KAR-dee-ah)—unusually rapid heartbeat

Tachypnea (tack-ip-NEE-ah)—respiratory pattern of rapid, shallow respirations

Tact—sensitive mental perception

Tasks of personality development (tasks of per-son-AL-ih-tee-dee-VEL-op-ment)—growing stages through which personality is formed as described by Erickson

T-binder (tee-BYN-der)—T-shaped binder used to hold dressings in place on the male perineum

TED hose (TED hohs)—support hose

Tendon (TEN-don)—fibrous band of connective tissue that attaches skeletal muscle to bone

Terminal (TER-mih-nal)—final; life-ending stage

Testes (TES-teez)—male gonads; reproductive glands located in the scrotal sac

Testosterone (tes-TOS-teh-rohn)—hormone produced by the testes

Tetany (TET-ah-nee)—nervous condition, characterized by intermittent toxic spasms, that are usually paroxysmal and involve the extremities

Therapeutic (ther-ah-PEW-tick)—pertaining to results obtained from treatment; healing agent

Therapeutic diet (ther-ah-PEW-tick DIE-et)—treatment through specifically planned nutrition

Therapy (THER-ah-pee)—treatment designated to eliminate disease or other bodily disorder

Thermometer (ther-MOM-eh-ter)—instrument used to determine temperature

Thoracic (thor-ASS-ick)—pertaining to the chest

Thrombocyte (THROM-boh-sight)—blood platelet that is formed in the bone marrow and is important in blood clotting

Thrombophlebitis (throm-boh-flee-BY-tis)—development of venous thrombi in the presence of inflammatory changes in the vessel wall

Thrombus (THROM-bus)—blood clot

Thyroxine (thy-ROCK-sin)—hormone of the thyroid gland that contains iodine

TIA (transient ischemic attack) (tee-eye-ay) (TRAN-see-ent is-KEE-mick ah-TACK)—temporary decrease in blood flow to brain

Time and travel records (time and TRAH-vel RECK-ords)—records kept of the time spent with clients and the distance traveled between clients

Tipping (TIP-ping)—giving a sum of money for service rendered; not salary-connected

Tissue (TISH-you)—collection of specialized cells that perform a particular function; piece of paper used for cleansing; for example, toilet tissue, facial tissue

Toe pleats (toh pleets)—special folds made in top bedding to reduce pressure on toes

Total parenteral nutrition (TOH-tal pah-REN-ter-al new-TRISH-un)—meeting an individual's entire nutritional needs by providing high density nutrients directly into the bloodstream

Toxins (TOCK-sins)—microbes that produce poisons that travel to the central nervous system and cause damage

Transfer (TRANS-fer)—procedure followed when changing patient's location

Transfer belt (TRANS-fer belt)—gait belt that is used to assist and support patients during ambulation

Transient ischemic attack (TIA) (TRAN-see-ent is-KEE-mick ah-TACK) (tee-eye-ay)—temporary reduction of flow of blood to the brain

Transmission (trans-MISH-un)—transfer from one place or person to another

Transverse fracture (trans-VERS FRACK-shur)—fracture in which the break line is straight across the bone

Trapeze (trah-PEEZ)—horizontal bar suspended overhead down the length of the bed

Trauma (TRAW-mah)—wound or injury

Tremors (TREM-ors)—involuntary trembling

Trendelenburg position (tren-DEL-en-berg poh-ZISH-un)—patient is positioned with head lower than feet

Trimester (try-MES-ter)—period of three months

Trochanter roll (troh-KAN-ter rohl)—rolled sheet or bath blanket placed under the patient extending from waist to mid thigh; positioned against the hip to prevent lateral hip rotation.

Tubal ligation (TOO-bul lih-GAY-shun)—tying off a fallopian tube

Tubercle (TO-ber-kul)—small, rounded nodule formed by infection with *Mycobacterium tuberculosis*

Tuberculosis (too-ber-kyou-LOH-sis)—lung disease caused by a microorganism, easily transmitted to others by sneezing and coughing

Tumor (TOO-mor)—neoplasm

Turning sheet (TURN-ing sheet)—sheet used to turn a patient

Tympanic membrane (tim-PAN-ick MEM-brain)—membrane serving as the lateral wall of the tympanic cavity and separating it from the external acoustic meatus

Ulcer (UL-sir)—open sore caused by inadequate blood supply and broken skin

Ulceration (ul-sir-AY-shun)—development of an ulcer

Ulcerative colitis (UL-sir-ay-tiv koh-LIGH-tis)—inflammation of the colon resulting in the formation of ulcers

Ulnar deviation (UL-nar-dee-vee-AY-shun)—with hand in supination, lateral movement of wrist

Ultrasound (UL-trah-sound)—mechanical radiant energy of a frequency greater than 20,000 cycles per second

Umbilical cord (um-BILL-ih-kul kord)—attachment connecting the fetus with the placenta. It is severed artificially at the birth of the child

Umbilicus (um-BILL-ih-kus)—depressed scar marking the site of entry of the umbilical cord in the fetus

Universal blood and body fluid precautions (you-nih-VER-sal blud and BAH-dee FLEW-id pree-KAW-shuns)—techniques used to prevent transmission of body fluids from one person to another

Upper respiratory tract infection (URI) (U-per ree-SPY-rah-toh-ree tract in-PECK-shun) (you-are-eye)—infections involving the organs of the upper respiratory tract

Uremia (you-REE-mee-ah)—presence of excessive amounts of urea, a waste product, in the blood

Ureter (you-REE-ter)—narrow tube that conducts urine from the kidney to the urinary bladder

Urethra (you-REE-thrah)—mucus-lined tube conveying urine from the urinary bladder to the exterior of the body; in the male, the urethra also conveys the semen

Urgency (UR-jen-see)—need to urinate

Urgent care (UR-jent kair)—care that must be given right away to prevent loss of life

Urinalysis (you-rih-NAL-ih-sis)—laboratory analysis of the urine

Urinal (YOU-rih-nal)—vessel into which urine is voided (male)

Urinary bladder (YOU-rih-ner-ee BLAD-der)—receptacle for urine before it is voided

Urine (YOU-rin)—fluid secreted from the body by the kidneys

Uterus (YOU-ter-us)—organ of gestation

Vagina (vah-JIGH-nah)—tube that extends from the vulva to the uterine cervix in female

organ of copulation that receives the penis during sexual intercourse

Vaginal examination (VAJ-ih-nal eg-zam-ih-NAY-shun)—examination of vaginal and pelvic organs

Vaginitis trichomonas (vaj-ih-NIGH-tis trick-oh-MOH-nas)—inflammation of the vaginal tract due to infection by a parasite, *Trichomonas vaginalis*

Validation therapy (val-ih-DAY-shun THER-ah-pee)—techniques used to help people feel good about themselves

Vas deferens (vas DEF-er-ens)—tube that carries sperm from the epididymis to the junction of the seminal vesicle; ductus deferens

Vasoconstriction (vas-oh-kon-STRICK-shun)—decrease in the caliber (inner diameter) of the blood vessels

Vasodilation (vas-oh-die-LAY-shun)—dilation of the blood vessels

Vector (VECK-tor)—carrier, such as an arthropod, that transmits disease

Vein (vain)—vessel through which blood passes on its way back to the heart

Venereal disease (VD) (vee-NEE-ree-al dih-ZEEZ) (vee-dee)—disease ordinarily acquired as a result of sexual intercourse with an individual who is infected

Venereal wart (vee-NEE-ree-al wart)—viral condition that can be sexually transmitted

Ventral (VEN-tral)—front; anterior

Ventricle (VEN-trih-kul)—small cavity or chamber, as in the brain or heart

Verbal communication (VER-balkuh-myöu-nih-KAY-shun)—transmitting messages using words

Verbal cues (VER-bal kyous)—words used to guide the thinking process of another

Vernix caseosa (VER-nicks kay-see-OH-sah)—sebaceous deposit covering the fetus due to secretions of skin glands

Vertebrae (VER-teh-bray)—backbones

Vertigo (VER-tih-goh)—sensation of rotation or movement of or about the person

Vesicle (VES-ih-kul)—blister-like skin lesion

Victim (VICK-tim)—someone who is injured unexpectedly, as in an accident

Virus (VIGH-rus)—specific, living, morbid principle by which an infectious disease is transmitted

Visceral (VISS-er-al)—pertaining to organs

Visceral muscles (VISS-er-al MUSS-sills)—muscles that operate without conscious control

Visual field (VIZH-you-al feeld)—refers to the area that can be seen

Vital capacity (VIGH-tal kah-PASS-ih-tee)—volume of air a person can forcibly expire from the lungs after a maximal inspiration

Vitality (VIGH-tal-ih-tee)—exuberant physical and mental strength; capacity for endurance

Vital signs (VIGH-tal sighns)—measurements of temperature, pulse, respiration, and blood pressure

Vitamin (VIGH-tah-min)—general term for various, unrelated organic substances found in many foods in minute amounts that are necessary for normal metabolic function of the body

Void (voyd)—to release urine from the bladder

Volume (VOL-voum)—capacity or size of an object or of an area; measure of the quantity of substance

Vomitus (VOM-ih-tus)—material vomited or brought up from the stomach

Vulva (VUL-vah)—external female genitalia

Vulvovaginitis (vul-voh-vaj-ih-NIGH-tis)—inflammation of the external female reproductive structures (vulva and vagina)

Wheal (wheel)—localized area of edema on the body surface, often associated with severe itching

Withdrawal (with-DRAW-al)—retreat from reality or from social contact associated with severe depression and other psychiatric disorders

Withhold (with-HOLD)—order to refrain from serving a patient or resident certain foods or all food

Word root—word form whose basic meaning can be used in forming new words by combining with prefixes or suffixes

NURSING ASSISTANT

NURS-ING AS-SIST-ANT

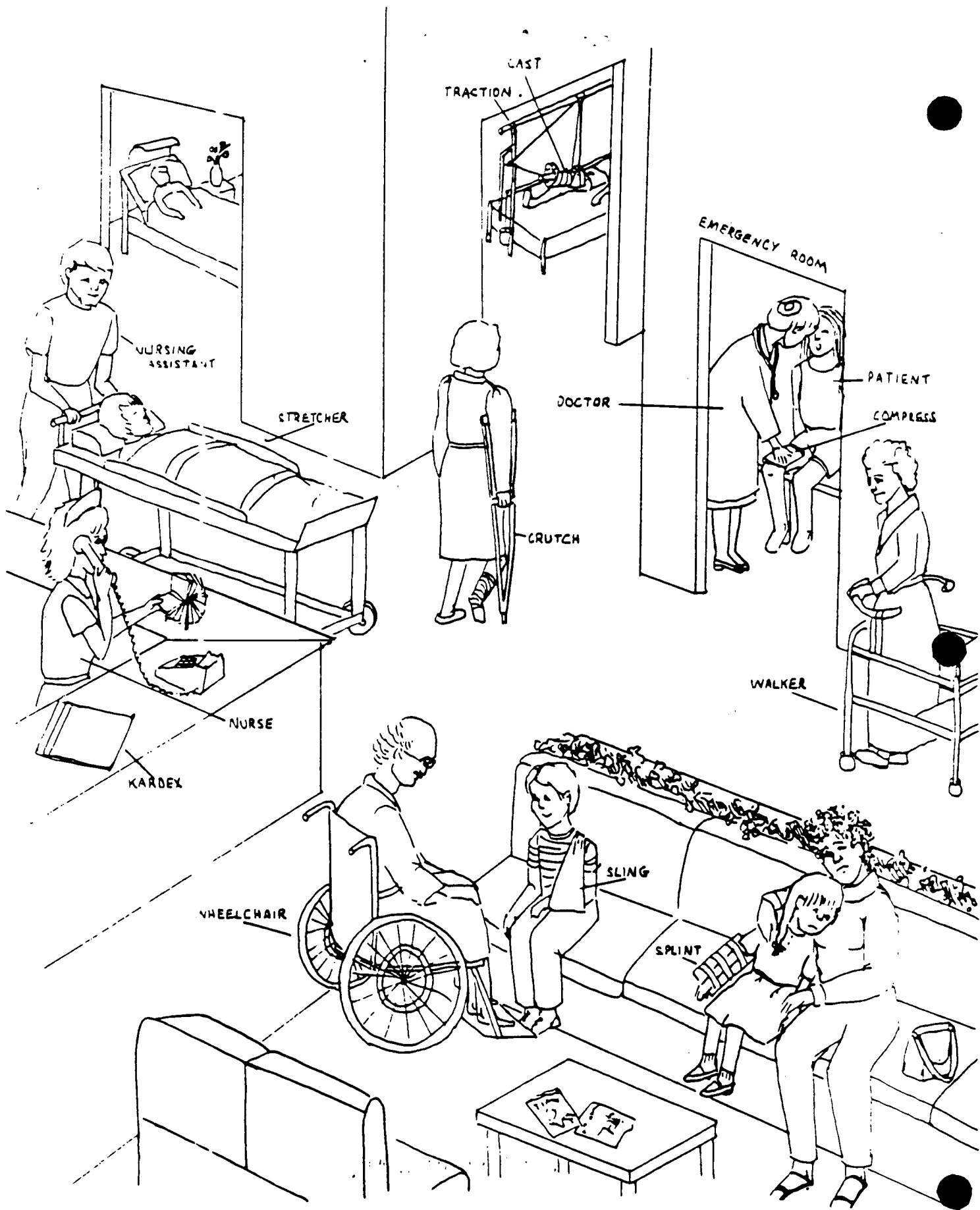
A PERSON WHO HELPS AND WORKS UNDER THE
SUPERVISION OF A LICENSED NURSE

NURSING ASSISTANTS WORK IN HOSPITALS
AND NURSING HOMES.

Nursing assistant training consists of both classroom learning and practical experience. There are physical demands for the job: some lifting and carrying (25 to 50 pounds), reaching, and stooping. Perhaps the key skill for a nursing assistant is carrying out instructions in written, oral, or diagram form. Medical language is an area that must be mastered, as well as many commonly used written abbreviations. Training also includes the study of human anatomy and physiology*.

* Medical terminology, anatomy, and physiology will not be included in this handbook.

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HOSPITAL LOBBY

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

I. Put the following words in alphabetical order.

injury	nausea
incontinent	hernia
linen	Kardex
impaction	isolation
medication	laboratory

II. Pronunciation practice: Say the following words out loud to your teacher or a friend who speaks English well.

paraplegic	specimen	vital signs
urine	prosthesis	shock
exhaustion	seizure	symptom
disease	nausea	cardiopulmonary resuscitation
precaution	injury	

III. Spelling practice: Fill in the missing vowels. EXAMPLE: a c u t e

- | | |
|----------------------------------|--------------------------------|
| 1. h _ m o r r h _ g e | 6. a s _ p s _ s |
| 2. F _ w l _ r's p _ s i t _ o n | 7. w _ _ n d |
| 3. s p _ t _ m | 8. e p _ l _ p s y |
| 4. d i _ b _ t e s | 9. d _ c _ b i t u s _ l c _ r |
| 5. c _ l c u l _ s | 10. t _ m _ r |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

IV. Matching: Match the word to its opposite.

- | | |
|--------------------------|-----------------|
| <u> 5 </u> chronic | 1. constricted |
| <u> </u> flex | 2. intake |
| <u> </u> infected | 3. discharge |
| <u> </u> admit | 4. unconscious |
| <u> </u> dilated | 5. acute |
| <u> </u> output | 6. pediatrics |
| <u> </u> diarrhea | 7. constipation |
| <u> </u> geriatrics | 8. sterile |
| <u> </u> alert | 9. extend |

V. Circle words in the following list that are objects (things) a patient uses. Put a check (✓) by the words in the list that are actions a nursing assistant does.

- | | | |
|-----------------|------------|----------|
| <u>bedpan</u> | wheelchair | transfer |
| observe | ✓strip | walker |
| aquamatic K-pad | assess | catheter |

VI. Underline the terms that are the vital signs of a patient's condition:

- | | | |
|----------------|----------|-------------|
| pulse | vomiting | bleeding |
| temperature | shock | respiration |
| blood pressure | | |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

VII. Word Search: A Typical Day

C Z S N B H V M H E G O
L I D V J X S Q Y U R C
D I S I N F E C T S R Z
U E X T E N D G E Q M T
C M F T O A I R T F S R
K K N O D E V L G I E Q
E M S M R E H U S F E F
M V I S S W D S S X M Y
I T V T E R A N D E W I
I W R T A S A D Y L H C
L I C P T R S P T F F J
P V E S T Z N A B V D H

FIND THESE WORDS IN THE ABOVE PUZZLE :

ADMIT
DISINFECT
FLEM
TRANSFER

ASSESS
DRAPE
✓OBSERVE

ASSIST
EXTEND
STRIP

VIII. Multiple choice: Choose and underline the correct term. EXAMPLE:
Sara has (abnormal, acute, antiseptic) bronchitis.

1. Ms. Gomez put a cold (hemorrhage, prep, compress) on Bob's swollen foot.
2. Did she (prep, respond, tape) the patient for surgery yet?
3. Persons with heart problems go to the (geriatric, cardiac, pediatric) unit.
4. An operating room must be in a state of (asepsis, antiseptic, disinfectant).
5. The nursing assistant (assists, aspirates, assesses) the patient's condition.

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

IX. Using the clues, write a word down from each letter.

1	2	3	4	5	6	7	8	9	10
O	P	E	R	A	T	I	O	N	S

1. by mouth
2. a substitute for a missing body part
3. air or matter that blocks a blood vessel
4. to write down information
5. the structure of the body
6. the process of drawing or pulling
7. a wound or damage to a person
8. a gas necessary for breathing
9. taking in and using foods
10. a sample of something taken for testing or study

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

X. List the four words that relate to cleanliness in the environment:

specimen	asepsis	calculus	disinfect
sterile	drainage	therapy	antiseptic

XI. Matching exercise: Write the word that has a similar meaning next to each term. Choose from the words in the list below.

bedsore	illness	swelling	help
remove	break	vomit	breathing
sharp	wet	wound	stone
feces	hang		

- | | |
|-----------------------------|--------------------|
| 1. calculus _____ | 8. stool _____ |
| 2. assist _____ | 9. emesis _____ |
| 3. strip _____ | 10. clammy _____ |
| 4. edema _____ | 11. disease _____ |
| 5. acute _____ | 12. injury _____ |
| 6. respiration _____ | 13. fracture _____ |
| 7. decubitus
ulcer _____ | 14. dangle _____ |

CNA Test 1

Vocabulary Matching

- | | |
|-----------------|-----------------------|
| — 1. asepsis | a. evaluation |
| — 2. acute | b. joint inflammation |
| — 3. anatomy | c. not regular |
| — 4. arrest | d. help |
| — 5. arthritis | e. able to walk |
| — 6. assessment | f. without infection |
| — 7. assist | g. withdraw |
| — 8. ambulatory | h. stop |
| — 9. abnormal | i. severe symptoms |
| — 10. aspirate | j. study of the body |

What Do They Mean?

- | | |
|-----------------------|-----------------------|
| — 1. take your time | a. moved |
| — 2. on purpose | b. right away |
| — 3. dressing change | c. raise |
| — 4. transferred | d. discuss |
| — 5. at least an hour | e. that hurt! |
| — 6. elevate | f. rewrap the bandage |
| — 7. talk over | g. record |
| — 8. chart | h. slow down |
| — 9. oww! | i. intentional |
| — 10. quick! | j. 60 minutes or more |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XII. Medical testing: Match the term to its definition

- | | |
|--|---------------|
| 1. _____ a test for microorganisms | A. sign |
| 2. _____ a sample of something taken for testing or study | B. symptom |
| 3. _____ yellow liquid waste passed from the body | C. culture |
| 4. _____ very small living things, some of which cause disease | D. sputum |
| 5. _____ an observable or measurable change in the body or its functions | E. specimen |
| 6. _____ feces; solid waste products of the bowel | F. urine |
| 7. _____ a change a person notices or feels in his/her body or its functions | G. laboratory |
| 8. _____ a room or building for scientific studies and testing | H. stool |
| 9. _____ a substance spit out by coughing or clearing the lungs | I. bacteria |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIII. Word search: PATIENT CONDITIONS

Find and circle the words (given below) in the following puzzle.
The words may be backwards, forwards, up, down, or diagonal.

```

U G L T A Y I H X C U
V N A N L H N X H N V
H I M Q E C C R C O D
C D R I R Q O O M S E
L E O D T N N I M M Z
A E N B I S T D H O Y
M L B C C I I F N Q L
M B A I N H N T R X A
Y E O G I I E V L B R
B U O Y J J N F X J A
S N P A C U T E U C P
    
```

ABNORMAL
BLEEDING
INCONTINENT
UNCONSCIOUS

ACUTE
CHRONIC
PARALYZED
VOMITING

✓ALERT
CLAMMY

XIV. Scrambled words: Change the order of the letters and write the words. CLUE: They are all objects seen in a hospital. EXAMPLE:

nilne

linen

1. neapdb

2. restchert

3. reklwa

4. elhewhirac

5. larinu

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XV. Nursing Aide skills:

- A) Read the list of jobs a nursing assistant may do.
- B) Decide which body system the job relates to.
- C) Write the first letter of the system in front of the job. Choose from the following systems:

Musculoskeletal

Digestive

Respiratory

Circulatory

Genitourinary

JOB LIST

- 1. R prepare oxygen unit
- 2. _____ give an enema
- 3. _____ apply warm, wet compresses
- 4. _____ collect a sputum specimen
- 5. _____ give and remove bedpan or urinal
- 6. _____ give range of motion exercises
- 7. _____ collect a urine specimen
- 8. _____ assist with sitz bath
- 9. _____ collect a stool specimen
- 10. _____ give catheter (Foley) care

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

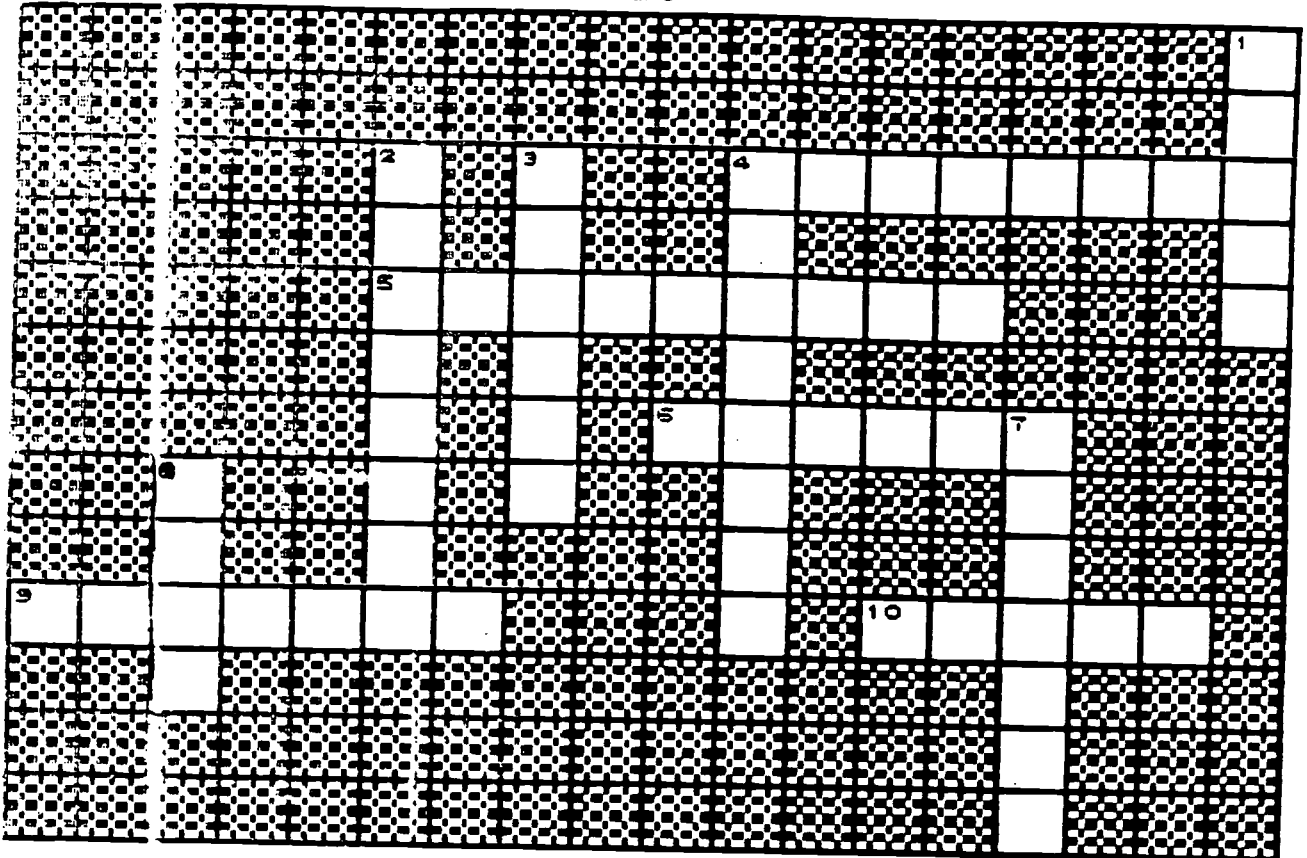
XVI. Bandages and supports: Write in the rest of the letters to make the correct word.

EXAMPLE: The doctor put a b a n d a g e over the wound.

1. Her doctor ordered an elastic b _ _ _ _ to be put over her stomach incision.
2. He changed the d _ _ _ _ _ two times a day.
3. Joe's broken arm was held against his body by a s _ _ _ _.
4. The s _ _ _ _ kept the broken bone supported.
5. They put a c _ _ _ over my whole foot.
6. The nursing assistant applied a cold c _ _ _ _ _ to the swollen area.
7. Patients who must stay in bed may need to wear t _ _ h _ _ _ to help blood circulation.

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XVII. Crossword Puzzle: MEDICAL PROBLEMS



ACROSS CLUES

4. AIR OR MATTER BLOCKING A BLOOD VESSEL
5. A DISEASE OF THE JOINTS
6. A TISSUE OR ORGAN PUSHING THROUGH SURROUNDING WALLS
9. AN ABNORMAL CONDITION OF THE BODY ; ILLNESS
10. SWELLING

DOWN CLUES

1. AN ABNORMAL GROWTH
2. DISEASE WITH INABILITY OF BODY TO USE SUGAR
3. A RESPIRATORY DISEASE
4. DISEASE OF THE NERVOUS SYSTEM
7. HYPERSENSITIVITY TO A CONDITION OR SUBSTANCE
8. RED BUMPS OR BLOTCHES ON THE SKIN

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XVIII. Put the words of the definition in the correct order.

EXAMPLE: extend: out/straighten/to
to straighten out

1. senility: because/weakness/and/aging/mind/of/body/in

2. ambulatory: walk/to/able

3. arrest: function/of/the/sudden/a/stopping

4. injury: or/damage/a/wound/to/person/a

5. medication: a/drug/substance/medical/or

6. range of motion: joints/of/to/movement/extent/the/fullest

7. culture: for/test/a/microorganisms

8. elimination: removal/body/the/of/wastes/from/the

CNA Test 2

Vocabulary Matching

- | | |
|---------------------|-------------------------------|
| — 1. bacteria | a. hard covering |
| — 2. communicable | b. wrap with cloth |
| — 3. bladder | c. taking a sample |
| — 4. cardiac arrest | d. correct use of muscles |
| — 5. body mechanics | e. awake |
| — 6. bandage | f. sac that holds urine |
| — 7. cast | g. heart attack |
| — 8. culturing | h. transferable |
| — 9. chronic | i. simple microbes |
| — 10. conscious | j. persisting for a long time |

What Do They Mean?

- | | |
|-----------------------|--------------------------------|
| — 1. look it up | a. get enough |
| — 2. at all | b. lock the bed rails |
| — 3. got over | c. falling |
| — 4. drape | d. recovered |
| — 5. slipping | e. change position |
| — 6. secure the rails | f. less difficult |
| — 7. meet your needs | g. bothered |
| — 8. adjust it | h. none |
| — 9. easier | i. to cover |
| — 10. disturbed | j. find something in the chart |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIX. Word Forms

A) Many of the nursing assistant terms will sometimes be used in slightly different form. Instead of the action word (verb), there may be a description (adjective), or a name for a situation or process (noun).

EXAMPLE: Kelly ambulates with assistance.
(verb)

Kelly is an ambulatory patient.
(adjective)

Early ambulation after surgery is usually helpful for recovery.
(noun)

B) Study these nouns, verbs, and adjectives in the following list.

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>
dilation	dilate	dilated
fracture	fracture	fractured
injury	injure	injured
medication	medicate	medicated
constriction	constrict	constricted
assessment	assess	assessed
constipation	constipate	constipated
paralysis	paralyze	paralyzed

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIX. C) Sometimes there are only two commonly used forms:

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>
rectum	----	rectal
senility	----	senile
diagnosis	diagnose	----
urine	urinate	----
drainage	drain	----
exhaustion	----	exhausted
assistance	assist	----
assistant	assist	----

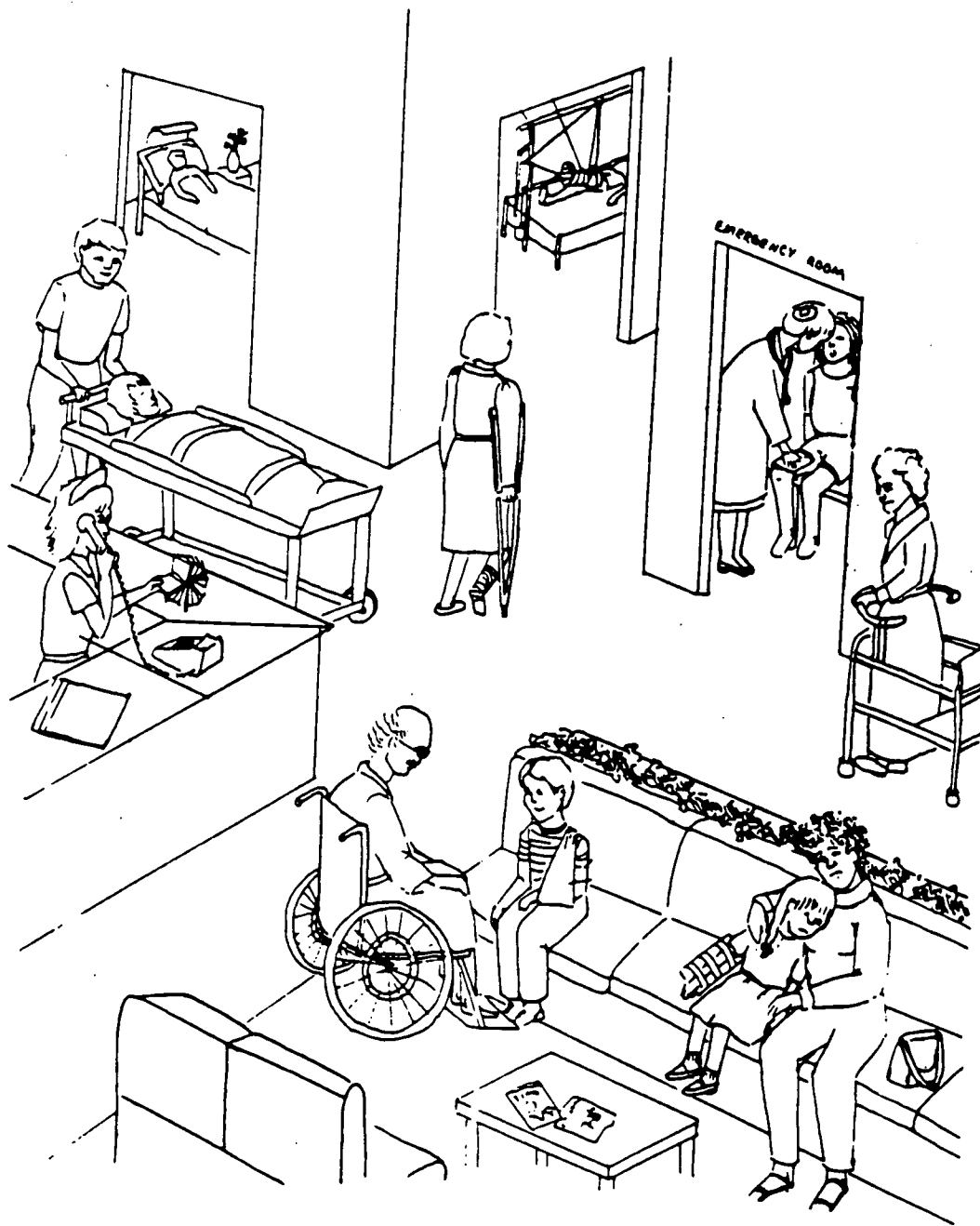
D) Exercise: Underline the correct form of the term.

1. Tom came to the hospital with a (fracture, fractured) pelvis.
2. The doctor prescribed different (medication, medicate, medicated) for the patient.
3. What is your (assessment, assess, assessed) of the situation?
4. The girl was (paralysis, paralyze, paralyzed) after the accident.
5. (Senility, Senile) is a problem of older people.
6. Where are you (injury, injure, injured)?
7. Did the doctors (diagnosis, diagnose) the condition?
8. That patient was (exhaustion, exhausted).
9. There is some (drainage, drain) from the wound.
10. Bill has to (urine, urinate).

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XX. On the following picture, point to these things:

- | | | | |
|----------|-----------|--------|-------------------|
| crutch | doctor | Kardex | nursing assistant |
| compress | stretcher | splint | traction |
| cast | sling | | |



VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XXI. Memory Game: Study the illustration on Page 20, then try to answer the following questions.

1. In what position is the patient in the room with the flowers?
2. How many children are in the picture?
3. Where is the nurse?
4. What is the nursing assistant doing?
5. Who is in a wheelchair?
6. What is on the table in the lobby?
7. Where are the Kardex forms?
8. Name three things in the picture with wheels?

XXII. Labelling Game:

- A) Study the full page illustration on Page 6.
- B) Label the picture on Page 20 with as many terms as you can remember.
- C) Check your labels against the original illustration on Page 6.

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

I. Following are just a few of the common abbreviations used by nursing assistants. Study them and then do the exercises.

@	at	PRN	as desired or needed
\bar{c}	with	T.P.R.	temperature, pulse, respiration
\bar{s}	without	wt.	weight
\bar{p}	after	NA	nursing assistant
\bar{q}	each, every	LPN	licensed practical nurse
h	hour	RN	registered nurse
B.M.	bowel movement	PT	physical therapist or therapy
BRP	bathroom privileges	DC	discontinue
B.P.	blood pressure	ROM	range of motion
cc	cubic centimeters	BR	bed rest
I & O	intake and output	HS	hour(s) of sleep
I.V.	intravenous	L.M.P.	last menstrual period
PO	by mouth	Fx	fracture
NPO	nothing by mouth		

II. Write the abbreviations for these words and phrases: EXAMPLE: @ at

- | | |
|-----------------------------------|---------------------------|
| 1. _____ with | 6. _____ each, every |
| 2. _____ hour | 7. _____ physical therapy |
| 3. _____ licensed practical nurse | 8. _____ nothing by mouth |
| 4. _____ cubic centimeter | 9. _____ intravenous |
| 5. _____ bed rest | 10. _____ after |

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

III. Write or say orally what the abbreviation stands for:

EXAMPLE: @ at

1. RN _____
2. BRP _____
3. wt. _____
4. I & O _____
5. ROM _____
6. \bar{s} _____
7. T.P.R. _____
8. B.M. _____
9. B.P. _____
10. PRN _____

IV. Circle at least 5 abbreviations on the Kardex form on the next page and explain what they stand for.

DIET

NOURISHMENT -
SPECIAL FEEDING

ALLERGIES

ACTIVITIES

- COMPLETE BED REST
- BED REST
- BRP
- UP AD LIB

BATH:

- BATHE PATIENT
- PARTIAL
- BATHE SELF
- T.T.B
- SHOWER

I & O

CLINITEST

WEIGHT

B.P.

T.P.R.

X-RAY

SPECIAL EQUIPMENT OR
PROSTHESIS

SPECIAL TESTS

LAB TESTS

IV'S

DATE DC

STANDING MEDICATIONS

DATE DC

PRN MEDICATIONS

TREATMENTS - STANDING & PRN

SURGERY:

CONSULTANT:

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

V. On the following page, there is another Kardex form. Use the chart (Kardex) to do these activities:

- A) Identify as many abbreviations as possible.
- B) Make a list of as many of the vocabulary terms as you can recognize on the Kardex.
- C) Make a list of other words on the Kardex that you do not know or understand.
 - 1) Look up these new words in a dictionary.
 - 2.) Learn to pronounce the new words.

D) Write the heading for the part of the Kardex where the following terms are found. EXAMPLE:

seizure precautions

monitoring

- 1. physical therapy
- 2. date of last B.M.
- 3. isolation
- 4. up ad lib
- 5. allergies
- 6. feed self
- 7. B.P. \bar{q}
- 8. dangle
- 9. shower
- 10. incontinent

ADMISSION DATA

ROLES (write in red)

PERSONAL HISTORY:

Chief Status (Circle)

U S W D Sep

1st of Mm.

relationship.

name

parents

Language spoken

Religion

Occupation

Reason of Diagnosis

Yes / No

PHYSICAL TRAITS:

Impression Weight

Minimum Height

Smoker / Non-Smoker

R-Handed / L-Handed

Limitation to Mobility

Difficulty Seeing

Left / Right

Glasses / Contacts

Difficulty Hearing

Left / Right

Hearing Aid

Difficulty Communicating

FUNCTIONAL TRAITS

Limitation to Stress

MONITORING

Weight and Scale Used

1 PM Q BP Q

Clinical

Podal Pulses

Apical/Radial Pulse

Circulation Checks

Neuro Checks

Suture Precautions

NUTRITION/FLUID BALANCE

DIET

Date

Type

Tube feeding

cc's q hrs

ASSISTANCE REQUIRED:

Feed self

Prepare Food

Needs assistance

To be fed

FLUID BALANCE

I & O Q

Restrict or Force to

24 hours

7-3 cc

3-11 cc

11-7 cc

IV Therapy (See IV Section)

ENTUBATION

Commode

Incontinent

Date of Last BM

Date of LMP

Fliley Reg & Tubing Change

DC Date

Fliley or Perineal Care

Bladder Irrigation

Type

DC Date

Time

HYGIENE

BATH: Bedside patient

Peritol

Salt

Tub

Shower

Oral hygiene

Applicances

Dentures

Upper

Lower

Peritol

Bridges

Caps

Shampoo

MOBILITY

Up and in

Bedrest

BP

Dangle

Chair

Ambulate c assistance

Walker

Wheelchair

Other directives:

Turn q hours

odd even hours

High risk for pressure areas

Location

Special Equipment

SAFETY RISK

SIDE RAILS

MS Only

Compliant

Additional Bottom Rails

Release Signed

RESTRAINTS

Type

Time

SKIN TESTS

Date

PPD

Coct

ISOLATION

CPD Called

Type

Date In

Date Out

RESOURCES

PHYSICAL THERAPY

OCCUPATIONAL THERAPY

SPEECH THERAPY

BEHAVIORAL HEALTH

REHABILITATION

SOCIAL SERVICE

AREAS

Mobility

Nutrition

Hygiene

Elimination

Medication

IVs

Procedure

Psycho/Social Teaching

GRAND TOTAL

CATEGORY

ACILITY RATING

PT

7-3

TEACHING RITE

DISCHARGE PLANNING ASSESSMENT

YES NO YES ANSWER INDICATES DCP NEED

AGE GREATER THAN 80

CHRONIC ILLNESS

CHANGE IN LIFE STYLE ILLNESS

MULTI-PROBLEMS

SPECIAL FAMILY/LIVING SITUATION

RECENT DISCHARGE

DCP BY NURSING DCP TEAM REFERRAL

SIGNATURE

PATIENT INFORMATION



CNA Test 3

Vocabulary Matching

- | | |
|----------------------|---|
| — 1. drape | a. hanging down |
| — 2. emesis | b. water injection into rectum |
| — 3. decubitus ulcer | c. agent used to kill germs |
| — 4. discharge | d. act of identifying disease |
| — 5. dangling | e. act of vomiting |
| — 6. dilate | f. bedsore |
| — 7. edema | g. to enlarge |
| — 8. disinfectant | h. cover |
| — 9. diagnosis | i. carried out as patient leaves facility |
| — 10. enema | j. excessive fluid in tissues |

What Do They Mean?

- | | |
|--------------------------|---------------------------------------|
| — 1. check the Kardex | a. arrange a certain way |
| — 2. vital signs | b. record |
| — 3. oral | c. raise |
| — 4. remove your jewelry | d. secured at night |
| — 5. head of the bed | e. look at patient's records |
| — 6. position | f. group of symptoms |
| — 7. chart | g. temperature, pulse, blood pressure |
| — 8. elevate | h. front part |
| — 9. disease | i. take off earrings, etc. |
| — 10. side rails | j. pertaining to the mouth |

VESL VOCABULARY EXERCISES: SAFETY

- I. Every job has rules for safety to protect the workers and others within the job environment. Here are some things a nursing assistant can do to maintain a safe work environment:
1. Assist in case of fire or disaster.
 2. Clean up spilled water, food, etc. right away.
 3. Report defective equipment (anything that is not working correctly).
 4. Apply restraints properly for the safety of the patients.
 5. Avoid transmitting (passing along) infection by hands, uniform, food, equipment, linen, etc.
 6. Keep hallways and stairways clear.
 7. Be alert to unusual behavior in patients.
 8. Keep floors clear of toys, newspapers, electrical cords, etc.

VESL VOCABULARY EXERCISES: SAFETY

II. Write the number of the safety rule which applies to each of the following situations.

1. _____ Mr. Brown was smoking in bed and the sheet caught on fire.
2. _____ The old man in the wheelchair is slipping.
3. _____ Ms. Rodriguez threw the newspaper on the floor after she finished reading it.
4. _____ Johnny knocked over a glass of water.
5. _____ There are a stretcher, a cleaning cart, and two wheelchairs in the hallway.
6. _____ Mrs. Lee's buzzer isn't working.
7. _____ Sara didn't wash her hands before changing the dressing.
8. _____ Mr. Kowalski is pulling on the IV tube in his arm.
9. _____ Ms. Grossman is extremely restless this evening.

- 9. Collects _____
- 8. Uses _____
- 7. Serves _____
- 6. Provides _____
- 5. Assists _____
- 4. Monitors _____
- 3. Prepares _____
- 2. Records _____
- 1. Transfers _____

_____ Gives treatments as directed, for example: heat and cold applications

I. Look at the column labelled "Job Skills" on the chart on Page 38. Write or name some common duties of a nursing assistant, starting with the word given. EXAMPLE:

VEST VOCABULARY EXERCISES: JOB SKILLS

Nursing Assistant

Under the supervision of a licensed nurse, the Nursing Assistant:

Related Basic Skills

MATHEMATICS

- Uses addition, subtraction, multiplication, and division. To measure pulse rate, intake and output.
- Converts measurements into metrics and reverse.

SCIENCE

- Identifies the basic organization of the human body, its systems, structure, and functions.
- Applies the knowledge of gravity, movement, force and counter force to nursing care.
- Uses the principles of cleanliness to prevent the spread of disease.
- Identifies the principles of nutrition and how disease is prevented or controlled through diet.

COMMUNICATIVE ARTS

- Uses correct medical language and abbreviations.
- Uses computer skills. For example: enters and receives patient information and orders supplies.
- Writes clearly and precisely on patients' charts and forms using correct grammar and spelling.
- Uses appropriate verbal and non-verbal communication with patients, co-workers, and supervisors.
- Reads materials related to the job.

Job Skills

- Provides personal care for patient, for example: bath, mouth and nail care, and back rubs.
- Measures body temperature, pulse, respiration, blood pressure, alertness, height, and weight.
- Prepares the patient for mealtime; serves trays; feeds and/or assists the patient in eating; and measures intake and output.
- Uses proper body mechanics when lifting, moving, or positioning the patient and when making the patient's bed.
- Gives treatments as directed, for example: heat and cold applications.
- Provides care for patient in a cast or traction; assists patient in performing joint motion exercises.
- Collects samples from bladder, bowel, and lungs; performs routine tests.
- Provides a clean, safe environment for the patient; monitors proper functioning of health care equipment.
- Provides basic emergency care. For example: first aid and CPR (cardiopulmonary resuscitation).
- Assists the licensed nurse in admitting and sending the patient home from the nursing unit, or transferring the patient from one room or unit to another.
- Provides supportive care for the dying patient and family; cares for the body after death.
- Reports, records, and acts upon all patient observations promptly and accurately.

Responsibility Skills

- Speaks and acts according to the rules and laws governing health care, for example: respects the patient's privacy.
- Works as a health care team member.
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II. Name six things a nursing assistant measures.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

III. What does a nursing assistant use body mechanics for? Circle the letter of all correct answers.

- A) lifting
- B) collecting sputum specimens
- C) positioning a patient
- D) making a bed
- E) admitting a patient
- F) moving a patient

CNA Test 4

Vocabulary Matching

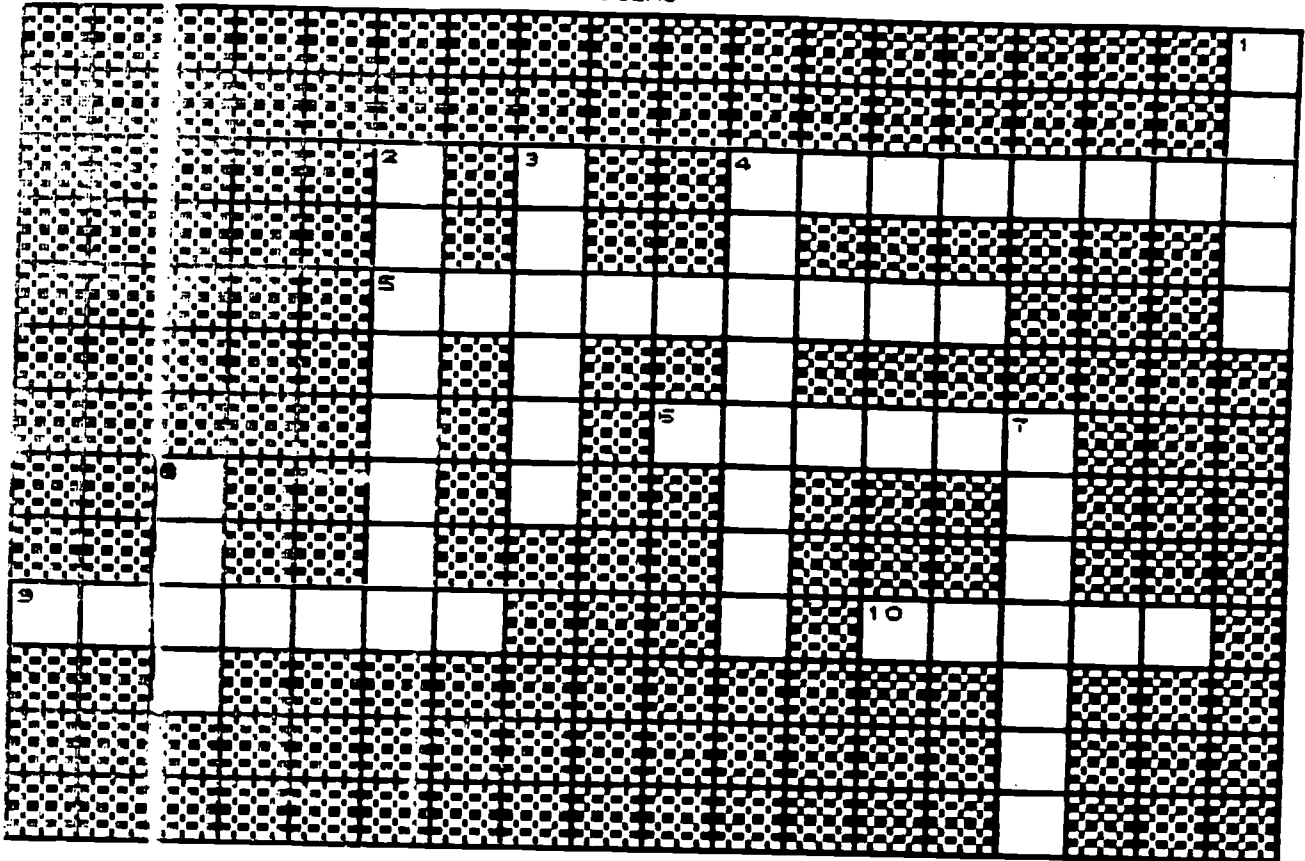
- | | |
|---------------------------|-----------------------------------|
| — 1. geriatrics | a. need to vomit |
| — 2. negligence | b. IV |
| — 3. inflammation | c. separated |
| — 4. medication | d. break in bone |
| — 5. intravenous infusion | e. tissue reaction to injury |
| — 6. nutrition | f. equipment used to sustain life |
| — 7. fracture | g. used for treatment of disease |
| — 8. life support system | h. food for growth and repair |
| — 9. nausea | i. failure to give care |
| — 10. isolation | j. care of the elderly |

What Do They Mean?

- | | |
|----------------------------|-----------------------------|
| — 1. hand me | a. 98.6 |
| — 2. so far | b. right now |
| — 3. assignment sheet | c. bedclothes |
| — 4. strip the bed | d. bendable |
| — 5. look out! | e. large discharge of blood |
| — 6. temperature is normal | f. up to this time |
| — 7. linen | g. be careful |
| — 8. flexible | h. list of duties |
| — 9. hemorrhage | i. give me |
| — 10. for the time being | j. take off the linens |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XVII. Crossword Puzzle: MEDICAL PROBLEMS



ACROSS CLUES

4. AIR OR MATTER BLOCKING A BLOOD VESSEL
5. A DISEASE OF THE JOINTS
6. A TISSUE OR ORGAN PUSHING THROUGH SURROUNDING WALLS
9. AN ABNORMAL CONDITION OF THE BODY ; ILLNESS
10. SWELLING

DOWN CLUES

1. AN ABNORMAL GROWTH
2. DISEASE WITH INABILITY OF BODY TO USE SUGAR
3. A RESPIRATORY DISEASE
4. DISEASE OF THE NERVOUS SYSTEM
7. HYPERSENSITIVITY TO A CONDITION OR SUBSTANCE
8. RED BUMPS OR BLOTCHES ON THE SKIN

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XVIII. Put the words of the definition in the correct order.

EXAMPLE: extend: out/straighten/to
to straighten out

1. senility: because/weakness/and/aging/mind/of/body/in

2. ambulatory: walk/to/able

3. arrest: function/of/the/sudden/a/stopping

4. injury: or/damage/a/wound/to/person/a

5. medication: a/drug/substance/medical/or

6. range of motion: joints/of/to/movement/extent/the/fullest

7. culture: for/test/a/microorganisms

8. elimination: removal/body/the/of/wastes/from/the

CNA Test 2

Vocabulary Matching

- | | |
|---------------------|-------------------------------|
| — 1. bacteria | a. hard covering |
| — 2. communicable | b. wrap with cloth |
| — 3. bladder | c. taking a sample |
| — 4. cardiac arrest | d. correct use of muscles |
| — 5. body mechanics | e. awake |
| — 6. bandage | f. sac that holds urine |
| — 7. cast | g. heart attack |
| — 8. culturing | h. transferable |
| — 9. chronic | i. simple microbes |
| — 10. conscious | j. persisting for a long time |

What Do They Mean?

- | | |
|-----------------------|--------------------------------|
| — 1. look it up | a. get enough |
| — 2. at all | b. lock the bed rails |
| — 3. got over | c. falling |
| — 4. drape | d. recovered |
| — 5. slipping | e. change position |
| — 6. secure the rails | f. less difficult |
| — 7. meet your needs | g. bothered |
| — 8. adjust it | h. none |
| — 9. easier | i. to cover |
| — 10. disturbed | j. find something in the chart |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIX. Word Forms

A) Many of the nursing assistant terms will sometimes be used in slightly different form. Instead of the action word (verb), there may be a description (adjective), or a name for a situation or process (noun).

EXAMPLE: Kelly ambulates with assistance.
(verb)

Kelly is an ambulatory patient.
(adjective)

Early ambulation after surgery is usually helpful for recovery.
(noun)

B) Study these nouns, verbs, and adjectives in the following list.

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>
dilation	dilate	dilated
fracture	fracture	fractured
injury	injure	injured
medication	medicate	medicated
constriction	constrict	constricted
assessment	assess	assessed
constipation	constipate	constipated
paralysis	paralyze	paralyzed

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIX. C) Sometimes there are only two commonly used forms:

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>
rectum	----	rectal
senility	----	senile
diagnosis	diagnose	----
urine	urinate	----
drainage	drain	----
exhaustion	----	exhausted
assistance	assist	----
assistant	assist	----

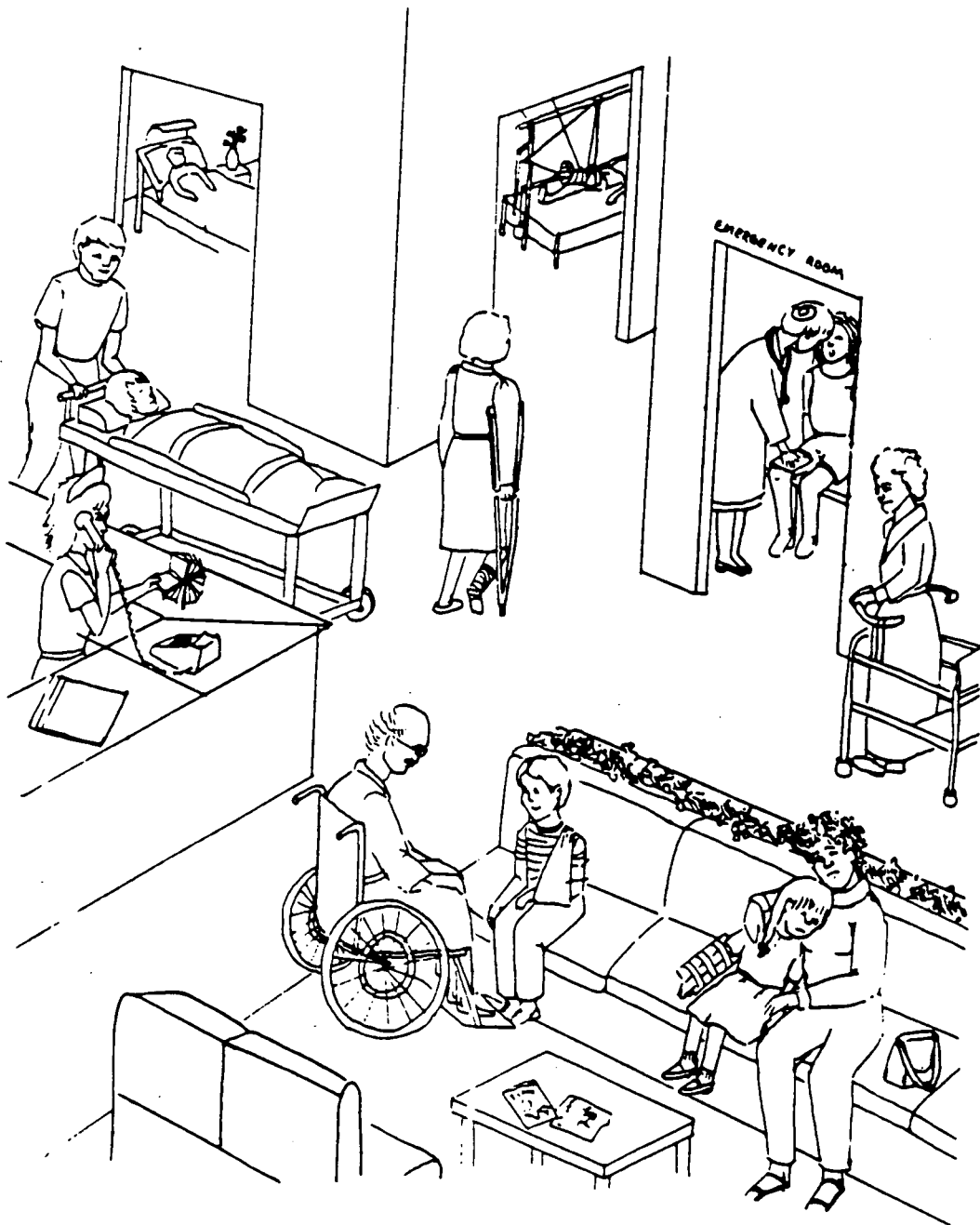
D) Exercise: Underline the correct form of the term.

1. Tom came to the hospital with a (fracture, fractured) pelvis.
2. The doctor prescribed different (medication, medicate, medicated) for the patient.
3. What is your (assessment, assess, assessed) of the situation?
4. The girl was (paralysis, paralyze, paralyzed) after the accident.
5. (Senility, Senile) is a problem of older people.
6. Where are you (injury, injure, injured)?
7. Did the doctors (diagnosis, diagnose) the condition?
8. That patient was (exhaustion, exhausted).
9. There is some (drainage, drain) from the wound.
10. Bill has to (urine, urinate).

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XX. On the following picture, point to these things:

- | | | | |
|----------|-----------|--------|-------------------|
| crutch | doctor | Kardex | nursing assistant |
| compress | stretcher | splint | traction |
| cast | sling | | |



VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XXI. Memory Game: Study the illustration on Page 20, then try to answer the following questions.

1. In what position is the patient in the room with the flowers?
2. How many children are in the picture?
3. Where is the nurse?
4. What is the nursing assistant doing?
5. Who is in a wheelchair?
6. What is on the table in the lobby?
7. Where are the Kardex forms?
8. Name three things in the picture with wheels?

XXII. Labelling Game:

- A) Study the full page illustration on Page 6.
- B) Label the picture on Page 20 with as many terms as you can remember.
- C) Check your labels against the original illustration on Page 6.

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

I. Following are just a few of the common abbreviations used by nursing assistants. Study them and then do the exercises.

@	at	PRN	as desired or needed
\bar{c}	with	T.P.R.	temperature, pulse, respiration
\bar{s}	without	wt.	weight
\bar{p}	after	NA	nursing assistant
\bar{q}	each, every	LPN	licensed practical nurse
h	hour	RN	registered nurse
B.M.	bowel movement	PT	physical therapist or therapy
BRP	bathroom privileges	DC	discontinue
B.P.	blood pressure	ROM	range of motion
cc	cubic centimeters	BR	bed rest
I & O	intake and output	HS	hour(s) of sleep
I.V.	intravenous	L.M.P.	last menstrual period
PO	by mouth	Fx	fracture
NPO	nothing by mouth		

II. Write the abbreviations for these words and phrases: EXAMPLE: @ at

- _____ with
- _____ hour
- _____ licensed practical nurse
- _____ cubic centimeter
- _____ bed rest
- _____ each, every
- _____ physical therapy
- _____ nothing by mouth
- _____ intravenous
- _____ after

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

III. Write or say orally what the abbreviation stands for:

EXAMPLE: @ at

1. RN _____
2. BRP _____
3. wt. _____
4. I & O _____
5. ROM _____
6. \bar{s} _____
7. T.P.R. _____
8. B.M. _____
9. B.P. _____
10. PRN _____

IV. Circle at least 5 abbreviations on the Kardex form on the next page and explain what they stand for.

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

V. On the following page, there is another Kardex form. Use the chart (Kardex) to do these activities:

- A) Identify as many abbreviations as possible.
- B) Make a list of as many of the vocabulary terms as you can recognize on the Kardex.
- C) Make a list of other words on the Kardex that you do not know or understand.
 - 1) Look up these new words in a dictionary.
 - 2.) Learn to pronounce the new words.

D) Write the heading for the part of the Kardex where the following terms are found. EXAMPLE:

seizure precautions	monitoring
1. physical therapy	_____
2. date of last B.M.	_____
3. isolation	_____
4. up ad lib	_____
5. allergies	_____
6. feed self	_____
7. B.P. \bar{q}	_____
8. dangle	_____
9. shower	_____
10. incontinent	_____

PERSONAL HISTORY:
 Initial Status (Circle)
 U S W D Sep
 #1 of #11

Relationship _____

name _____

parents _____

Language Spoken _____

align _____

cupation _____

verse of Diagnosis: _____

Yes No

PHYSICAL TRAITS:
 Admission Weight _____

mission Height: _____

Smoker _____ Non-Smoker _____

R-Handed _____ L-Handed _____

Limitation to Mobility _____

Difficulty Seeing _____

Left _____ Right _____

Glasses _____ Contacts _____

Difficulty Hearing _____

Left _____ Right _____

Hearing Aid _____

Difficulty Communicating _____

PH INFORMATION

Weight on _____ other _____

Scale Used _____

IPM q _____

BP q _____

Clinical _____

Peril Pulse _____

Apical/Radial Pulse _____

Circulation Checks _____

Neuro Checks _____

Suture Precautions _____

DIET _____

Date _____ Type _____

Tube feeding _____ cc's q _____ hrs

NOURISHMENT _____

ASSISTANCE REQUIRED:
 Feed self _____

Prepare food _____

Needs assistance _____

To be fed _____

FLUID BALANCE _____

I & O q _____

Restrict or Force to _____ cc

24/hours _____

7-3 _____ cc

3-11 _____ cc

11-7 _____ cc

IV Therapy (See IV Section) _____

COMMUNICATIVE _____

Commode _____ Periton _____

Incontinent _____

Date of Last BM _____

Date of LMP _____

Enry Rag & Tubing Change _____

DC Date _____ Time _____

Foley or Perineal Care _____

Bladder Irrigation _____

Type _____

DC Date _____ Time _____

BATH: _____ Bathing patient _____

Partial _____

Self _____

Tub _____

Shower _____

Oral hygiene _____

Appliances _____

Dentures _____ Upper _____ Lower _____

Partial _____

Bridges _____ Caps _____

Shampoo _____

HAIR CARE: _____

Up ad ith _____

Bedrest _____

BRP _____

Dangle _____

Chair _____

Ambulate c assistance _____

Walker _____

Wheelchair _____

Other directives _____

Turn q _____ hours _____ even hours _____

odd _____

High risk for pressure _____

dress _____

Location _____

Special Equipment _____

ISOLATION:
 CPD Called: _____

Type: _____

Date In: _____

Date Out: _____

RESOURCES _____

PHYSICAL THERAPY _____

OCCUPATIONAL THERAPY _____

SPEECH THERAPY _____

BEHAVIORAL HEALTH _____

REHABILITATION _____

SOCIAL SERVICE _____

APPEARANCE: _____

BEHAVIORAL HEALTH _____

REHABILITATION _____

SOCIAL SERVICE _____

DCP BY NURSING _____ DCP TEAM REFERRAL _____

SIGNATURE _____

MOBILITY _____

UPPER EXTREMITY _____

LOWER EXTREMITY _____

WALKING _____

STAIRS _____

TRANSFER _____

TOILETING _____

HYGIENE _____

FEEDING _____

MANAGEMENT _____

RESOURCES _____

PHYSICAL THERAPY _____

OCCUPATIONAL THERAPY _____

SPEECH THERAPY _____

RESOURCES _____

PHYSICAL THERAPY _____

OCCUPATIONAL THERAPY _____

SPEECH THERAPY _____

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OCCUPATIONAL THERAPY _____

SPEECH THERAPY _____

BEST COPY AVAILABLE

CNA Test 3

Vocabulary Matching

- | | |
|----------------------|---|
| — 1. drape | a. hanging down |
| — 2. emesis | b. water injection into rectum |
| — 3. decubitus ulcer | c. agent used to kill germs |
| — 4. discharge | d. act of identifying disease |
| — 5. dangling | e. act of vomiting |
| — 6. dilate | f. bedsore |
| — 7. edema | g. to enlarge |
| — 8. disinfectant | h. cover |
| — 9. diagnosis | i. carried out as patient leaves facility |
| — 10. enema | j. excessive fluid in tissues |

What Do They Mean?

- | | |
|--------------------------|---------------------------------------|
| — 1. check the Kardex | a. arrange a certain way |
| — 2. vital signs | b. record |
| — 3. oral | c. raise |
| — 4. remove your jewelry | d. secured at night |
| — 5. head of the bed | e. look at patient's records |
| — 6. position | f. group of symptoms |
| — 7. chart | g. temperature, pulse, blood pressure |
| — 8. elevate | h. front part |
| — 9. disease | i. take off earrings, etc. |
| — 10. side rails | j. pertaining to the mouth |

VESL VOCABULARY EXERCISES: SAFETY

- I. Every job has rules for safety to protect the workers and others within the job environment. Here are some things a nursing assistant can do to maintain a safe work environment:
1. Assist in case of fire or disaster.
 2. Clean up spilled water, food, etc. right away.
 3. Report defective equipment (anything that is not working correctly).
 4. Apply restraints properly for the safety of the patients.
 5. Avoid transmitting (passing along) infection by hands, uniform, food, equipment, linen, etc.
 6. Keep hallways and stairways clear.
 7. Be alert to unusual behavior in patients.
 8. Keep floors clear of toys, newspapers, electrical cords, etc.

VESL VOCABULARY EXERCISES: SAFETY

II. Write the number of the safety rule which applies to each of the following situations.

1. _____ Mr. Brown was smoking in bed and the sheet caught on fire.
2. _____ The old man in the wheelchair is slipping.
3. _____ Ms. Rodriguez threw the newspaper on the floor after she finished reading it.
4. _____ Johnny knocked over a glass of water.
5. _____ There are a stretcher, a cleaning cart, and two wheelchairs in the hallway.
6. _____ Mrs. Lee's buzzer isn't working.
7. _____ Sara didn't wash her hands before changing the dressing.
8. _____ Mr. Kowalski is pulling on the IV tube in his arm.
9. _____ Ms. Grossman is extremely restless this evening.

VESL VOCABULARY EXERCISES: JOB SKILLS

I. Look at the column labelled "Job Skills" on the chart on Page 38. Write or name some common duties of a nursing assistant, starting with the word given. EXAMPLE:

Gives treatments as directed, for example: heat and cold applications

1. Transfers _____

2. Records _____

3. Prepares _____

4. Monitors _____

5. Assists _____

6. Provides _____

7. Serves _____

8. Uses _____

9. Collects _____

Nursing Assistant

Under the supervision of a licensed nurse, the Nursing Assistant:

Related Basic Skills

MATHEMATICS

- Uses addition, subtraction, multiplication, and division. To measure pulse rate, intake and output.
- Converts measurements into metrics and reverse.

SCIENCE

- Identifies the basic organization of the human body, its systems, structure, and functions.
- Applies the knowledge of gravity, movement, force and counter force to nursing care.
- Uses the principles of cleanliness to prevent the spread of disease.
- Identifies the principles of nutrition and how disease is prevented or controlled through diet.

COMMUNICATIVE ARTS

- Uses correct medical language and abbreviations.
- Uses computer skills. For example: enters and receives patient information and orders supplies.
- Writes clearly and concisely on patients' charts and forms using correct grammar and spelling.
- Uses appropriate verbal and non-verbal communication with patients, co-workers, and supervisors.
- Reads materials related to the job.

Job Skills

- Provides personal care for patient, for example: bath, mouth and nail care, and back rubs.
- Measures body temperature, pulse, respiration, blood pressure, alertness, height, and weight.
- Prepares the patient for mealtime; serves trays; feeds and/or assists the patient in eating; and measures intake and output.
- Uses proper body mechanics when lifting, moving, or positioning the patient and when making the patient's bed.
- Gives treatments as directed, for example: heat and cold applications.
- Provides care for patient in a cast or traction; assists patient in performing joint motion exercises.
- Collects samples from bladder, bowel, and lungs; performs routine tests.
- Provides a clean, safe environment for the patient; monitors proper functioning of health care equipment.
- Provides basic emergency care. For example: first aid and CPR (cardiopulmonary resuscitation).
- Assists the licensed nurse in admitting and sending the patient home from the nursing unit, or transferring the patient from one room or unit to another.
- Provides supportive care for the dying patient and family; cares for the body after death.
- Reports, records, and acts upon all patient observations promptly and accurately.

Responsibility Skills

- Speaks and acts according to the rules and laws governing health care, for example: respects the patient's privacy.
- Works as a health care team member.
- Demonstrates respect for others' points of view.
- Demonstrates punctuality, dependability, and honesty.
- Follows instructions.
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- B) collecting sputum specimens
- C) positioning a patient
- D) making a bed
- E) admitting a patient
- F) moving a patient

CNA Test 4

Vocabulary Matching

- | | |
|---------------------------|-----------------------------------|
| — 1. geriatrics | a. need to vomit |
| — 2. negligence | b. IV |
| — 3. inflammation | c. separated |
| — 4. medication | d. break in bone |
| — 5. intravenous infusion | e. tissue reaction to injury |
| — 6. nutrition | f. equipment used to sustain life |
| — 7. fracture | g. used for treatment of disease |
| — 8. life support system | h. food for growth and repair |
| — 9. nausea | i. failure to give care |
| — 10. isolation | j. care of the elderly |

What Do They Mean?

- | | |
|----------------------------|-----------------------------|
| — 1. hand me | a. 98.6 |
| — 2. so far | b. right now |
| — 3. assignment sheet | c. bedclothes |
| — 4. strip the bed | d. bendable |
| — 5. look out! | e. large discharge of blood |
| — 6. temperature is normal | f. up to this time |
| — 7. linen | g. be careful |
| — 8. flexible | h. list of duties |
| — 9. hemorrhage | i. give me |
| — 10. for the time being | j. take off the linens |

CNA

VOCABULARY

PACKET

Name _____

Date
Started _____

Date
Completed _____

GLOSSARY

Abbreviation (ah-BREE-vee-ay-shun)—shortened form of a word or phrase

Abdomen (AB-doh-men)—area of trunk between thorax and pelvis

Abduction (ab-DUCK-shun)—movement away from midline or center

Abuse (ah-BYOUSE)—improper treatment or misuse

Accelerated (ack-SELL-er-ay-ted)—increased motion, as in pulse or respiration

Accommodation (ah-KOM-moh-day-shun)—adjustment

Acidosis (ah-sih-DOH-sis)—pathological condition resulting from accumulation of acid or depletion of alkaline reserves in the blood and body tissues

Acquired immune deficiency syndrome (AIDS) (ah-KWIRED ih-MYOUN dih-FISH-en-see SIN-droh-m) (ayds)—an infectious disease caused by human immunodeficiency virus (HIV)

Active listening (ACK-tiv LISS-en-ing)—listening with personal involvement

Activities of daily living (ADL) (ack-TTV-ih-tees of DAY-lee LIV-ing) (ay-dee-ell)—the activities necessary for the resident to fulfill basic human needs

Acute (ah-KYOUT)—having severe symptoms

Adaptations (ad-dap-TAY-shuns)—adjustments

Adaptive equipment (ah-DAP-tiv ee-KWIP-ment)—items altered to make them easier to use by those with functional deficits

Addison's disease (AD-ih-sons dih-ZEEZ)—disease caused by the underfunctioning of the adrenal glands

Adduction (ad-DUCK-shun)—movement toward midline or center

ADL (ay-dee-ell)—activities of daily living

Admission (ad-MIH-shun)—procedure carried out when patient first arrives at the facility

Adoptive parent (ah-DOP-tiv PAIR-ent)—a person who is a parent through a legal adoption procedure

Advance directive (ad-VANS dih-RECK-tiv)—a document signed before the diagnosis of a terminal illness when the individual is still in good health, indicating the person's wishes regarding care during dying

Advocate (AD-voh-kit)—one who promotes the welfare of another

Aerobic (air-OH-bick)—microorganisms that live best where plenty of oxygen is available

AFB (ay-eff-bee)—acid-fast bacillus

Afterbirth (AF-ter-burth)—the placenta through which the unborn child is nourished

Agency (AY-jen-see)—a business or company

Agent (AY-jent)—a person or substance by which something is accomplished

Agitation (aj-ih-TAY-shun)—a state in which behavior is irregular and erratic

Aiding and abetting (AYD-ing and ah-BET-ing)—not reporting dishonest acts that are observed

Akinesia (ah-kih-NEE-zee-ah)—abnormal absence or poverty of movement

Alcoholism (AL-koh-hall-izm)—a dependency on alcohol

Alignment (ah-LINE-ment)—keeping a resident in proper position

Allergen (AL-er-jen)—substance that causes sensitivity or allergic reactions

Allergies (AL-er-jeez)—abnormal and individual hypersensitivities

Alveoli (al-VEE-oh-lee)—tiny air sacs that make up the bulk of the lungs

Alzheimer's disease (ALZ-high-mers dih-ZEEZ)—a neurological condition in which there is gradual loss of cerebral functioning

Ambulation (am-byou-LAY-shun)—ability to walk

Ambulatory (AM-byou-lah-tor-ee)—walking about

AM care (ay-em kair)—care given in the early morning when the patient first awakens

Amenorrhea (ah-MEN-or-ree-ah)—without menstruation

Amino acid (ah-MEAN-oh AH-sid)—basic component of proteins

Amniocentesis (am-nee-oh-sen-TEE-sis)—transabdominal perforation of the amniotic sac to obtain a sample of the amniotic fluid

Amniotic fluid (am-nee-OT-ick FLEW-id)—fluid in which the fetus floats in the mother's womb

Amniotic sac (am-nee-OT-ick sack)—sac enclosing the fetus suspended in amniotic fluid

Amputation (am-pyou-TAY-shun)—removal of a limb or other body appendage

Anaerobic (an-er-OH-bick)—organisms that grow best where there is little oxygen

Anaphylaxis (an-ah-fih-LACK-sis)—severe, sometimes fatal, sensitivity reaction

Anatomy (ah-NAT-oh-mee)—study of the structure of the human body

Ancillary (AN-sill-lar-ee)—offering or providing help

Anemia (ah-NEE-mee-ah)—deficiency of quality or quantity of red blood cells in the blood

Anesthesia (an-ee-THEE-zee-ah)—loss of feeling or sensation

Aneurysm (AN-you-rizm)—sac formed by dilation of the wall of a blood vessel (usually an artery) and filled with blood

Angina pectoris (an-JYE-nah or AN-jih-nah PECK-tor-is)—acute pain in the chest caused by interference with the supply of oxygen to the heart

Anorexia (an-or-RECK-see-ah)—lack or loss of appetite for food

Anterior (an-TEER-ee-er)—in anatomy, in front of the coronal or ventral plane

Antibody (AN-tih-bod-ee)—a protein that is produced in the body in response to invasion by a foreign agent. It reacts specifically with the foreign agent

Anti-embolism hose (an-tih-EM-bohl-izm hohz)—elasticized stockings used to support the leg blood vessels

Antipyretic (an-tih-pic-RET-ick)—drug given to reduce an elevated body temperature

Antiseptic (an-tih-SEP-tick)—anti-infectious agent used on living tissue

Anuria (ah-NEW-ree-ah)—no urine

Anus (AY-nus)—outlet of the rectum lying in the fold between the buttocks

Apathy (AP-ah-thee)—indifference; lack of emotion

Apgar score (AP-gar skor)—method for determining an infant's condition at birth by scoring heart rate, respiratory effort, muscle tone, reflex irritability, and color

Aphasia (ah-FAY-zee-ah)—language impairment; loss of ability to comprehend normally

Apical pulse (AP-ih-kal puls)—pulse rate taken by placing stethoscope over tip of heart

Apnea (ap-NEE-ah)—period of no respiration

Apprehensive (ap-ree-HEN-siv)—fearful

Aquamatic K-Pad® (ack-kwah-MAT-ick KAY-pad)—commercial unit for applying heat or cold

ARC (AIDS related complex) (ay-are-see) (ayds ree-LAY-ted KOM-plex)—conditions suffered by persons who are HIV positive before true onset of AIDS

Arrest (ah-REST)—to stop suddenly

Arteriosclerosis (are-tee-ree-oh-skleh-ROH-sis)—general term meaning a narrowing of the blood vessels, which can result in subsequent tissue hypoxia and degeneration and hardening of the arterial walls and sometimes of the heart valves

Artery (ARE-ter-ee)—vessel through which the blood passes away from the heart to various parts of the body

Arthritis (are-THRIGH-tis)—joint inflammation

Ascites (ah-SIGH-teez)—fluid accumulation in the abdomen

Asepsis (ah-SEP-sis)—without infection

Aseptic technique (ah-SEP-tick tek-NEEK)—technique used to destroy microorganisms and prevent their transmission

Aspirate (ASS-pih-rayt)—to withdraw

Aspiration (ass-pih-RAY-shun)—drawing foreign materials into the respiratory tract

Assault (ass-SALT)—attempt or threat to do violence to another

Assessment (ah-SESS-ment)—act of evaluating

Assimilate (ah-SIM-ih-layt)—absorb

Assistive devices (ah-SIS-tiv dih-VICE-es)—equipment used to help people be more effective in their physical activity

Asthma (AZ-mah)—chronic respiratory disease characterized by bronchospasms and excessive mucous production

Atelectasis (at-ee-LECK-tah-sis)—collapse of lung tissue

Atherosclerosis (ath-er-oh-skleh-ROH-sis)—degenerative process involving the lining of arteries, in which the lumen eventually narrows and closes; a form of arteriosclerosis

Atrium (AY-tree-um)—one of the two upper chambers of the heart

Atrophy (AT-roh-fee)—shrinking or wasting away of tissues

Attitude (AT-ih-tood)—an external expression of inner feelings about self or others

Auditory (AWE-dih-toh-ree)—hearing

Aura (AWE-rah)—peculiar sensation preceding the appearance of more definite symptoms in a convulsion or seizure

Aural temperature (AWE-ral TEM-per-ah-tyour)—temperature of tympanic membrane blood vessels within ear

Auscultatory gap (aws-KUL-ah-toh-ree gap)—sound fadeout for 1–15 mm Hg mercury pressure, which then begins again. Sometimes mistaken as the diastolic pressure

Autoclave (AWE-toh-klayv)—machine that sterilizes articles

Autoimmune (awe-toh-im-MYOUN)—presence of antibodies against component(s) of body

Automatic speech (awe-toh-MAT-ick speech)—involuntary speech associated with brain injury

Autonomic nervous system (awe-toh-NOM-ick NER-vus SIS-tum)—that portion of the nervous system that controls the activities of the organs

Autonomy (awe-TON-oh-mee)—self-determination

Axillae (ack-SILL-ee)—plural of axilla; armpits

Axillary (ACK-sih-lair-ee)—pertaining to the axilla

Axon (ACK-son)—extension of neuron that conducts nerve impulses away from the cell body

Bacilli (bah-SILL-eye)—rod-shaped bacteria

Bacteria (back-TEE-ree-ah)—a form of simple microbes

Bactericide (back-TEE-ree-oh-side)—agent that destroys bacteria

Balanced suspension skeletal traction (BAL-anst sus-PEN-shun SKEL-eh-tal TRACK-shun)—type of traction used to reduce serious fractures in which there is one primary line of traction and extra weight and ropes provide suspension and countertraction

Bargaining (BAR-gan-ing)—stage of the grieving process in which the individual seeks to form a pact that will delay death

Barrier (BAIR-ee-er)—gown, mask, or gloves or combination of these articles worn by health care providers to prevent contact with pathogens spread by blood and other body fluids

Baseline assessment (BAYS-line ah-SESS-ment)—initial observations of the patient and condition

Bath itch—condition that affects the less oily elderly skin; characterized by tiny red eruptions and itching

Battery (BAT-er-ee)—an unlawful attack upon another person

Benign (bee-NINE)—nonmalignant tumor

Bile (byl)—secretion of the liver, needed to prepare fats for digestion

Biohazard (bye-oh-HAZ-ard)—laboratory specimens or materials contaminated with body fluids and their containers that have the potential to transmit disease

Biological parent (bye-oh-LOJ-ih-kul PAIR-ent)—natural parent who contributed sperm or an ovum to the development of the fetus

Biopsy (BYE-op-see)—removal and examination of a piece of tissue from the living body

Bisexuality (bye-sex-you-AL-ih-tee)—having sexual interest in both sexes

Blood pressure (blud PRESH-ur)—pressure of blood exerted against vascular walls

Body language (BAH-dee LAN-gwih)—use of facial expression, body positions, and vocal inflections to convey a message

Body mechanics (BAH-dee mih-KAN-icks)—using muscles correctly to move or lift heavy objects properly

Bolus (BOH-lus)—soft mass of food that is ready to be swallowed

Bowel (BOW-el)—intestine

Bowman's capsule (BOH-manz KAP-sy-oul)—tubule surrounding the glomerulus of the nephron

Box (square) corner (bahx [skwair] KOR-ner)—one type of corner used in the making of a hospital bed

Brachial artery (BRAY-kee-al ARE-ter-ee)—main artery of the arm

Bradycardia (brad-ee-KAR-dee-ah)—unusually slow heartbeat

Bridging (BRIHJ-ing)—supporting the body on either side of the affected area to relieve pressure on the area

Bronchitis (brong-KEYE-tis)—inflammation of the bronchi

Burnout (BURN-out)—loss of enthusiasm and interest in an activity

Bursae (BUR-see)—small sacs of fluid found around joints

Bursitis (bur-SIGH-tis)—condition in which the bursae become inflamed and the joint becomes very painful

Cachexia (kah-KEK-see-ah)—state of malnutrition, emaciation and debility, usually in the course of a prolonged illness

Calibrated (KAL-ih-bray-ted)—marked in increments (measured amounts)

Cancer (KAN-sir)—malignant tumor; malignancy

Capillary (KAP-ih-lair-ee)—hairlike blood vessel; link between arterioles and venules

Carbohydrates (kar-boh-HIGH-drayts)—energy foods; used by the body to produce heat and energy for work

Carbon dioxide (KAR-bon dye-OK-side)—gas that is a waste product in cellular metabolism

Carcinogen (kar-SIN-oh-jin)—agent capable of causing malignant changes in tissue

Carcinoma (kar-sih-NOH-mah)—malignant tumor made up of connective tissue enclosing epithelial cells

Cardiac arrest (KAR-dee-ack ah-REST)—sudden and often unexpected stoppage of effective heart action

Cardiac cycle (KAR-dee-ack SIGH-kul)—all (mechanical and electrical) events that occur between one heart contraction and the next

Cardiac decompensation (KAR-dee-ack dee-kom-pen-SAY-shun)—another name for congestive heart failure

Cardiogram (KAR-dee-oh-gram)—record of cardiac pulsation produced by cardiograph

Cardiopulmonary resuscitation (CPR) (kar-dee-oh-PULL-moh-nair-ee ree-sus-ih-TAY-shun) (see-pee-are)—emergency medical procedure undertaken to restart and sustain heart and respiratory functions

Care plan (kair plan)—nursing plan for care of resident in long-term care facility

Caries (KAIR-eez)—tooth decay or cavities

Cartilage (KAR-tih-lif)—type of body tissue

Cast (kast)—rigid covering to keep a joint or other body part immobile

Cataract (KAT-ah-ract)—opacity of the lens of the eye, resulting in loss of vision

Catastrophic reaction (kat-ah-STROH-fick ree-ACK-shun)—severe and unpredictable violent behavior of a person with dementia

- Category-specific isolation precautions** (KAT-ih-gor-ee spih-SIF-ick eye-soh-LAY-shun pree-KAW-shuns)—isolation precaution system that groups diseases that require similar isolation procedures
- Catheter** (KATH-ih-ter)—tube for evacuating or injecting fluids
- Causitive agent** (KAWZ-ah-tiv AY-jent)—etiology of a specific disease process
- Cell** (sell)—basic unit in the organization of living substances
- Cellulose** (SELL-you-lohs)—basic substance of all plant foods, which can supply the body with roughage
- Celsius scale** (SELL-see-us skale)—scale for measuring temperature
- Centimeter** (SEN-tih-mee-ter)—one-hundredth of a meter
- Cerebellum** (ser-eh-BELL-um)—portion of the brain lying beneath the occipital lobe; coordinates muscular activities and balance
- Cerebrospinal fluid** (ser-eh-broh-SPY-nal FLEW-id)—water cushion protecting the brain and spinalcord from shock
- Cerebrovascular accident** (ser-eh-broh-VASS-kyou-lar ACK-sih-dent)—stroke; disorder of the blood vessels of the brain resulting in impaired cerebral circulation
- Cerebrum** (SER-eh-brum)—largest part of the brain, consisting of two hemispheres separated by a deep longitudinal fissure; controls all mental activities
- Cervical** (SER-vih-kal)—pertaining to the neck
- Cervix** (SIR-vicks)—neck of the uterus
- Chain of infection** (chayn of in-FECK-shun)—process or events involved in the transmission and development of an infectious disease
- Chancre** (SHANG-ker)—shallow, craterlike lesion; primary lesion of syphilis
- Character (of pulse)** (KAIR-ack-ter of puls)—rhythm and volume of pulse
- Chart**—record of information concerning patient
- Cheeking** (CHEEK-ing)—storing food in one side of the mouth
- Cheyne-Stokes respiration** (chain-stohkes res-pih-RAY-shun)—periods of apnea alternating with periods of dyspnea
- CHF** (see-aytch-eff)—congestive heart failure
- Cholecystectomy** (koh-lee-sis-TECK-toh-mee)—surgical removal of a diseased gallbladder and stones
- Cholecystitis** (koh-lee-sis-TIE-tis)—inflammation of the gallbladder
- Cholelithiasis** (koh-lee-lih-THIGH-ah-sis)—formation of stones in the gallbladder
- Chromosome** (KROH-moh-sohm)—rod-shaped body appearing at time of cellular division in the nucleus; contains the genes or hereditary factors
- Chronic** (KRON-ick)—persisting over a long period of time
- Chronologic** (kron-oh-LOJ-ick)—in sequential order by date or age
- Chyme** (kighm)—semiliquid form of food as it leaves the stomach
- Chymopapaine** (kigh-moh-pah-PAY-in)—an enzyme used to dissolve the protein in a ruptured disc
- Circ O lectric® bed** (sirk-oh-LET-rick bed)—special kind of bed that is used when a patient cannot be turned within the bed
- Circumcision** (sir-kum-SIJ-un)—removal of the end of the prepuce by a circular incision
- Clean-catch urine specimen** (kleen katch YOU-rin SPES-ah-men)—sample of urine taken midstream after the patient has been specifically cleansed
- Clean technique** (kleen tek-NEEK)—technique that limits potential pathogens but does not ensure the destruction of all organisms
- Client** (KLIGH-ent)—resident
- Client care record** (KLIGH-ent kair RECK-ord)—documentation of care provided in the home situation
- Climacteric** (kligh-MAK-ter-ick)—menopause; the combined phenomena accompanying cessation of the reproductive function in the female or diminution of testicular activity in the male
- Climax** (KLIGH-max)—period of greatest intensity during sexual stimulation or intercourse
- Clinical thermometer** (KLIN-eh-kul thermOM-eh-ter)—instrument used to measure body temperature
- Clitoris** (KLIT-oh-ris)—small, cylindrical mass of erotic tissue; part of the external female reproductive organs analogous to the penis in the male
- Closed bed** (klohzd bed)—bed with sheets and spread positioned to the head of the bed; unoccupied
- Closed (oblique) fracture** (klohzd [ah-BLEEK] FRACK-sure)—fracture in which bones remain in proper alignment
- CNS** (see-en-ess)—central nervous system
- Cocci** (KOCK-sigh)—round bacteria
- Cognitive** (KOG-nih-tiv)—mental
- Coitus** (KOH-ih-tus)—sexual intercourse; copulation
- Colloidal** (kuh-LOY-dal)—pertaining to a colloid (gelatinous substance)
- Colon** (KOH-lon)—large intestine
- Colony** (KAWL-oh-nee)—group of organisms derived from a single organism
- Colostomy** (koh-LAHS-toh-me)—artificial opening in the abdomen for the purpose of evacuation of feces
- Colostrum** (kuh-LAWS-trum)—secretion from the lactiferous glands of the mother before the onset of true lactation two or three days after delivery of a baby
- Colporrhaphy** (kohl-POOR-ah-fee)—suturing of the vagina; surgical procedure used to tighten vaginal walls
- Comatose** (KOH-mah-tohs)—unconscious; in a coma
- Combining form** (kom-BYN-ing form)—word part that can be used with other word parts to form a variety of new words
- Comminuted fracture** (KOM-ih-new-ted FRACK-shur)—fracture in which the bone is broken or crushed into small pieces
- Commode** (kum-MOHD)—portable toilet
- Communicable** (kuh-MYOU-nih-kah-bul)—capable of being transferred from one person to another directly or indirectly; for example, infectious disease
- Communication** (kuh-myoh-nih-KAY-shun)—exchanging messages
- Compensation** (kom-pen-SAY-shun)—in psychology, the act of seeking a substitute for something unacceptable or unattainable
- Competency** (KOM-peh-ten-see)—capability
- Complete fracture** (kom-PLEET FRACK-shur)—separation of the ends of bone at the fracture site
- Compound fracture** (kom-pownd FRACK-shur)—fracture in which the broken bone protrudes through the skin
- Comprehension** (kom-prih-HEN-shun)—capacity of the mind for understanding
- Compression fracture** (kom-PRESH-un FRACK-shur)—fracture in which bone is crushed
- Confidential** (kon-fih-DEN-shall)—keeping what is said or written to oneself; private; nonsharing
- Congenital** (kon-JEN-ih-tal)—condition present at birth
- Congestive heart failure** (kon-JES-tiv hart FAIL-your)—condition resulting from cardiac output inadequate for physiological needs, with shortness of breath, edema, and abnormal retention of sodium and water in body tissues
- Conjunctiva** (kon-junk-TIGH-vah)—mucous membrane that lines the eyelids and covers the eye
- Connective tissue** (kuh-NECK-tiv TISH-you)—tissue that holds other tissues together and provides support for organs and other body structures
- Constipation** (kon-stih-PAY-shun)—difficulty in defecating
- Constriction** (kon-STRICK-shun)—narrowing; compression
- Contaminated** (kon-TAM-ih-nay-ted)—unclean; impure; soiled with germs
- Continent** (KON-tih-nent)—able to control elimination of feces and urine

Continuum (kon-TIN-you-um)—continuous related series of events or actions

Contract (KON-tract)—agreement between two or more people, especially one that is written

Contracture (kon-TRACK-shur)—permanent shortening or contraction of a muscle due to spasm or paralysis

Contraindicated (kon-trah-IN-dih-kay-ted)—harmful remedy or treatment

Convalescent home (kon-vah-LESS-ent hohm)—long-term care facility

Convulsion (kon-VUL-shun)—involuntary muscle spasm

COPD (see-oh-pee-dee)—chronic obstructive pulmonary disease; for example, pulmonary emphysema

Coping (KOHP-ing)—handling or dealing with stress

Copulation (kop-you-LAY-shun)—sexual intercourse; coitus

Cornea (KOR-nee-ah)—transparent portion of the eye through which light passes

Coronary embolism (KOR-uh-nair-ee EM-boh-lizm)—blood clot lodged in a coronary artery

Coronary occlusion (KOR-uh-nair-ee uh-KLEW-zhun)—closing off of a coronary artery

Coronary thrombosis (KOR-uh-nair-ee throm-BOH-sis)—blood clot within the vessel

Cortex (KOR-tex)—outer portion of a kidney

Countertraction (kown-ter-TRACK-shun)—providing opposing balance to traction; used in reduction of fractures

Cranial (KRAY-nee-al)—pertaining to the cranium or skull

Critical list (KRIT-ih-kul list)—list that patients are placed on when they are dangerously or terminally ill

Croupette (krew-PET)—type of crib that is enclosed to provide moisture and/or oxygen to an infant or child

Cryosurgery (kry-oh-SIR-jer-ee)—destruction of tissue by application of extreme cold

Culturing (KUL-tyour-ing)—taking a sample from the affected area to discover the cause of infection by growing the organisms

Cushing's syndrome (KUSH-ingz SINDroh-m)—condition that results from an excess level of adrenal cortex hormones

Cuticle (KYOU-tih-kul)—base of the fingernail

CVA (see-vee-ay)—cerebrovascular accident

Cyanosis (sigh-ah-NOH-sis)—bluish skin discoloration caused by lack of oxygen

Cystitis (sis-TIE-tis)—inflammation of the urinary bladder

Cystocele (SIS-toh-seel)—bladder hernia

Cystoscopy (sis-TOS-koh-pee)—procedure using cystoscope for visualization of the urinary bladder, ureter, and kidney

Cytoplasm (SIGH-toh-piazm)—protoplasm of a cell outside the nucleus

Dangling (DANG-gling)—sitting up with legs hanging over the edge of the bed

Day care center (day kair SEN-ter)—place where senior citizens may go for various services

Debilitating (dee-BILL-ih-tayt-ing)—weakening

Debride (day-BREED)—to remove foreign material and devitalized tissue

Debridement (day-BREED-ment)—removal of foreign matter or devitalized tissue

Deconditioning (dee-kon-DISH-un-ing)—reversing a learned response

Decubitus (pl. decubiti) ulcer (dee-KYOU-bih-tus [dee-KYOU-bih-tie] UL-sir)—dermal ulcer, bedsore or pressure sore

Defamation (def-eh-MAY-shun)—something harmful to the good name or reputation of another; slander

Defecation (def-eh-KAY-shun)—bowel movement that expels feces

Defense mechanism (dee-FENS MECK-ahniz-em)—psychological reaction or technique for protection against a stressful environmental situation or anxiety

Degeneration (dee-jen-er-AY-shun)—deterioration of tissues from a more to less functional status

Degenerative joint disease (dee-JEN-er-ah-tiv joynt dih-ZEEZ)—deterioration of the tissues of the joints

Dehydration (dee-high-DRAY-shun)—excessive water loss

Delirium (dih-LEER-ee-um)—disordered mental condition in which speech is incoherent, fever may occur, and illusions, delusions, and hallucinations may be experienced

Delusion (dee-LEW-zhun)—false belief

Dementia (dee-MEN-she-ah)—progressive mental deterioration due to organic brain disease

Dendrite (DEN-dryt)—branch of a neuron that conducts impulses toward the cell body

Denial (dih-NIGH-al)—unconscious defense mechanism in which an occurrence or observation is refused recognition as reality in order to avoid anxiety or pain

Dentures (DEN-churz)—artificial teeth

Depilatory (dee-PILL-ah-tor-ee)—substance used to remove body hair

Depreciate (dih-PREE-she-ayt)—treat as being of less value

Depressant (dee-PRESS-ant)—drug that slows down body functions

Depression (dee-PRESH-un)—morbid sadness or melancholy

Dermal ulcer (DER-mul UL-sir)—bedsore or decubitus ulcer

Development (dee-VEL-op-ment)—gradual growth

Developmental milestones (dee-vel-op-MEN-tal MYL-stohns)—achieving specific skills at a particular age level

Developmental tasks (dee-vel-op-MEN-tal tasks)—in psychology, tasks that are normally carried out as steps in personality development

Diabetes mellitus (die-ah-BEE-teez MEL-ih-tus)—disorder of carbohydrate metabolism

Diabetic coma (die-ah-BET-ick KOH-mah)—comatose state of acidosis due to diabetes mellitus

Diagnosis (die-ahg-NOH-sis)—art or method of identifying or recognizing a disease

Dialysis (die-AL-ih-sis)—diffusion of solutes through a semipermeable membrane, passing from an area of higher concentration to an area of lower concentration

Diaphoresis (die-ah-foh-REE-sis)—profuse sweating

Diarrhea (die-ah-REE-ah)—watery stool

Diastole (die-AS-toh-lee)—period during which the heart muscle relaxes and the chamber fills with blood

Diastolic pressure (die-ah-STOL-ick PRESH-ur)—refers to period of cardiac ventricular relaxation

Diathermy (DIE-ah-ther-mee)—treatment with heat

Digestion (die-JEST-shun)—process of converting food into an assimilable form

Dilate (DIE-layt)—to enlarge, as capillaries

Dilation stage (die-LAY-shun stayj)—stage of labor in which the opening to the cervix enlarges

Diplo- (DIP-loh)—arranged in pairs, such as diplococci; bacteria that are arranged in groups of two

Direct cause (of disease) (die-RECT kaws [of dih-ZEEZ])—immediate or exact cause of a disease process

Directive (die-RECK-tiv)—serving or qualified to direct; statement of direction

Disability (dis-ah-BILL-ih-tee)—persistent physical or mental defect or handicap

Discharge (dis-CHARJ)—procedure carried out as the patient leaves the hospital

Disease (dih-ZEEZ)—definite marked process having a characteristic train of symptoms

Disease-specific isolation precautions (dih-ZEEZ spih-SIF-ick eye-soh-LAY-shun pre-KAW-shuns)—system of isolation precautions that considers precautions for each disease individually

Disinfectant (dis-in-**FECK**-tant)—agent that kills germs

Disinfection (dis-in-**FECK**-shun)—process of destroying pathogenic organisms or agents

Disk—flat plate on which computer information is stored

Disorientation (dis-oh-ree-en-**TAY**-shun)—loss or recognition of time, place, or people

Displacement (dis-**PLAYZ**-ment)—unconscious defense mechanism in which an emotion, such as anger, is directed at the wrong person

Disposable (dis-**POSE**-ah-bul)—not reusable after one use

Disruption (dis-**RUP**-shun)—interference with the normal progress of events

Distal (**DIS**-tal)—farthest away from a central point, such as point of attachment of muscles

Distention (dis-**TEN**-shun)—the state of being stretched out (distended)

Diuresis (die-you-**REE**-sis)—increase of output of fluids by the kidneys

Diurnal (die-**UR**-nal)—daily

Diverticula (die-ver-**TICK**-you-lah)—small blind pouches that form in the lining and wall of the colon

Diverticulitis (die-ver-tick-you-**LIE**-tis)—inflammation of diverticula

Diverticulosis (die-ver-tick-you-**LOH**-sis)—presence of many diverticula

DNR (dee-en-are)—do not resuscitate when cardiac and respiratory arrest occur

Dorsal (**DOR**-sal)—posterior or back

Dorsal lithotomy position (**DOR**-sal lih-**THOT**-oh-mee pih-**ZISH**-en)—person is positioned on back with knees flexed and well separated; feet are usually in stirrups

Dorsal recumbent position (**DOR**-sal ree-**KUM**-bent pih-**ZISH**-en)—person is flat on back, knees flexed and slightly separated with feet flat on bed

Dorsiflexion (dor-sih-**FLECK**-shun)—toes pointed up

Double bagging (**DUB**-ul **BAG**-ging)—technique in which a contaminated article is placed in a plastic bag that is then placed in a second protective covering to prevent transmission of infectious organisms

Drainage (**DRAIN**-aj)—systematic withdrawal of fluids and discharges from wounds, sores, or body cavities

Drawsheet (**DRAW**-sheet)—sheet folded under the patient and extending from above the shoulder to below the hips

DRG (dee-are-jee)—diagnosis-related grouping

Drip chamber (drip **CHAYM**-ber)—part of the IV equipment found between the bag of solution and the tube leading to the patient

DSD (dee-ess-dee)—dry, sterile dressing

Due date (dew dayt)—expected date of delivery

Duodenal ulcer (dew-oh-**DEE**-nal **UL**-sir)—ulcer on the mucosa of the duodenum due to the action of gastric juice

Dura mater (**DEW**-rah **MAY**-ter)—outer layer of the brain and spinal cord

Dyscrasia (dis-**KRAY**-zee-ah)—abnormality or disorder of the body

Dysmenorrhea (dis-men-oh-**REE**-ah)—painful menstruation

Dyspepsia (dis-**PEP**-see-ah)—indigestion

Dysphagia (dis-**FAY**-jee-ah)—difficulty in swallowing

Dyspnea (**DISP**-nee-ah)—difficult or labored breathing

Dysuria (dis-**YOU**-ree-ah)—painful voiding

Edema (eh-**DEE**-mah)—excessive accumulation of fluid in the tissues

Efface (eh-**FAYS**)—thinning of the cervix during labor

Ejaculation (ee-jack-you-**LAY**-shun)—forcible, sudden expulsion of semen from the male penis

EKG (ee-kay-jee)—electrocardiogram. See **Cardiogram**

Elasticity (ee-las-**TIS**-ih-tee)—ability to stretch

Electrolytes (ee-**LECK**-troh-lights)—compounds that play an essential role in regulating body chemistry

Electronic thermometer (ee-leck-**TRON**-ick ther-**MOM**-eh-ter)—battery-operated clinical thermometer that uses a probe and records the temperature on a viewing screen in a few seconds

Elimination (ee-lim-ih-**NAY**-shun)—excretion; discharge from the body of indigestible materials and of waste products of body metabolism

Embolus (**EM**-boh-lus)—mass of undissolved material carried in the bloodstream and frequently causing obstruction of a vessel

Emesis (**EM**-eh-sis)—act of vomiting

Emesis basin (**EM**-eh-sis **BAY**-sin)—utensil for catching vomitus

Emollient (ee-**MOL**-ee-ent)—agent that softens and soothes the part when applied locally

Empathy (**EM**-pah-thee)—intellectual understanding of something in another person that is foreign to one's self

Emphysema (em-fih-**SEE**-mah)—chronic obstructive pulmonary disease in which the alveolar walls are destroyed

Endocrine gland (**EN**-doh-krin gland)—gland that secretes hormonal substances directly into the bloodstream; ductless gland

Endometrium (en-doh-**MEE**-tree-um)—mucous membrane lining the inner surface of the uterus

Endoscope (**EN**-doh-skohp)—instrument for examining the interior of the body

Enema (**EN**-eh-mah)—injection of water into the rectum and colon; used to help the bowels eliminate feces

Epidermis (ep-ih-**DER**-mis)—top layer of skin

Epididymis (ep-ih-**DID**-ih-mis)—elongated, cordlike structure along the posterior border of the testes in the ducts of which the sperm is stored

Epilepsy (**EP**-ih-lep-see)—noninfectious disorder of the brain manifested by episodes of motor and sensory dysfunction, which may or may not be accompanied by convulsions and unconsciousness

Episiotomy (eh-piz-ee-**OT**-oh-mee)—incision of the perineum at the end of the second stage of labor to avoid tearing of the perineum

Epithelium (ep-ih-**THEE**-lee-um)—tissues characterized by tightly packed cells with a minimum of intracellular material; forms epidermis and lines all hollow organs and passages of respiratory, digestive, and genitourinary systems

Equilibrium (ee-kwih-**LIB**-ree-um)—sense of balance

Erythrocyte (eh-**RITH**-roh-sight)—red blood cell

Eschar (**ES**-kar)—slough of tissue produced by burning or by a corrosive application

Estrogen (**ES**-troh-jen)—hormone produced by ovaries

Ethical code (**ETH**-ih-kal kohd)—rules of moral, responsible conduct

Etiology (ee-tee-**OL**-oh-jee)—cause of a disease

Eustachian tube (you-**STAY**-kee-an tewb)—auditory tube; leads from the middle ear to the pharynx

Evaluation (ee-val-you-**AY**-shun)—judgment

Eversion (ee-**VER**-zhun)—turning outward

Exchange list (ecks-**CHAYNJ** list)—list of measured foods that allows equivalent exchanges between foods within a designated food group

Excise (eck-**SIZE**)—remove by cutting

Excoriated (ecks-**KOR**-ee-ay-ted)—superficial loss of substance such as that produced by scratching the skin

Excreta (ecks-**KREE**-tah)—excretions such as feces

Expectorate (eck-**SPECK**-toh-rayt)—to spit (to bring up sputum)

Expiration (ecks-pih-**RAY**-shun)—exhalation

Expulsion stage (eck-**SPUL**-shun stayj)—stage of labor and delivery during which the fetus is expelled

Extended care facility (ecks-**TEN**-ded kair fah-**SILL**-ih-tee)—long-term care facility

Extension (ecks-**TEN**-shun)—movement by which the two ends of any jointed part are drawn away from each other

External urinary meatus (ecks-TER-nal YOU-rin-air-ee mee-AY-tus)—opening to the outside of the urethra

Facility (health care) (fah-SILL-ih-tee [hell-th kair])—an agency that provides health care

Fahrenheit scale (FAR-en-hightskale)—scale used in the United States and England to express temperature

Fallopian tube (fal-LOH-pee-an tewb)—See Oviduct

False imprisonment (fawls im-PRIH-son-ment)—unlawfully restraining another

Fan fold (FAN-fold)—procedure for folding a sheet

Fasting (FAST-ing)—act of not eating

Fats—nutrient used to store energy

Fecal impaction (FEE-kul im-PACK-shun)—condition in which feces are wedged tightly in the bowel

Feces (FEE-sees)—semisolid waste eliminated from the body

Femur (FEE-mur)—thigh bone

Fetoscopy (fee-TOS-koh-pee)—examination of the fetus while in utero

Fetus (FEE-tus)—child in utero from the third month to birth

Fever (FEE-ver)—abnormally high body temperature

First aid—emergency care and treatment of an injured person before complete medical and surgical care can be secured

Flagged (flagd)—marked in a special way to call attention to it

Flatulence (FLAT-you-lens)—excessive gas in the stomach and intestines

Flatus (FLAY-tus)—gas or air in the stomach or intestines; air or gas expelled by way of any body opening

Flexible (FLECK-sih-bul)—ability to bend in different directions

Flexion (FLECK-shun)—decreasing the angle between two bones

Flora (FLOH-rah)—normal population of organisms found in a given area

Flowmeter (FLOH-mee-ter)—instrument for controlling gas flow in oxygen equipment

Flow rate (floh rayt)—rate at which oxygen or liquids are administered to the patient

Foley catheter (FOH-lee KATH-eh-ter)—indwelling catheter placed in the urinary bladder to remove urine continuously

Fomite (FOH-might)—any object contaminated with germs, and thus able to transmit disease

Footboard (FOOT-bord)—appliance placed at the foot of the bed so the feet rest firmly against it and are at right angles to the legs

Forcing fluids (FORS-ing FLEW-ids)—notation meaning the patient must be encouraged to take as much fluid as possible

Foreskin (FOR-skin)—prepuce; loose tissue covering the penis and clitoris

Foster parent (FOS-ter PAIR-ent)—parent figure assigned by an agency

Fracture (FRACK-shur)—break in the continuity of bone

Frequency (FREE-kwen-see)—occurrence repeated often

Fundus (FUN-dus)—portion of uterus superior to point of entrance of oviducts

Fungus (FUN-gus)—class of organisms to which mold and yeast belong

Fusion (FYOU-zhun)—combining into a single unit

Gait belt (gayt belt)—belt placed around the patient's waist to assist in ambulation

Gallbladder (GAWL-blad-der)—small, sac-like organ in which bile is stored; found on the underside of the liver

Gangrene (GANG-green)—death and putrefaction of body tissue caused by stoppage of circulation of blood to an area

Gastrectomy (gas-TRECK-toh-mee)—surgical removal of part or all of the stomach

Gastric (GAS-trick)—pertaining to the stomach

Gatch bed—bed fitted with a jointed back rest and knee rest; patient can be raised to a sitting position and kept in that position

Gavage (gah-VAHZH)—feeding through a tube

General anesthetic (JEN-er-al an-es-THET-ick)—gas that induces a state of unconsciousness and insusceptibility to pain

Genes (jeenz)—units of heredity arranged into a linear fashion along a chromosome

Genetic (jeh-NET-ick)—pertaining to or carried by a gene or genes

Genital (JEN-ih-tul)—pertaining to reproduction

Genitalia (jen-ih-TAIL-ee-ah)—reproductive organs

Geriatrics (jer-ee-AT-ricks)—care of the elderly

Gerichair (JER-ee-chair)—chair or wheelchair with table or tray attached to it

Germs (jerms)—pathogenic microorganisms

Gestational age (jes-TAY-shun-al ayj)—age of development of a new individual within the uterus from conception to birth

Glaucoma (glaw-KOH-mah)—increased intraocular pressure that ultimately results in loss of vision

Glomeruli (gloh-MER-you-lie)—blood vessels that branch to form balls of capillaries in the cortex

Glossary (GLOSS-ah-ree)—alphabetical list of terms and explanations

Glucometer (glew-KOM-eh-ter)—instrument used to measure the level of blood sugar

Glucose (GLEW-kohs)—simple sugar; also called dextrose

Glycogen (GLIGH-koh-jen)—polysaccharide that is the chief carbohydrate storage material

Glycosuria (gligh-koh-SOO-ree-ah)—sugar in the urine

Gonads (GOH-nads)—reproductive organs; ovaries and testes

Gonorrhea (gon-oh-REE-ah)—sexually transmitted disease that causes an acute inflammation

Grand mal seizure (grand mawl SEE-zhur)—major epileptic seizure attended by loss of consciousness and convulsive movements

Graphic chart (GRAF-ick chart)—patient care record on which vital signs and sometimes other information are recorded

Greenstick fracture (green-stick FRACK-shur)—breaking of a bone on one side only, most often seen in children

Groin (groyn)—depression between the thigh and trunk

Gurney (GUR-nee)—equipment used to transport a patient; a stretcher

Halitosis (hal-ih-TOH-sis)—offensive odor to breath

Hallucination (hah-loo-sih-NAY-shun)—idea or perception that is not based on reality

Hand-over-hand technique (hand oh-ver hand tek-NEEK)—technique in which an instructor or care giver places his or her hand over the hand of a learner or patient to guide an activity

Harvest (HAR-vest)—to remove donor organs

Health (helth)—state of physical, mental, and social well-being

Heart (hart)—hollow, muscular organ lying slightly to the left of the midline of the chest

Hematuria (hem-ah-TOO-ree-ah)—blood in the urine

Hemiplegia (hem-ee-PLEE-jee-ah)—paralysis on one side of the body

Hemoptysis (he-MOP-tih-sis)—expectoration of blood

Hemorrhage (HEM-or-ij)—escape of blood from blood vessels

Hemorrhoids (HEM-oh-royds)—varicose veins in the rectum

Hepatitis B virus (HBV) (hep-ah-TIE-tis bee VY-rus) (aytch-bee-vee)—organism that causes a serious form of infectious liver inflammation

Herniation (her-nee-AY-shun)—abnormal protrusion of an organ or other body structure

- Hernia (HER-nee-ah)**—protrusion or projection of a stomach organ through the wall or cavity that normally contains it
- Herniorrhaphy (her-nee-OR-ah-fee)**—surgical operation for hernia
- Herpes simplex (HER-pee-z SIM-plex)**—acute infectious viral disease
- Hiatal hernia (high-AY-tal HER-nee-ah)**—protrusion of a stomach portion through the esophageal hiatus of the diaphragm
- Home health assistant (hohm helth ah-SIS-tant)**—nursing assistant who practices under supervision in a client's home
- Home health services (hohm helth SIR-vih-sez)**—help provided after an acute hospitalization
- Homemaker assistant (HOHM-may-ker ah-SIS-tant)**—person who provides home management help to a client in the client's home
- Horizontal recumbent position (hor-ih-ZON-tal ree-KUM-bent poh-ZISH-un)**—patient is positioned flat on the back, arms extended by the sides, and legs extended
- Hormone (HOR-mohn)**—secretion of endocrine gland; substance produced by endocrine gland
- Hospice (HOS-piss)**—special facility or arrangement to provide care of terminally ill people
- Hospital (HOS-pit-ul)**—facility for the care of the sick or injured
- Host (hohst)**—animal or plant that harbors another organism
- Human immunodeficiency virus (HIV) (HUE-man im-myoo-noh-dee-FISH-en-see VY-rus) (aytch-eye-vee)**—virus that causes acquired immunodeficiency disease (AIDS)
- Hydrochloric acid (high-droh-KLOR-ick AH-sid)**—acid produced by the stomach
- Hydronephrosis (high-droh-neh-FROH-sis)**—increasing pressure of urine that causes pressure on the kidney cells and results in their destruction
- Hyperalimentation (high-per-al-ih-men-TAY-shun)**—technique in which high density nutrients are introduced into a large vein
- Hyperbaric chamber (high-per-BAIR-ick CHAYM-ber)**—sealed enclosure for the raising of the level of oxygen in a patient's tissues
- Hypercalcemia (high-per-kal-SEE-mee-ah)**—excess calcium in the bloodstream
- Hyperextension (high-per-ecks-TEN-shun)**—excessive extension (straightening) of a limb or part
- Hyperglycemia (high-per-gligh-SEE-mee-ah)**—excessive levels of blood sugar
- Hyperopia (high-per-OH-pee-ah)**—farsightedness
- Hypersecretion (high-per-see-KREE-shun)**—excessive secretion
- Hypersensitivity (high-per-sen-sih-TIV-ih-tee)**—state of altered reactivity in which the body reacts to a foreign agent more strongly than normal or in an abnormal way
- Hypertension (high-per-TEN-shun)**—high blood pressure
- Hyperthermia (high-per-THER-mee-ah)**—greatly increased temperature
- Hyperthyroidism (high-per-THIGH-royd-izm)**—excessive functioning of the thyroid gland
- Hypertrophy (high-PER-troh-fee)**—increase in the size of an organ or structure that does not involve tumor formation
- Hypochondriasis (high-poh-kon-DRY-ah-sis)**—abnormal concern about one's health
- Hypoglycemia (high-poh-gligh-SEE-mee-ah)**—abnormally low level of sugar in the blood
- Hyposecretions (high-poh-sih-KREE-shuns)**—less than normal production of secretions
- Hypotension (high-poh-TEN-shun)**—low blood pressure
- Hypothermia (high-poh-THER-mee-ah)**—greatly reduced temperature
- Hypothyroidism (high-poh-THIGH-royd-izm)**—condition due to deficiency of the thyroid secretion, resulting in a lower basal metabolism
- Hypoxia (high-POX-ee-ah)**—lack of adequate oxygen supply
- Hysterectomy (his-teh-RECK-toh-mee)**—surgical removal of the uterus
- Icon (EYE-kon)**—image or figure. As used in this text, refers to images used on computers that represent various functions
- ICU (intensive care unit) (eye-see-you) (IN-TEN-siv kair YOU-nit)**—hospital unit that provides care for critically ill patients
- Ileostomy (ill-ee-OS-toh-mee)**—incision of the ileum
- Illusion (il-LOO-zhun)**—mental impression derived from misinterpretation of an actual sensory stimulus
- Immobilization (im-moh-bill-ih-ZAY-shun)**—making of a part or limb immovable, usually in a cast
- Immune response (im-MYOUN rih-SPONS)**—response of the body to elements recognized as nonself with the production of antibodies and the rejection of the foreign material
- Immunization (IM-myoo-nigh-zay-shun)**—process of making a person more resistant to an infectious agent
- Impaction (im-PACK-shun)**—condition of being tightly wedged into a part (as feces in the bowel)
- Implementation (im-plih-men-TAY-shun)**—to put into effect
- Impotence (IM-poh-tens)**—inability to perform sexually
- Incarcerated (strangulated) hernia (in-KAR-sir-ayt-ed [STRANG-you-lay-ted] HER-nee-ah)**—abnormal constriction of part of the intestinal tract that has herniated
- Incentive spirometer (in-SEN-tiv spih-ROM-eh-ter)**—apparatus that is used to encourage better ventilation
- Incontinence (in-KON-tih-nens)**—inability to control defecation or urination
- Incontinent (in-KON-tih-nent)**—act of defecating or urinating uncontrollably
- Increment (IN-kreh-ment)**—amount of increase in measurements
- Indwelling catheter (IN-dwell-ing KATH-ih-ter)**—Foley catheter that remains in the patient's bladder to drain the urine
- Infarction (in-FARK-shun)**—death of tissue
- Infection (in-FECK-shun)**—invasion and multiplication of any organism and the damage caused by this in the body
- Inferior (in-FEER-ee-or)**—below another part
- Infirm (in-FERM)**—one who is ill or unable to care for himself or herself
- Inflammation (in-flah-MAY-shun)**—tissue reaction to injury either direct or referred
- Informed consent (in-FORMD kon-SENT)**—permission given after full disclosure of the facts
- Infusion (in-FYOU-zhun)**—introduction of a solution into a vein by gravity; for example, an intravenous infusion (IV)
- Initiative (in-ISH-ee-ah-tiv)**—action of taking the first step or initial action
- Insertion (in-SIR-shun)**—distal point of attachment of skeletal muscle
- Inspiration (in-spih-RAY-shun)**—drawing of air into the lungs (inhalation)
- Insulin (IN-soo-lin)**—active antidiabetic hormone secreted by the islets of Langerhans in the pancreas
- Insulin dependent diabetes mellitus (IDDM) (IN-soo-lin dee-PEN-dent die-ah-BEE-teez MEL-ih-tus) (eye-dee-dee-em)**—form of diabetes mellitus that requires insulin administration as part of the therapy
- Intake and output (I & O) (IN-tayk and OUT-put) (eye & oh)**—recording of the amount of fluid ingested and the amount of fluid expelled by a patient
- Integument (in-TEG-you-ment)**—the skin
- Interdisciplinary team (in-ter-DISS-ih-pi-in-air-ee team)**—group of different professionals who each contribute their expertise to the care of a single person
- Intermittent positive pressure breathing (IPPB) (in-ter-MIT-ent POS-ih-tiv PRESH-ur BREE-thing) (eye-pee-pee-bee)**—technique for assisting breathing
- Interpersonal relationships (in-ter-PER-son-al rih-LAY-shun-ships)**—how people interact with each other

Intervention (in-ter-**VEN**-shun)—actions that influence the eventual outcome of a situation

Intimacy (IN-tih-mah-see)—feelings of closeness and familiarity

Intracranial pressure (in-trah-**KRAY**-nee-al **PRESH**-ur)—pressure exerted within the cranium

Intravenous infusion (IV) (in-trah-**VEE**-nus in-**FYOU**-zhun) (eye-**vee**)—nourishment given through a sterile tube into a vein

Invasion of privacy (in-**VAY**-zhun of **PRIGH**-vah-see)—taking liberties with the person or personal rights of another

Invasive (in-**VAY**-siv)—characterized by invading or spreading

Involution (in-voh-**LOO**-shun)—reduction in the size of the uterus following delivery

Iodine (**EYE**-oh-dine)—element needed for proper function of the thyroid gland

Iris (**EYE**-ris)—colored portion of the eye

Irrigate (**EAR**-ih-gayt)—to wash out

Ischemia (is-**KEE**-mee-ah)—deficient blood supply to body tissues

Ischemic (is-**KEE**-mick)—having inadequate blood flow to an area

Islets of Langerhans (**EYE**-lets of **LANG**-ger-hans)—cells in the pancreas that produce insulin

Isolation (eye-soh-**LAY**-shun)—place where the patient with easily transmitted disease is separated from others

Isolation technique (eye-soh-**LAY**-shun tek-**NEEK**)—special procedures carried out to prevent the spread of infectious organisms from an infected person

Isolette (eye-soh-**LET**)—type of environmentally controlled unit that is used to house a newborn infant

IV standard (eye-**vee** **STAN**-dard)—pole usually made of stainless steel, that can be attached to the bed or stand on the floor

Jacksonian seizure (jack-**SOH**-nee-an **SEE**-zhur)—type of convulsive seizure that is a progression of involuntary clonic movements with retention of consciousness

Jaundice (**JAWN**-dis)—yellowing of the skin

Job description (job dih-**SKRIP**-shun)—duties and responsibilities involved in a position

Joint (joynt)—point of articulation between bones

Kardex (**KAR**-dex)—type of file in which nursing care plans are kept

Ketosis (kee-**TOH**-sis)—abnormal levels of ketones in the blood; complication of diabetes mellitus

Keyboard (**KEE**-bord)—row of keys on a computer used to input information

Kidneys (**KID**-nees)—two glandular, bean-shaped bodies, purplish-brown in color, situ-

ated in back of the abdominal cavity, one on each side of the spinal column, that excrete waste matter in the form of urine

Knee-chest position (nee-chest poh-**ZISH**-un)—patient is positioned on abdomen with knees drawn up toward abdomen and with legs separated; arms are brought up and flexed on either side of the head that is turned to one side

Koran (kuh-**RAN**)—Muslim sacred book

Kyphosis (kigh-**FOH**-sis)—hunchback

Labia majora (**LAY**-bee-ah mah-**JOR**-ah)—two large, hair-covered, liplike structures that are part of the vulva

Labia minora (**LAY**-bee-ah mih-**NOR**-ah)—two hairless, liplike structures found beneath the labia majora

Labor (**LAY**-bor)—physiological process by which the fetus is expelled from the uterus at term

Lactation (lack-**TAY**-shun)—function of secreting milk

Laminectomy (lam-ih-**NECK**-toh-mee)—transection of a vertebral lamina

Lateral (**LAT**-er-al)—body parts away from the midline

Legal custody (**LEE**-gul **KUS**-toe-dee)—condition of having the right to consent to hospitalization and of giving permission for procedures

Legal guardian (**LEE**-gul **GAR**-dee-an)—person who has the legal right to make decisions for another person

Lesions (**LEE**-zhuns)—abnormal changes in tissue formation

Leukemia (loo-**KEE**-mee-ah)—malignant disease of the blood-forming organs, characterized by abnormal proliferation and distortion of the leukocytes in the blood and bone marrow

Leukocyte (**LOO**-koh-sight)—white blood cell

Leukorrhea (loo-koh-**REE**-ah)—white vaginal discharge

Lever (**LEV**-er)—bar or rodlike structure that operates on a fixed axis or fulcrum and is used to lift weight

Liable (**LIE**-ah-bul)—legally responsible

Libel (**LIE**-bul)—any oral or written defamatory statement

Licensed practical nurse (LPN); licensed vocational nurse (LVN) (**LICE**-enst **PRACK**-tih-kul-nurs) (el-pee-en); (**LICE**-enst voh-**KAY**-shun-al nurs) (el-vee-en)—graduate of a one-year certificate program who must pass a state exam before being permitted to practice nursing

Libido (lih-**BEE**-doh)—sex drive

Life care facility (life kair fah-**SILL**-ih-tee)—apartment homes that offer health care and recreational facilities for the elderly

Life support system (life suh-**PORT** SIS-tum)—equipment needed to sustain life when vital signs are inadequate

Ligament (**LIG**-ah-ment)—band of fibrous tissue that holds joints together

Lithotripsy (**LITH**-oh-trip-see)—the crushing of calculi such as kidney stones

Litter (**LIT**-er)—equipment used to transport a patient; also called a gurney or stretcher

Living will (**LIV**-ing will)—written statement, usually by those who are terminally ill, requesting not to be kept alive on life support systems when their faculties have failed

Local anesthetic (**LOH**-kul an-es-**THET**-ick)—type of anesthetic for which the action is confined to a limited area. The anesthetic is usually given by injection and the patient remains awake

Lochia (**LOH**-kee-ah)—discharge from the uterus of blood, mucus, and tissue during the puerperal period

Logo (**LOW**-goh)—symbol that identifies a business, company, or organization

Long-term care facility (lawng turm kair fah-**SILL**-ih-tee)—facility that provides care for patients with long-standing disabilities; can be terminal care

Lubricant (**LOO**-brih-kant)—substance applied to a part to improve the ease of movement between touching parts; also substances secreted by the body for the same purpose

Lumpectomy (lum-**PECK**-toh-mee)—excision of abnormal tissue such as a "lump" in the breast

Lymph (limf)—fluid found in lymphatic vessels

Macule (**MACK**-youl)—flat, discolored spot on the skin

Maladaptive behavior (mal-ah-**DAP**-tiv bee-**HAY**-vyour)—inappropriate reaction due to mental breakdown

Malignancy (mah-**LIG**-nan-see)—cancerous condition which, if left untreated, leads to death

Malignant (mah-**LIG**-nant)—cancerous

Malnutrition (mal-new-**TRISH**-un)—lack of necessary food substances in the body, or improper absorption and distribution of them

Malpractice (mal-**PRACK**-tis)—poor or improper medical treatment; for example, when a nursing assistant gives improper care or care for which the nursing assistant has not been instructed

Mammogram (**MAM**-oh-gram)—X-ray examination of the breasts

Mastectomy (mass-**TECK**-toh-mee)—excision of the breast

Masturbation (mass-tur-**BAY**-shun)—sexually stimulating self

Maternity (mah-**TER**-nih-tee)—related to pregnancy

- Meatus** (mee-AY-tus)—tubelike opening
- Mechanical lift** (mih-KAN-ih-kul lift)—apparatus used to assist in lifting and transferring a patient
- Meconium** (mih-KOH-nee-um)—first feces of the newborn infant which consists of salts, mucus, bile, and epithelial cells. Color is greenish-black to light brown
- Medial** (MEE-dee-al)—close to the midline of the body or structure
- Medicaid** (MED-ih-kayd)—federal and state-funded program that pays for medical costs for those whose income falls below a certain level
- Medical asepsis** (MED-ih-kul ah-SEP-sis)—procedures followed to keep germs from being spread from one person to another
- Medicare** (MED-ih-kair)—federal program that assists persons over 65 years of age with hospital and medical costs
- Medulla** (meh-DOOL-ah)—forms part of the brain stem
- Medulla (of kidney)** (meh-DOOL-ah) (of KID-nee)—renal pyramids
- Melanin** (MEL-ah-nin)—dark pigment normally formed in the skin and hair
- Membranes** (MEM-brains)—tissue sheets that line the cavities
- Menarche** (meh-NAR-kee)—beginning of the menstrual function
- Meninges** (meh-NIN-jeez)—three-layered serous membrane covering the brain and spinal cord
- Meningitis** (men-in-JIGH-tis)—inflammation of the meninges
- Menopause** (MEN-oh-pawz)—period when ovaries stop functioning and menstruation ceases; climacteric
- Menorrhagia** (men-oh-RAY-jee-ah)—excessive bleeding during menstruation
- Menstruation** (men-stroo-AY-shun)—loss of an unneeded part of the endometrium following the release of an ovum and lack of conception
- Mental illness** (MEN-tal ILL-ness)—behavioral maladaptations
- Menu** (MEN-you)—as used in the text, a list of possible computer functions
- Metabolism** (meh-TAH-bohl-izm)—sum total of the physical and chemical processes and reactions taking place in the body
- Metastasis** (meh-TAS-tah-sis)—spreading of cancer to other body parts from a primary location
- Metastasize** (meh-TAS-tah-size)—to spread (cancer) to other body parts
- Metric system** (MET-rick SIS-tum)—system of weights and measurements based on the meter; all units based on some power of ten
- Microbes** (MY-krohbs)—tiny organisms that can be seen only with a microscope
- Microorganisms** (my-kroh-OR-gan-izms)—tiny organisms that can be seen only with a microscope, particularly bacteria
- Micturition** (mick-too-RISH-un)—urination
- Midriff** (MID-rif)—middle part of the body between the chest and waist
- Mineral** (MIN-er-al)—inorganic chemical compound found in nature; many are important in building body tissues and regulating body fluids
- Mitered corner** (MY-terd KOR-ner)—one type of corner used in making a facility bed
- Mitosis** (my-TOH-sis)—division of the cytoplasm and nucleus in the cell
- Mobility** (moh-BILL-ih-tee)—ability to move or to be moved easily from place to place
- Monitor** (MON-ih-tor)—apparatus that can observe and record information constantly
- Morbidity** (mor-BID-ih-tee)—state of being diseased; conditions inducing disease
- Moribund** (MOR-ih-bund)—dying
- Mortality rate** (mor-TAL-ih-tee rayt)—proportion of deaths in the population
- Mottling** (MOT-ling)—discoloration of skin or irregular areas
- Mucolytic** (myou-koh-LIH-tick)—destroying or dissolving mucus
- Mucous** (MYOU-kus)—pertaining to or resembling mucus; also, secreting mucus
- Mucus** (MYOU-kus)—secretion of mucous membranes; thick, sticky fluid
- Multiple sclerosis** (MUL-tih-pulskleh-ROH-sis)—disease characterized by hardened patches scattered throughout the brain and spinal cord that interfere with the nerves in those areas
- Muscular tissue** (MUSS-kyou-lar TISH-you)—tissues that have ability to shorten and lengthen
- Myocardial infarction** (my-oh-KAR-dee-al-in-FARK-shun)—formation of an infarct in the heart muscle due to interruption of the blood supply to the area
- Myocardium** (my-oh-KAR-dee-um)—heart muscle
- Myopia** (my-OH-pee-ah)—nearsightedness
- Nasogastric (NG) tube** (nay-zoh-GAS-trick [en-jee] toob)—soft rubber or plastic tube that is inserted through the nostril and into the stomach
- Necrosis** (neh-KROH-sis)—tissue death
- Negligence** (NEG-lih-jents)—failure to give care that is reasonably expected of a nursing assistant
- Neonate** (NEE-oh-nayt)—newborn baby
- Neoplasia** (nee-oh-PLAY-zee-ah)—new, uncontrolled tissue growth; tumor
- Neoplasm** (NEE-oh-plazm)—new growth; tumor
- Nephritis** (nih-FRIGH-tis)—inflammation of the kidney
- Nephron** (NEF-ron)—microscopic kidney units that produce urine
- Nerve** (nurv)—bundle of nerve processes (axons and dendrites) that are held together by connective tissue
- Nerve impulse** (nurv IM-puls)—electrical wave that transmits a message
- Nervous tissue** (NUR-vus TISH-you)—highly specialized tissue capable of conducting a nerve impulse
- Networking** (NET-werk-ing)—line of communication between individuals with a common interest or goal
- Neuron** (NEW-ron)—cell of the nervous system
- Neurotransmitter** (new-roh-TRANS-mit-er)—chemical compound that transmits a nervous impulse across cells at a synapse
- No-code order** (no cohnd OR-der)—an order not to resuscitate a patient
- Nocturia** (nock-TUR-ee-ah)—excessive urination at night
- Noninvasive** (non-in-VAY-siv)—remaining localized and not spreading
- Nonpathogen** (non-PATH-oh-jen)—microorganism that is not capable of producing disease
- Nonverbal communication** (non-VER-bal kom-myou-nih-KAY-shun)—communication transmitted through nonverbal ways, such as facial expression and body language
- Nosocomial** (noh-soh-KOH-mee-al)—pertaining to or originating in a facility, hospital, or infirmary
- NPO** (en-pee-oh)—nothing by mouth
- Nucleus** (NEW-klée-us)—part of the cell that directs the activities of the cell
- Nurse Aide Competency Evaluation Program (NACEP)** (nurs ayd KOM-peh-ten-see ee-val-you-AY-shun PROH-gram) (en-ay-see-ee-pee)—test taken by the nursing assistant which, when passed successfully, entitles the nursing assistant to certification
- Nursing assistant** (NUR-sing ah-SIS-tant)—person who assists, under supervision, with the care of the sick and infirmed
- Nursing care plan** (NUR-sing kair plan)—plan developed to direct the patient's care
- Nursing home** (NUR-sing hohm)—facility that provides room and board and some nursing care; also called convalescent home
- Nursing process** (NUR-sing PRAH-sess)—framework for nursing action
- Nursing team** (NUR-sing teem)—members of the nursing staff who provide patient care
- Nutrient** (NEW-tree-ent)—nourishing substance or food
- Nutrition** (new-TRISH-un)—process by which the body uses food for growth and repair and to maintain health

O (oh-bee)—obstetrics

Obese (oh-BEES)—overweight

Objective observations (oh-JECK-tiv ob-sir-VAY-shuns)—observations made through the senses of the observer

Observation (ob-sir-VAY-shun)—noticing something

Obstetrical (ob-STET-ree-kal)—pertaining to pregnancy, labor, and delivery

Obstruction (ob-STRUCK-shun)—blockage in a passageway

Occult blood (ah-KULT-blud)—blood in such minute quantity that it can only be recognized by microscope or chemical means

OD (oh-dee)—as used in the text, pertains to the right eye

Olfactory (ol-FACK-toh-ree)—pertaining to the sense of smell

Oliguria (ol-ih-GYOU-ree-ah)—scant urine

Ombudsman (AHM-buds-man)—patient advocate

Omnibus Budget Reconciliation Act (OBRA) (OM-nih-bus BUD-jet reh-kon-sill-ee-AY-shun akt) (oh-bee-are-ay)—law that regulates the education and certification of nursing assistants working in acute care and long-term care facilities

Oophorectomy (oh-of-oh-RECK-toh-mee)—surgical excision of an ovary

Open bed (OH-pen bed)—bed with top bedding fanfolded to bottom, ready for occupancy

Open fracture (OH-pen FRACK-shur)—broken bone in which part of the bone protrudes through the skin

Operative (OP-er-ah-tiv)—pertaining to an operation

Ophthalmoscope (oh-THAL-moh-skohp)—instrument for examining the eyes

OR (oh-are)—operating room

Oral hygiene (OR-al HIGH-jeen)—care of the mouth and teeth

Orally (OR-al-ee)—through the mouth

Oral report (OR-al ree-PORT)—verbal report

Orchiectomy (or-key-ECK-toh-mee)—excision of the testis

Organ (OR-gan)—any part of the body that carries out a specific function or functions, such as the heart

Organic mental syndrome (or-GAN-ick MEN-tl SIN-droh-m)—mental deterioration; general term that includes all dementia due to physical abnormalities of the brain

Orifice (OR-ih-fis)—body opening such as the nose or mouth

Origin (OR-ih-jin)—proximal point of attachment to skeletal muscle

Orthopedic (or-thoh-PEE-dick)—concerning orthopedics; prevention or correction of deformities

Orthopneic (or-thop-NEE-ick)—positioning of a patient by adjusting the over-bed table in such a way that the patient, supported by pillows, is able to lean on it

OS (oh-ess)—as used in the text, pertains to the left eye

Ossicles (OS-sih-kuls)—any small bones, such as one of the three bones in the ear

Osteoarthritis (oss-tee-oh-are-THRIGH-tis)—degenerative joint disease caused by disintegration of the cartilage that covers the ends of the bones

Osteoporosis (oss-tee-oh-poor-OH-sis)—most common metabolic disease of bone in the United States; characterized by a decrease in the mass of bony tissue; most commonly affects females past middle age

Ostomy (OS-toh-mee)—suffix meaning "to create a new opening"; for example, colostomy

Otitis media (oh-TIGH-tis MEE-dee-ah)—inflamed condition of the media part of the ear

Otosclerosis (oh-toh-sklee-ROH-sis)—formation of bone in the inner ear that causes the ossicles to be fixed

Otoscope (OH-toh-skohp)—instrument used to examine the ear

Output (OUT-put)—measured amount of fluid excreted in a given period of time

Ovaries (OH-vah-rees)—endocrine glands located in the female pelvis; female gonads

Ovulation (oh-vyou-LAY-shun)—lunar monthly ripening and rupture of the mature graafian follicle and the discharge of the ovum from the cortex of the ovary

Ovum (OH-vum)—female egg

Oxygen (OK-sih-jen)—gas that is essential to cellular metabolism and all life

Pacemaker (pacer) (PAYS-may-ker)—artificial device placed in the body to regulate the heartbeat

Pallor (PAL-or)—less color than normal for the skin

Palpated systolic pressure (PAL-pay-ted sis-TOL-ick PRESH-ur)—pressure indicated on the blood pressure gauge as the cuff is inflated and the radial pulse no longer can be felt

Panhysterectomy (pan-his-ter-ECK-toh-mee)—removal of the entire uterus

Pap smear (PAP smear)—simple test used to detect cancer of the cervix

Papule (PAP-youl)—solid, elevated lesion of the skin

Paralysis (pah-RAL-ih-sis)—loss or impairment of the ability to move parts of the body

Paranoia (pair-ah-NOY-ah)—state in which one has delusions of persecution and/or grandeur

Paraplegia (pair-ah-PLÉE-jee-ah)—paralysis of lower portion of the body and of both legs

Parasite (PAIR-ah-sight)—organism that lives within, upon, or at the expense of another organism known as the host

Parathormone (pair-ah-THOR-mohn)—hormone produced by parathyroid glands that regulates calcium and phosphorus blood levels

Parietal (pah-RYE-eh-tal)—pertaining to the walls of an organ or cavity

Pathogen (PATH-oh-jen)—microorganism or other agent capable of producing a disease

Pathology (pah-THOL-oh-jee)—disease

Patient (PAY-shent)—person who needs care; resident

Patient's Bill of Rights (PAY-shents bill of rights)—document developed by the American Hospital Association that describes the basic rights to which a patient is entitled

Pelvic belt traction (PEL-vick belt TRACK-shun)—special form of traction in which a belt, secured around a person's hips, is attached to ropes, pulleys, and weights

Pelvic inflammatory disease (PID) (PEL-vick in-FLAM-ah-toh-ree dih-ZEEZ) (pee-eye-dee)—inflammation of the pelvic organs

Pelvis (PEL-vis)—lower portion of the trunk of the body; basin-shaped area bounded by the hip bones, the sacrum, and the coccyx

Penis (PEE-nis)—male organ of copulation

Pepsin (PEP-sin)—enzyme produced in the stomach that begins protein digestion

Percussion (per-KUSH-un)—tapping a body part with the fingers to determine the size, position, or density of the organs underneath

Percussion hammer (per-KUSH-un HAM-mer)—instrument used to test reflexes

Pericardium (pair-ih-KAR-dee-um)—membranes that surround the heart

Peri light (PAIR-ee light)—lamp that is used to relieve pain of the perineum following childbirth; also called perineal lamp

Perineum (pair-ih-NEE-um)—in the male, the area between the anus and scrotum; in the female, the area between the anus and vagina

Perioperative (pair-ee-OP-er-ah-tiv)—occurring in association with an operative procedure

Peripheral (peh-RIF-er-al)—pertaining to the outside or outer part

Peristalsis (per-ih-STALL-sis)—progressive, wavelike movement that occurs involuntarily in hollow tubes of the body, especially in the alimentary canal

Peritoneum (pair-ih-toh-NEE-um)—serous membrane lining the walls of the abdominal and pelvic cavities

Personality (per-son-AL-ih-tee)—sum of the behavior, attitudes, and character traits of an individual

Petit mal seizure (peh-TEE mawl SEE-zhur)—type of epileptic attack that is generally short in nature; absence attack

Phalanges (fah-LAN-jeez)—any bones of a finger or toe

Phlegm (flem)—mucus

Physician (fih-ZISH-un)—licensed medical doctor

Physiology (fiz-ee-OL-oh-jee)—the science that deals with the functioning of living organisms

Physiotherapist (fiz-ee-oh-THER-ah-pist)—trained professional who provides therapy and exercise to maintain mobility

Pigmentation (pig-men-TAY-shun)—coloration of an area by pigment

Piles (pys)—hemorrhoids

Pitting edema (PIT-ting eh-DEE-mah)—condition in which the tissue remains indented when pressure is applied to an edematous area

Pivot (PIV-ut)—to twist or turn in a swiveling motion

Placenta (plah-SEN-tah)—name given to the afterbirth

Placental stage (plah-SEN-tal stayj)—period of the delivery process during which the afterbirth is expelled from the uterus

Plane (playn)—imaginary line used to describe the relationship of one body part to another

Plantar flexion (PLAN-tar FLECK-shun)—extending the foot in a downward movement

Plasma (PLAZ-mah)—liquid portion of blood

Pleura (PLOOR-ah)—membranes that surround the lungs

PM care (pee-em kair)—care given to prepare the patient or resident for sleep

Pneumocystis carinii (new-moh-SIS-tis kah-RIN-ee)—protozoan frequently causing pneumonia in patients who are HIV positive

Pneumonia (new-MOH-nee-ah)—inflammation of the lungs

Podiatrist (poh-DYE-ah-trist)—physician specializing in foot problems

Polydipsia (pol-ee-DIP-see-ah)—excessive thirst

Polyphagia (pol-ee-FAY-jee-ah)—excessive ingestion of food

Polyuria (pol-ee-YOU-ree-ah)—excessive excretion of urine

POMR (pee-oh-em-are)—problem-oriented medical records

Port (port)—opening

Portal of entry (POR-tul of EN-tree)—area of body through which microbes enter and cause disease

Portal of exit (POR-tul of EX-it)—area of body through which disease-producing organisms leave the body

Positive signs of pregnancy (POS-ih-tiv signhs of PREG-nan-see)—hearing, seeing, or feeling a fetus

Postanesthesia care (post-an-es-THEE-see-ah kair)—care given to a patient following the administration of an anesthetic

Postanesthesia care unit (PACU) (post-an-es-THEE-see-ah kair YOU-nit) (pee-ay-see-you)—room where patients receive immediate care following surgery

Posterior (pos-TEER-ee-or)—back or dorsal

Postmortem (post-MOR-tem)—after death

Postmortem care (post-MOR-tem kair)—care given to the body after death

Postoperative (post-OP-er-ah-tiv)—after surgery

Postpartum (post-PAR-tum)—after parturition; after birth

Postural drainage (POS-chur-al DRAYN-aj)—technique of positioning the patient to encourage drainage of different areas of the pulmonary tree

Posture (POS-chur)—attitude or position of the body

Preadolescence (pree-ad-oh-LESS-ens)—years between the ages of 12 and 14

Predisposing cause (of disease) (pree-dis-POS-ing kawz [of dih-ZEEZ])—factors that contribute to the development of a condition

Prefix (PREE-fix)—term that is placed before a word that changes or modifies the meaning of the word

Prenatal (pree-NAY-tal)—before birth

Preoperative (pree-OP-er-ah-tiv)—period before surgery

Presbycusis (pres-beh-KYOU-sis)—impaired hearing, due to old age

Presbyopia (pres-bee-OH-pee-ah)—impaired vision resulting from the aging process

Pressure sore (PRESH-ur sor)—ulceration due to eschemia; decubitus

Presumptive signs of pregnancy (pree-ZUMP-tiv-signhs of PREG-nan-see)—indications seen early in pregnancy that may also be associated with other conditions; includes amenorrhea, morning sickness, fatigue, tender and full breasts

Probable signs of pregnancy (PRAH-bah-bul signhs of PREG-nan-see)—indications of pregnancy at a more advanced stage that may also accompany other conditions, including enlargement of the abdomen and positive pregnancy test

Probe (prohb)—as used in this text, long, slender part of an instrument; that portion of the electronic or aural thermometer placed into the patient

Problem-oriented medical record (POMR) (PRAH-blem OR-ee-en-ted MED-ih-kul REH-kord) (pee-oh-em-are)—form of documentation in which all recordings are organized around the strength or problem of the patient

Procedure (proh-SEE-jur)—series of steps outlining how and in what order and manner to do something

Process (PRAH-sess)—projection as from a bone; series of steps that may be taken as in the nursing process

Proctoscopy (prock-TOS-koh-pee)—instrumental inspection of the rectum

Progesterone (proh-JES-teh-rohn)—hormone produced by female ovaries

Prognosis (prog-NOH-sis)—probable outcome of a disease or injury

Progressive mobilization (proh-GRESS-iv moh-bill-ih-ZAY-shun)—gradual increase in activity

Projection (proh-JECK-shun)—unconscious defense mechanism in which an individual denies his/her own emotionally unacceptable traits and sees them as belonging to another

Pronation (proh-NAY-shun)—placing or lying in a face downward position; applied to the hand with the palms facing backward

Prone position (prohn poh-ZISH-un)—patient positioned on the abdomen, spine straight, legs extended, and arms flexed on either side of the head

Prostatectomy (pros-tah-TECK-toh-mee)—removal of all or part of the prostate gland

Prostate gland (PROS-tayt gland)—gland of male reproductive system that surrounds the neck of the urinary bladder and the beginning of the urethra

Prosthesis (pros-THEE-sis)—artificial substitute for a missing body part, such as dentures, hand, leg

Protein (PROH-tee-in)—basic material of every body cell; an essential nutrient

Protein bound iodine (PBI) (PROH-tee-in bownd EYE-oh-dine) (pee-bee-eye)—clinical test performed to determine thyroid function

Protozoa (proh-toh-ZOH-ah)—microscopic unicellular organism

Proximal (PROX-ih-mal)—closest to the point of attachment

Pruritus (prew-RYE-tus)—itching

Psychotic (sigh-KOT-ick)—completely out of touch with reality

Puberty (PYOU-ber-tee)—condition or period of becoming capable of sexual reproduction

Pubic (PYOU-bick)—concerning the pubes

Pulse (puls)—wave of pressure exerted against the walls of the arteries in response to ventricular contraction

Pulse deficit (puls DEF-ih-sit)—difference between contractions of the heart and pulse expansions of the radial artery

Pulse pressure (puls PRESH-ur)—difference between the systolic and diastolic pressures

Pustule (PUS-tyoul)—circumscribed pus-containing lesion of the skin

Pyloric sphincter (pie-LOR-ick SFINK-ter)—muscle at the exit point of the pylorus

Pyrexia (pie-REX-ee-ah)—fever

Quadrant (KWAHD-rant)—one of the four imaginary sections of the surface of the abdomen

Quadriplegia (kwahd-rih-PLÉE-jee-ah)—condition of paralysis of all four limbs

Radial artery (RAY-dee-al ARE-ter-ee)—artery near the radius; commonly used to determine pulse

Radial deviation (RAY-dee-al dee-vee-AY-shun)—wrists are turned toward the thumb side

Radial pulse (RAY-dee-al puls)—pulse that can be measured by palpating the radial artery

Rales (rayls)—abnormal respiratory sound heard in auscultation of the chest

Range of motion (ROM) exercises (rainj of MOH-shun [are-oh-em] ECK-sir-size-es)—series of exercises specifically designed to move each joint through its range

Rapport (rah-POOR)—understanding between two persons

Rate (rayt)—valuation based on comparison with a standard

Rationalization (rash-un-al-ih-ZAY-shun)—unconscious defense mechanism in which one devises a logical, self-satisfying but incorrect explanation for one's behavior or feelings

Reaction formation (ree-ACK-shun for-MAY-shun)—repressing the reality of an anxiety-producing situation. The individual exhibits behaviors that are exactly opposite to the real feelings

Reality (ree-AL-ih-tee)—what is actually occurring; true in fact

Reality orientation (ree-AL-ih-tee or-ee-en-TAY-shun)—techniques used to help a person remain oriented to environment, time, and himself/herself

Recovery room (ree-KOV-er-ee-room)—location where surgical patients are taken after surgery. They return to their rooms when their condition stabilizes

Rectocele (RECK-toh-seel)—protrusion of part of the rectum into the vagina

Rectum (RECK-tum)—lower part of the large intestine, about five inches long, between the sigmoid flexure and the anal canal

References (REF-er-en-sez)—in a résumé, statements about abilities and characteristics; persons who give such statements

Reflex (REE-flecks)—activity performed without conscious thought

Registered nurse (REJ-is-terd nurs)—specially educated person who is licensed to plan and direct the nursing care of patients

Regress (ree-GRESS)—to move in a backward fashion

Rehabilitative hospital (ree-hah-BILL-ih-tay-tiv HOS-pit-ul)—health care facility that of-

fers specialized care to assist people regain optimum functioning

Reminiscing (reh-mih-NISS-ing)—thinking and talking about the past

Remission (ree-MISH-un)—period of decreased severity of symptoms in chronic disease

Renal calculi (REE-nal KAL-kyou-lee)—kidney stones

Renal colic (REE-nal KOL-ick)—spasm in area near kidney accompanied by pain

Replication (rep-lih-KAY-shun)—to reproduce exactly

Repression (ree-PRESH-un)—involuntary exclusion from awareness of a painful experience or conflict-creating memory, feeling, or impulse

Reservoir (REZ-er-vwar)—storage area; biologically, an animal or source that maintains infectious organisms that periodically can be spread to others

Resident unit (REZ-ih-dent YOU-nit)—room occupied by resident and his/her personal possessions; may be shared by other residents

Respiration (res-pih-RAY-shun)—process of taking oxygen into the body and expelling carbon dioxide

Respirator (res-pih-RAY-tor)—apparatus that assists the patient to breathe

Rest home (rest hohm)—long-term care facility

Restorative care (ree-STOR-ah-tiv-kair)—care that emphasizes helping the person reach or maintain physical, mental, and psychological well-being

Restricted fluids (ree-STRICK-ted FLEW-ids)—limit to the amount of fluid intake

Résumé (REH-zoo-may)—short account of one's career and qualifications that is prepared by an applicant for a position

Retention (ree-TEN-shun)—inability to excrete urine that has been produced

Retinal degeneration (RET-ih-nal dee-jen-er-AY-shun)—breakdown and functional loss of the nervous layer of the eye

Retirement (ree-TIRE-ment)—period of time after leaving employment

Retrograde pyelogram (RET-roh-grayd PIE-eh-loh-gram)—moving backward of roentgen picture of the ureter and renal pelvis

Retroperitoneal space (ret-roh-pair-ih-toh-NEE-al spayce)—area of the anterior cavity behind the peritoneum; in it are the kidneys, aorta, and inferior vena cava

Reverse isolation technique (ree-VERS eye-soh-LAY-shun tek-NEEK)—requires that the environment, patient, and all objects coming in contact with the patient must be sterile or at least as free from microorganisms as possible

Rheumatoid arthritis (REW-mah-toyd are-THRIGH-tis)—autoimmune response that results in inflammation of the joints

Rhythm (RITH-um)—measured time or movement

Right lateral recumbent position (right LAT-er-al ree-KUM-bent poh-ZISH-un)—patient is turned on right side with the spine straight; left leg is slightly flexed and left arm is straight over hip; right arm is flexed

Rigor mortis (RIH-gor MOR-tis)—rigidity of skeletal muscles, developing six to ten hours after death

RN (are-en)—registered nurse

Rooming in (ROOM-ing-in)—practice of having mother and neonate share a single room after delivery

Rotation (roh-TAY-shun)—act of turning about the axis of the center of a body, as in rotation of a joint

Rubra (REW-brah)—unusual redness or flushing of the skin

Sacrament of the sick (SACK-rah-ment of the sick)—last rites given by a clergyman to a person who is terminally ill (dying)

Saliva (sah-LIE-vah)—digestive secretion produced by the salivary glands and found in the mouth

Salpingectomy (sal-pin-JECK-toh-mec)—surgical removal of the fallopian tubes

Saprophyte (SAP-roh-fight)—organism that lives on dead matter or tissues

Sarcoma (sar-KOH-mah)—connective tissue tumor, often highly malignant

Scope of practice (skohp of PRACK-tis)—extent or range of permissible activities

Scrotum (SKROH-tum)—sac-like pouch that holds the male gonads

Scultetus binder (skul-TAY-tus BYN-der)—band applied in overlapping strips in a shingle fashion

Sebaceous gland (seh-BAY-shus gland)—gland that produces a lubricating substance for the hairs

Secretion (see-KREE-shun)—product of glandular activity

Seizure (SEE-zhur)—sudden attack of a disease; a convulsion

Self-esteem (self-es-TEEM)—feeling of confidence about oneself

Semi-Fowler's position (sem-ee FOWL-ers poh-ZISH-un)—patient is positioned on the back, knees are slightly flexed, and head of bed is elevated 30-50 degrees

Senescent (seh-NES-ent)—aged

Senile dementia (SEE-nile dee-MEN-she-ah)—pronounced and abnormal loss of mental and emotional control in aged people

Serous fluid (SEE-rus FLEW-id)—thin watery fluid produced by body cells

Setting exercises (SET-ting ECK-sir-size-es)—exercises that use isometric principles to contract muscles to maintain tone

Sexuality (sex-you-AL-ih-tee)—maleness or femaleness of an individual

Sexually transmitted disease (STD) (SEX-you-al-lee trans-MIT-ted dih-ZEEZ) (es-tee-dee)—disease that is passed from one individual to another through sexual contact

Shampoo (sham-POO)—to wash hair

Sharps—needles, knife blades, etc.

Shock (shok)—dangerous condition in which there is a disruption of the circulation that results in dangerously low blood pressure and an upset of all bodily functions

Shroud (shrowd)—drape used in postmortem care

Side rails (side raylz)—sliding metal bar (bars) that may be pulled up on each side of the bed to prevent the patient from falling out of bed

Sigmoidoscopy (sig-moy-DOS-skoh-pee)—direct examination of the interior of the sigmoid colon

Sign (sign)—any objective evidence of an abnormal nature in the body or its organs

Signing (SIGHN-ing)—using hands and facial expression to communicate without speaking words

Simple fracture (SIM-pul FRACK-shur)—fracture that does not produce an open wound in the skin

Simple goiter (SIM-pul GOY-ter)—thyroid gland hyperplasia unaccompanied by other signs or symptoms

Simple mastectomy (SIM-pul mas-TECK-toh-mee)—removal of the breast tissue without removing the underlying muscles

Sims' position (simz poh-ZISH-un)—patient is positioned on left side with left leg extended and right leg flexed; left arm is extended and brought behind back; right arm is flexed and brought forward

Singultus (sing-GUL-tus)—hiccup

Sitz bath—bath providing moist heat to the genitals or anal area

Skilled care facility (skild kair fah-SILL-ih-tee)—long-term care facility

Slander (SLAN-der)—false statement, oral or written, that injures the reputation of another person

SOAPE (es-oh-ay-pee-ee)—charting method; specific form of documenting observations and patient care; technique of documentation based on subjective and objective observations and assessment of the situation; a plan for treatment and evaluation of the effectiveness of treatment

Spasticity (spass-TIS-ih-tee)—continuous resistance to stretching by a muscle due to abnormally increased tension

Specimen (SPESS-ih-men)—small sample or part taken to show the nature of the whole

Speculum (SPECK-you-lum)—instrument used to dilate a body opening

Sperm (spurm)—male germ or reproductive cell

Sphincter muscle (SFINK-ter MUS-el)—circular muscle that constricts a passage or closes a natural orifice; when relaxed, it allows passage of materials

Sphygmomanometer (sfig-moh-mah-NOM-eh-ter)—instrument for determining arterial pressures; blood pressure gauge

Spica cast (SPY-kah kast)—body cast

Spinal anesthesia (SPY-nal an-es-THEE-zee-ah)—technique of providing anesthesia by introducing drugs into the spinal canal

Spirilla (spy-RILL-ah)—spiral-shaped bacteria

Spirometer (spy-ROM-eh-ter)—instrument for measuring air taken into and expelled from the lungs

Spore (spor)—dormant form of microbes that becomes active when conditions are favorable

Spouse (spows)—marriage partner; husband or wife

Sputum (SPEW-tum)—matter brought up from the lungs; phlegm

Staining (STAYN-ing)—laboratory technique used to make microbes more visible

Staphylo (STAF-ih-loh)—prefix meaning "in clusters"

Status (STAY-tus)—condition or state of health

Status epilepticus (STAY-tus ep-ih-LEP-tih-kus)—serious condition in which one epileptic-type seizure follows another

Stepparent (STEP-pair-ent)—person who is married to a child's natural parent

Sterile field (STER-ill feeld)—area considered free of all microbes

Sterile technique (STER-ill tek-NEEK)—technique that keeps an area free of microorganisms

Sterility (steh-RILL-ih-tee)—inability to produce offspring

Sterilization (ster-ih-lie-ZAY-shun)—process that renders an individual incapable of reproduction

Sterilize (STER-ih-lighz)—to make free of all microbes

Stertorous (STER-toh-rus)—snoring-type respirations

Stethoscope (STETH-oh-skohp)—instrument used in auscultation to make audible the sounds produced in the body

Stimulant (STIM-you-lant)—agent that produces stimulation or elicits a response

Stoma (STOH-mah)—artificial, mouthlike opening

Stool—another name for feces

Strepto (STREP-toh)—prefix meaning "in chains"

Stress incontinence (stress in-KON-tih-nens)—inability to hold urine when stressed, such as when coughing or laughing

Stressors (STRESS-ors)—situations, feelings, or conditions that cause a person to be anxious about his/her well-being

Stretcher (STRECH-er)—gurney or litter

Stroke (strohk)—cerebrovascular accident; damage to the blood vessels of the brain

Stryker frame (STRY-ker fraym)—special kind of bed that is used when a patient cannot be turned within the bed

Stump—distal end of a limb remaining after amputation

Subjective complaint (sub-JECK-tiv kom-PLAINT)—problem experienced personally by an individual

Subjective observations (sub-JECK-tiv obsir-VAY-shuns)—observations based on ideas perceived only by the individual involved

Sudoriferous glands (sue-doh-RIFF-er-us glandz)—glands that secrete perspiration

Suffix (SUF-fix)—term added to the end of a word that changes or modifies the meaning of the word

Suicide (SOO-ih-side)—self-destruction

Sundowning (SUN-down-ing)—behavior in which a person becomes more agitated and disoriented during the evening hours

Superimpose (soo-per-im-POSE)—put on top of something else

Superior (soo-PEER-ee-or)—toward the head; upward

Supination (sue-pih-NAY-shun)—act of turning the palm upward

Supine position (SOO-pine poh-ZISH-un)—lying with the face upward

Suppository (sup-POZ-ih-toh-ree)—medication used to help the bowels eliminate feces

Suppression (soo-PRESH-un)—consciously refusing to acknowledge unacceptable feelings and thoughts

Surgical asepsis (SUR-jih-kal ah-SEP-sis)—special techniques that maintain asepsis during surgical procedures

Surgical bed (SUR-jih-kal bed)—bed used for surgery

Susceptible host (sus-SEP-tih-bul hohst)—person who is more liable to contract a disease

Suspension (sus-PEN-shun)—temporary cessation

Symmetry (SIM-eh-tree)—correspondence in size, form, and arrangement

Sympathectomy (sim-pah-THECK-toh-mee)—excision or interruption of a sympathetic nerve

Symptom (SIMP-tum)—any perceptible change in the body or its functions that indicates disease or the phases of disease

Synapse (SIN-aps)—space between the axon of one cell and the dendrites of others

Syphilis (SIF-ih-lis)—infectious, chronic, venereal disease characterized by lesions that may involve any organ or tissue. It usually exhibits cutaneous manifestations, relapses are frequent, and it may exist asymptotically for years

System (SIS-tem)—group of organs organized to perform a specific body function or functions; for example, the respiratory system

Systole (SIS-toh-lee)—contraction or period of contraction of cardiac muscle

Systolic pressure (sis-TOL-ick PRESH-ur)—pertaining to the pressure exerted during the contraction phase of the ventricles

Tachycardia (tack-ee-KAR-dee-ah)—unusually rapid heartbeat

Tachypnea (tack-ip-NEE-ah)—respiratory pattern of rapid, shallow respirations

Tact—sensitive mental perception

Tasks of personality development (tasks of per-son-AL-ih-tee-dee-VEL-op-ment)—growing stages through which personality is formed as described by Erickson

T-binder (tee-BYN-der)—T-shaped binder used to hold dressings in place on the male perineum

TED hose (TED hohs)—support hose

Tendon (TEN-don)—fibrous band of connective tissue that attaches skeletal muscle to bone

Terminal (TER-mih-nal)—final; life-ending stage

Testes (TES-teez)—male gonads; reproductive glands located in the scrotal sac

Testosterone (tes-TOS-teh-rohn)—hormone produced by the testes

Tetany (TET-ah-nee)—nervous condition, characterized by intermittent toxic spasms, that are usually paroxysmal and involve the extremities

Therapeutic (ther-ah-PEW-tick)—pertaining to results obtained from treatment; healing agent

Therapeutic diet (ther-ah-PEW-tick DIE-et)—treatment through specifically planned nutrition

Therapy (THER-ah-pee)—treatment designed to eliminate disease or other bodily disorder

Thermometer (ther-MOM-eh-ter)—instrument used to determine temperature

Thoracic (thor-ASS-ick)—pertaining to the chest

Thrombocyte (THROM-boh-sight)—blood platelet that is formed in the bone marrow and is important in blood clotting

Thrombophlebitis (throm-boh-flee-BY-tis)—development of venous thrombi in the presence of inflammatory changes in the vessel wall

Thrombus (THROM-bus)—blood clot

Thyroxine (thy-ROCK-sin)—hormone of the thyroid gland that contains iodine

TIA (transient ischemic attack) (tee-eye-ay) (TRAN-see-ent is-KEE-mick ah-TACK)—temporary decrease in blood flow to brain

Time and travel records (time and TRAH-vel RECK-ords)—records kept of the time spent with clients and the distance traveled between clients

Tipping (TIP-ping)—giving a sum of money for service rendered; not salary-connected

Tissue (TISH-you)—collection of specialized cells that perform a particular function; piece of paper used for cleansing; for example, toilet tissue, facial tissue

Toe pleats (toh pleets)—special folds made in top bedding to reduce pressure on toes

Total parenteral nutrition (TOH-tal pah-REN-ter-al new-TRISH-un)—meeting an individual's entire nutritional needs by providing high density nutrients directly into the bloodstream

Toxins (TOCK-sins)—microbes that produce poisons that travel to the central nervous system and cause damage

Transfer (TRANS-fer)—procedure followed when changing patient's location

Transfer belt (TRANS-fer belt)—gait belt that is used to assist and support patients during ambulation

Transient ischemic attack (TIA) (TRAN-see-ent is-KEE-mick ah-TACK) (tee-eye-ay)—temporary reduction of flow of blood to the brain

Transmission (trans-MISH-un)—transfer from one place or person to another

Transverse fracture (trans-VERS FRACK-shur)—fracture in which the break line is straight across the bone

Trapeze (trah-PEEZ)—horizontal bar suspended overhead down the length of the bed

Trauma (TRAW-mah)—wound or injury

Tremors (TREM-ors)—involuntary trembling

Trendelenburg position (tren-DEL-en-berg poh-ZISH-un)—patient is positioned with head lower than feet

Trimester (try-MES-ter)—period of three months

Trochanter roll (troh-KAN-ter roh)—rolled sheet or bath blanket placed under the patient extending from waist to mid thigh; positioned against the hip to prevent lateral hip rotation.

Tubal ligation (TOO-bul lih-GAY-shun)—tying off a fallopian tube

Tubercle (TO-ber-kul)—small, rounded nodule formed by infection with *Mycobacterium tuberculosis*

Tuberculosis (too-ber-kyou-LOH-sis)—lung disease caused by a microorganism, easily transmitted to others by sneezing and coughing

Tumor (TOO-mor)—neoplasm

Turning sheet (TURN-ing sheet)—sheet used to turn a patient

Tympanic membrane (tim-PAN-ick MEM-brain)—membrane serving as the lateral wall of the tympanic cavity and separating it from the external acoustic meatus

Ulcer (UL-sir)—open sore caused by inadequate blood supply and broken skin

Ulceration (ul-sir-AY-shun)—development of an ulcer

Ulcerative colitis (UL-sir-ay-tiv koh-LIGHT-tis)—inflammation of the colon resulting in the formation of ulcers

Ulnar deviation (UL-nar dee-vee-AY-shun)—with hand in supination, lateral movement of wrist

Ultrasound (UL-trah sound)—mechanical radiant energy of a frequency greater than 20,000 cycles per second

Umbilical cord (um-BILL-ih-kul kord)—attachment connecting the fetus with the placenta. It is severed artificially at the birth of the child

Umbilicus (um-BILL-ih-kus)—depressed scar marking the site of entry of the umbilical cord in the fetus

Universal blood and body fluid precautions (you-nih-VER-sal blud and BAH-dee FLEW-id pree-KAW-shuns)—techniques used to prevent transmission of body fluids from one person to another

Upper respiratory tract infection (URI) (UP-per ree-SPY-rah-toh-ree tract in-FECK-shun) (you-are-eye)—infections involving the organs of the upper respiratory tract

Uremia (you-REE-mee-ah)—presence of excessive amounts of urea, a waste product, in the blood

Ureter (you-REE-ter)—narrow tube that conducts urine from the kidney to the urinary bladder

Urethra (you-REE-thrah)—mucus-lined tube conveying urine from the urinary bladder to the exterior of the body; in the male, the urethra also conveys the semen

Urgency (UR-jen-see)—need to urinate

Urgent care (UR-jent kair)—care that must be given right away to prevent loss of life

Urinalysis (you-rih-NAL-ih-sis)—laboratory analysis of the urine

Urinal (YOU-rih-nal)—vessel into which urine is voided (male)

Urinary bladder (YOU-rih-ner-ee BLAD-der)—receptacle for urine before it is voided

Urine (YOU-rin)—fluid secreted from the body by the kidneys

Uterus (YOU-ter-us)—organ of gestation

Vagina (vah-JIGH-nah)—tube that extends from the vulva to the uterine cervix; female

organ of copulation that receives the penis during sexual intercourse

Vaginal examination (VAJ-ih-nal eg-zam-ih-NAY-shun)—examination of vaginal and pelvic organs

Vaginitis trichomonas (vaj-ih-NIGH-tis-trick-oh-MOH-nas)—inflammation of the vaginal tract due to infection by a parasite, *Trichomonas vaginalis*

Validation therapy (val-ih-DAY-shun THER-ah-pee)—techniques used to help people feel good about themselves

Vas deferens (vas DEF-er-ens)—tube that carries sperm from the epididymis to the junction of the seminal vesicle; ductus deferens

Vasoconstriction (vas-oh-kon-STRICK-shun)—decrease in the caliber (inner diameter) of the blood vessels

Vasodilation (vas-oh-die-LAY-shun)—dilation of the blood vessels

Vector (VECK-tor)—carrier, such as an arthropod, that transmits disease

Vein (vain)—vessel through which blood passes on its way back to the heart

Venereal disease (VD) (vee-NEE-ree-al dih-ZEEZ) (vee-dee)—disease ordinarily acquired as a result of sexual intercourse with an individual who is infected

Venereal wart (vee-NEE-ree-al wart)—viral condition that can be sexually transmitted

Ventral (VEN-tral)—front; anterior

Ventricle (VEN-trih-kul)—small cavity or chamber, as in the brain or heart

Verbal communication (VER-bal kuh-myounih-KAY-shun)—transmitting messages using words

Verbal cues (VER-bal kyous)—words used to guide the thinking process of another

Vernix caseosa (VER-nicks kay-see-OH-sah)—sebaceous deposit covering the fetus due to secretions of skin glands

Vertebrae (VER-teh-bray)—backbones

Vertigo (VER-tih-goh)—sensation of rotation or movement of or about the person

Vesicle (VES-ih-kul)—blister-like skin lesion

Victim (VICK-tim)—someone who is injured unexpectedly, as in an accident

Virus (VIGH-rus)—specific, living, morbid principle by which an infectious disease is transmitted

Visceral (VISS-er-al)—pertaining to organs

Visceral muscles (VISS-er-al MUSS-sills)—muscles that operate without conscious control

Visual field (VIZH-you-al feeld)—refers to the area that can be seen

Vital capacity (VIGH-tal kah-PASS-ih-tee)—volume of air a person can forcibly expire from the lungs after a maximal inspiration

Vitality (VIGH-tal-ih-tee)—exuberant physical and mental strength; capacity for endurance

Vital signs (VIGH-tal sighns)—measurements of temperature, pulse, respiration, and blood pressure

Vitamin (VIGH-tah-min)—general term for various, unrelated organic substances found in many foods in minute amounts that are necessary for normal metabolic function of the body

Void (voyd)—to release urine from the bladder

Volume (VOL-youm)—capacity or size of an object or of an area; measure of the quantity of substance

Vomitus (VOM-ih-tus)—material vomited or brought up from the stomach

Vulva (VUL-vah)—external female genitalia

Vulvovaginitis (vul-voh-vaj-ih-NIGH-tis)—inflammation of the external female reproductive structures (vulva and vagina)

Wheal (wheel)—localized area of edema on the body surface, often associated with severe itching

Withdrawal (with-DRAW-al)—retreat from reality or from social contact associated with severe depression and other psychiatric disorders

Withhold (with-HOLD)—order to refrain from serving a patient or resident certain foods or all food

Word root—word form whose basic meaning can be used in forming new words by combining with prefixes or suffixes

NURSING ASSISTANT

NURS-ING AS-SIST-ANT

A PERSON WHO HELPS AND WORKS UNDER THE
SUPERVISION OF A LICENSED NURSE

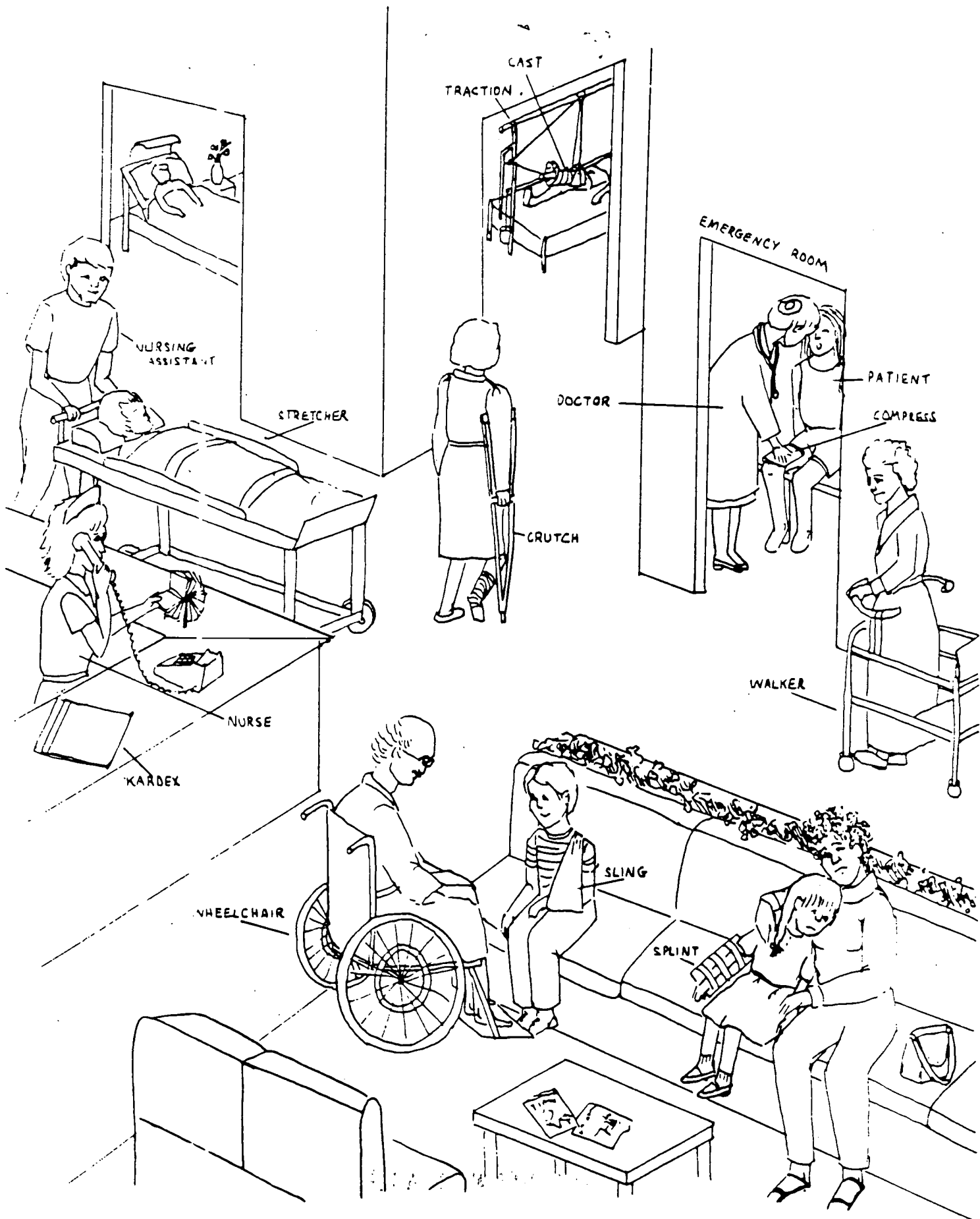
NURSING ASSISTANTS WORK IN HOSPITALS
AND NURSING HOMES.

Nursing assistant training consists of both classroom learning and practical experience. There are physical demands for the job: some lifting and carrying (25 to 50 pounds), reaching, and stooping. Perhaps the key skill for a nursing assistant is carrying out instructions in written, oral, or diagram form. Medical language is an area that must be mastered, as well as many commonly used written abbreviations. Training also includes the study of human anatomy and physiology*.

* Medical terminology, anatomy, and physiology will not be included in this handbook.

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5101



HOSPITAL LOBBY

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

I. Put the following words in alphabetical order.

4 injury	10 nausea
3 incontinent	1 hernia
8 linen	6 Kardex
2 impaction	5 isolation
9 medication	7 laboratory

II. Pronunciation practice: Say the following words out loud to your teacher or a friend who speaks English well.

paraplégic	spécimen	vítal signs
úrine	prosthésis	shock
exháustion	seízure	symptom
diseásé	náusea	cardiopúlmonary resúscitátion
precaútion	injúry	

III. Spelling practice: Fill in the missing vowels. EXAMPLE: a c u t e

- | | |
|--|---|
| 1. h <u>e</u> m o r r h <u>a</u> g e | 6. a s <u>e</u> p s <u>i</u> s |
| 2. F <u>o</u> w l <u>e</u> r ' s p <u>o</u> s i t i <u>o</u> n | 7. w <u>o</u> u n d |
| 3. s p <u>u</u> t <u>u</u> m | 8. e p <u>i</u> l e <u>p</u> s y |
| 4. d i <u>a</u> b e <u>t</u> e s | 9. d e <u>c</u> u b i t u s <u>u</u> l c e <u>r</u> |
| 5. c <u>a</u> l c u l u <u>s</u> | 10. t <u>u</u> m o <u>r</u> |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

IV. Matching: Match the word to its opposite.

- | | |
|---------------------|-----------------|
| <u>5</u> chronic | 1. constricted |
| <u>9</u> flex | 2. intake |
| <u>8</u> infected | 3. discharge |
| <u>3</u> admit | 4. unconscious |
| <u>1</u> dilated | 5. acute |
| <u>2</u> output | 6. pediatrics |
| <u>7</u> diarrhea | 7. constipation |
| <u>6</u> geriatrics | 8. sterile |
| <u>4</u> alert | 9. extend |

V. Circle words in the following list that are objects (things) a patient uses. Put a check (✓) by the words in the list that are actions a nursing assistant does.

bedpan

wheelchair

✓transfer

✓observe

✓strip

walker

aquatic K-pad

✓assess

catheter

VI. Underline the terms that are the vital signs of a patient's condition:

pulse

vomiting

bleeding

temperature

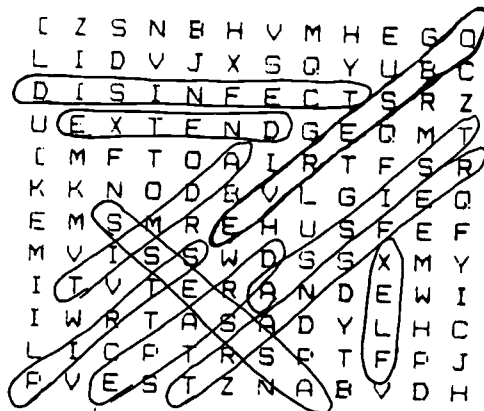
shock

respiration

blood pressure

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

VII. Word Search: A Typical Day



FIND THESE WORDS IN THE ABOVE PUZZLE :

- | | | |
|-------------|-----------|----------|
| ✓ ADMIT | ✓ ASSESS | ✓ ASSIST |
| ✓ DISINFECT | ✓ DRAPE | ✓ EXTEND |
| ✓ FLEX | ✓ OBSERVE | ✓ STRIP |
| ✓ TRANSFER | | |

VIII. Multiple choice: Choose and underline the correct term. EXAMPLE:
Sara has (abnormal, acute, antiseptic) bronchitis.

1. Ms. Gomez put a cold (hemorrhage, prep, compress) on Bob's swollen foot.
2. Did she (prep, respond, tape) the patient for surgery yet?
3. Persons with heart problems go to the (geriatric, cardiac, pediatric) unit.
4. An operating room must be in a state of (asepsis, antiseptic, disinfectant).
5. The nursing assistant (assists, aspirates, assesses) the patient's condition.

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

IX. Using the clues, write a word down from each letter.

1	2	3	4	5	6	7	8	9	10
O	P	E	R	A	T	I	O	N	S
R	R	M	E	N	R	N	X	U	P
A	O	B	C	A	A	J	Y	T	E
L	S	O	O	T	C	U	G	R	C
	T	L	R	O	T	R	E	I	I
	H	I	D	M	I	Y	N	T	M
	E	S		Y	O			I	E
	S	M			N			O	N
	I							N	
	S								

1. by mouth
2. a substitute for a missing body part
3. air or matter that blocks a blood vessel
4. to write down information
5. the structure of the body
6. the process of drawing or pulling
7. a wound or damage to a person
8. a gas necessary for breathing
9. taking in and using foods
10. a sample of something taken for testing or study

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

X. List the four words that relate to cleanliness in the environment:

specimen	asepsis	calculus	disinfect
sterile	drainage	therapy	antiseptic

sterile
asepsis
disinfect
antiseptic

XI. Matching exercise: Write the word that has a similar meaning next to each term. Choose from the words in the list below.

bedsore	illness	swelling	help
remove	break	vomit	breathing
sharp	wet	wound	stone
feces	hang		

1. calculus	<u>stone</u>	8. stool	<u>feces</u>
2. assist	<u>help</u>	9. emesis	<u>vomit</u>
3. strip	<u>remove</u>	10. clammy	<u>wet</u>
4. edema	<u>swelling</u>	11. disease	<u>illness</u>
5. acute	<u>sharp</u>	12. injury	<u>wound</u>
6. respiration	<u>breathing</u>	13. fracture	<u>break</u>
7. decubitus ulcer	<u>bedsore</u>	14. dangle	<u>hang</u>

CNA Test 1

Vocabulary Matching

- | | | |
|----------|---------------|-----------------------|
| <u>f</u> | 1. asepsis | a. evaluation |
| <u>i</u> | 2. acute | b. joint inflammation |
| <u>j</u> | 3. anatomy | c. not regular |
| <u>h</u> | 4. arrest | d. help |
| <u>b</u> | 5. arthritis | e. able to walk |
| <u>a</u> | 6. assessment | f. without infection |
| <u>d</u> | 7. assist | g. withdraw |
| <u>e</u> | 8. ambulatory | h. stop |
| <u>c</u> | 9. abnormal | i. severe symptoms |
| <u>g</u> | 10. aspirate | j. study of the body |

What Do They Mean?

- | | | |
|----------|---------------------|-----------------------|
| <u>h</u> | 1. take your time | a. moved |
| <u>i</u> | 2. on purpose | b. right away |
| <u>f</u> | 3. dressing change | c. raise |
| <u>a</u> | 4. transferred | d. discuss |
| <u>j</u> | 5. at least an hour | e. that hurt! |
| <u>c</u> | 6. elevate | f. rewrap the bandage |
| <u>d</u> | 7. talk over | g. record |
| <u>g</u> | 8. chart | h. slow down |
| <u>e</u> | 9. oww! | i. intentional |
| <u>b</u> | 10. quick! | j. 60 minutes or more |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

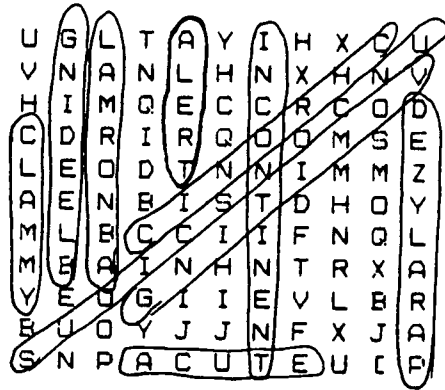
XII. Medical testing: Match the term to its definition

- | | | | |
|----|----------|---|---------------|
| 1. | <u>C</u> | a test for microorganisms | A. sign |
| 2. | <u>E</u> | a sample of something taken for testing or study | B. symptom |
| 3. | <u>F</u> | yellow liquid waste passed from the body | C. culture |
| 4. | <u>I</u> | very small living things, some of which cause disease | D. sputum |
| 5. | <u>A</u> | an observable or measurable change in the body or its functions | E. specimen |
| 6. | <u>H</u> | feces; solid waste products of the bowel | F. urine |
| 7. | <u>B</u> | a change a person notices or feels in his/her body or its functions | G. laboratory |
| 8. | <u>G</u> | a room or building for scientific studies and testing | H. stool |
| 9. | <u>D</u> | a substance spit out by coughing or clearing the lungs | I. bacteria |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIII. Word search: PATIENT CONDITIONS

Find and circle the words (given below) in the following puzzle. The words may be backwards, forwards, up, down, or diagonal.



- ✓ ABNORMAL
- ✓ BLEEDING
- ✓ INCONTINENT
- ✓ UNCONSCIOUS

- ✓ ACUTE
- ✓ CHRONIC
- ✓ PARALYZED
- ✓ VOMITING

- ✓ ALERT
- ✓ CLAMMY

XIV. Scrambled words: Change the order of the letters and write the words. CLUE: They are all objects seen in a hospital. EXAMPLE:

nilne

linen

1. neapdb
2. restchert
3. reklwa
4. elhewhirac
5. larinu

bedpan

stretcher

walker

wheelchair

urinal

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XV. Nursing Aide skills:

- A) Read the list of jobs a nursing assistant may do.
- B) Decide which body system the job relates to.
- C) Write the first letter of the system in front of the job. Choose from the following systems:

Musculoskeletal

Digestive

Respiratory

Circulatory

Genitourinary

JOB LIST

- 1. R prepare oxygen unit
- 2. D give an enema
- 3. M or C apply warm, wet compresses
- 4. R collect a sputum specimen
- 5. G give and remove bedpan or urinal
- 6. M give range of motion exercises
- 7. G collect a urine specimen
- 8. C assist with sitz bath
- 9. D collect a stool specimen
- 10. G give catheter (Foley) care

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

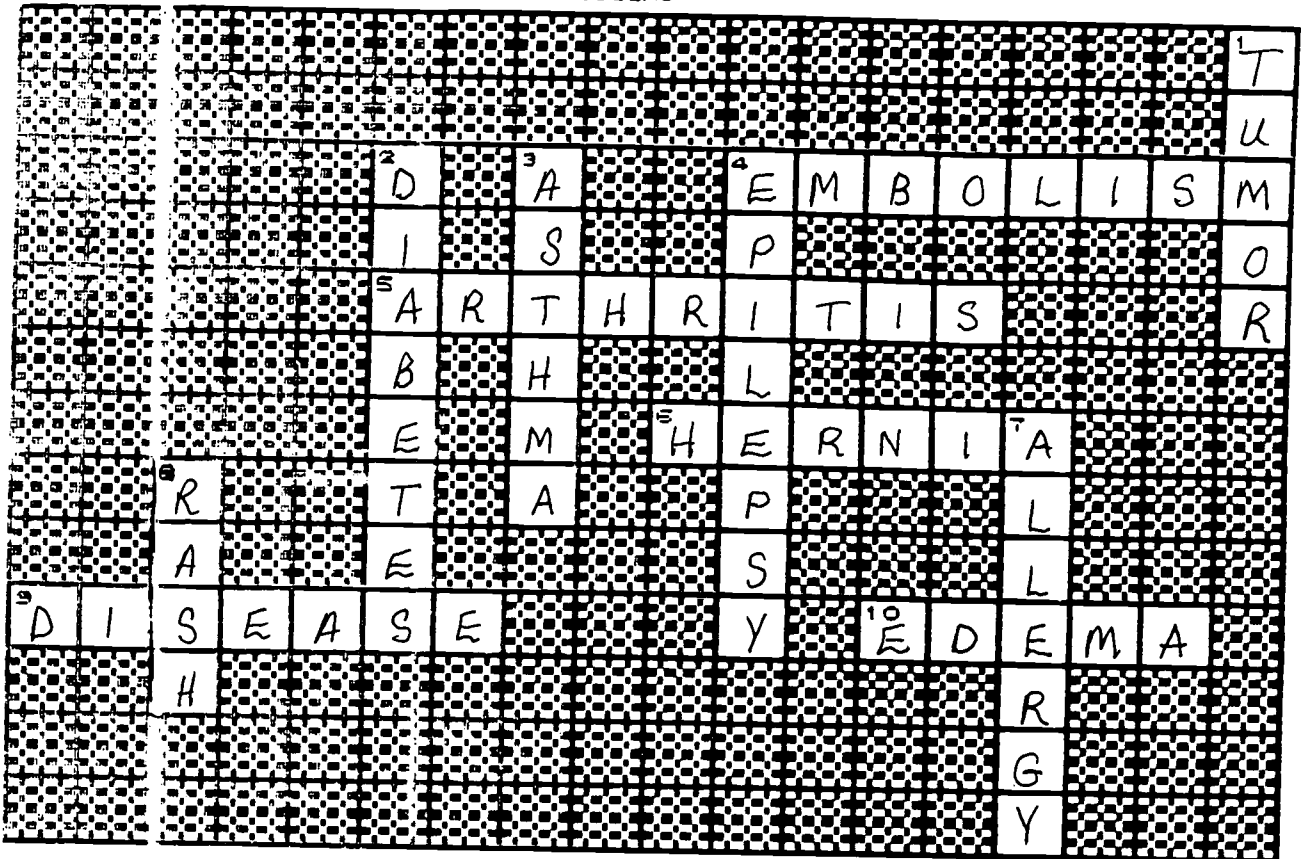
XVI. Bandages and supports: Write in the rest of the letters to make the correct word.

EXAMPLE: The doctor put a ba n d a g e over the wound.

1. Her doctor ordered an elastic b i n d e r to be put over her stomach incision.
2. He changed the d r e s s i n g two times a day.
3. Joe's broken arm was held against his body by a s l i n g.
4. The s p l i n g kept the broken bone supported.
5. They put a c a s t over my whole foot.
6. The nursing assistant applied a cold c o m p r e s s to the swollen area.
7. Patients who must stay in bed may need to wear t e d h o s e to help blood circulation.

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XVII. Crossword Puzzle: MEDICAL PROBLEMS



ACROSS CLUES

4. AIR OR MATTER BLOCKING A BLOOD VESSEL
5. A DISEASE OF THE JOINTS
6. A TISSUE OR ORGAN PUSHING THROUGH SURROUNDING WALLS
9. AN ABNORMAL CONDITION OF THE BODY ; ILLNESS
10. SWELLING

DOWN CLUES

1. AN ABNORMAL GROWTH
2. DISEASE WITH INABILITY OF BODY TO USE SUGAR
3. A RESPIRATORY DISEASE
4. DISEASE OF THE NERVOUS SYSTEM
7. HYPERSENSITIVITY TO A CONDITION OR SUBSTANCE
8. RED BUMPS OR BLOTCHES ON THE SKIN

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XVIII. Put the words of the definition in the correct order.

EXAMPLE: extend: out/straighten/to
to straighten out

1. senility: because/weakness/and/aging/mind/of/body/in
weakness in mind and body because of aging
2. ambulatory: walk/to/able
able to walk
3. arrest: function/of/the/sudden/a/stopping
the sudden stopping of a function
4. injury: or/damage/a/wound/to/person/a
damage or wound to a person
5. medication: a/drug/substance/medical/or
a medical substance or drug
6. range of motion: joints/of/to/movement/extent/the/fullest
movement of joints to the fullest extent
7. culture: for/test/a/microorganisms
a test for microorganisms
8. elimination: removal/body/the/of/wastes/from/the
removal of wastes from the body

CNA Test 2

Vocabulary Matching

- | | | |
|----------|-------------------|-------------------------------|
| <u>i</u> | 1. bacteria | a. hard covering |
| <u>h</u> | 2. communicable | b. wrap with cloth |
| <u>f</u> | 3. bladder | c. taking a sample |
| <u>g</u> | 4. cardiac arrest | d. correct use of muscles |
| <u>d</u> | 5. body mechanics | e. awake |
| <u>b</u> | 6. bandage | f. sac that holds urine |
| <u>a</u> | 7. cast | g. heart attack |
| <u>c</u> | 8. culturing | h. transferable |
| <u>j</u> | 9. chronic | i. simple microbes |
| <u>e</u> | 10. conscious | j. persisting for a long time |

What Do They Mean?

- | | | |
|----------|---------------------|--------------------------------|
| <u>j</u> | 1. look it up | a. get enough |
| <u>h</u> | 2. at all | b. lock the bed rails |
| <u>d</u> | 3. got over | c. falling |
| <u>i</u> | 4. drape | d. recovered |
| <u>c</u> | 5. slipping | e. change position |
| <u>b</u> | 6. secure the rails | f. less difficult |
| <u>a</u> | 7. meet your needs | g. bothered |
| <u>e</u> | 8. adjust it | h. none |
| <u>f</u> | 9. easier | i. to cover |
| <u>g</u> | 10. disturbed | j. find something in the chart |

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIX. Word Forms

- A) Many of the nursing assistant terms will sometimes be used in slightly different form. Instead of the action word (verb), there may be a description (adjective), or a name for a situation or process (noun).

EXAMPLE: Kelly ambulates with assistance.
(verb)

Kelly is an ambulatory patient.
(adjective)

Early ambulation after surgery is usually helpful for recovery.
(noun)

- B) Study these nouns, verbs, and adjectives in the following list.

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>
dilation	dilate	dilated
fracture	fracture	fractured
injury	injure	injured
medication	medicate	medicated
constriction	constrict	constricted
assessment	assess	assessed
constipation	constipate	constipated
paralysis	paralyze	paralyzed

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XIX. C) Sometimes there are only two commonly used forms:

<u>NOUN</u>	<u>VERB</u>	<u>ADJECTIVE</u>
rectum	----	rectal
senility	----	senile
diagnosis	diagnose	----
urine	urinate	----
drainage	drain	----
exhaustion	----	exhausted
assistance	assist	----
assistant	assist	----

D) Exercise: Underline the correct form of the term.

1. Tom came to the hospital with a (fracture, fractured) pelvis.
2. The doctor prescribed different (medication, medicate, medicated) for the patient.
3. What is your (assessment, assess, assessed) of the situation?
4. The girl was (paralysis, paralyze, paralyzed) after the accident.
5. (Senility, Senile) is a problem of older people.
6. Where are you (injury, injure, injured)?
7. Did the doctors (diagnosis, diagnose) the condition?
8. That patient was (exhaustion, exhausted).
9. There is some (drainage, drain) from the wound.
10. Bill has to (urine, urinate).

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XX. On the following picture, point to these things:

crutch

doctor

Kardex

nursing assistant

compress

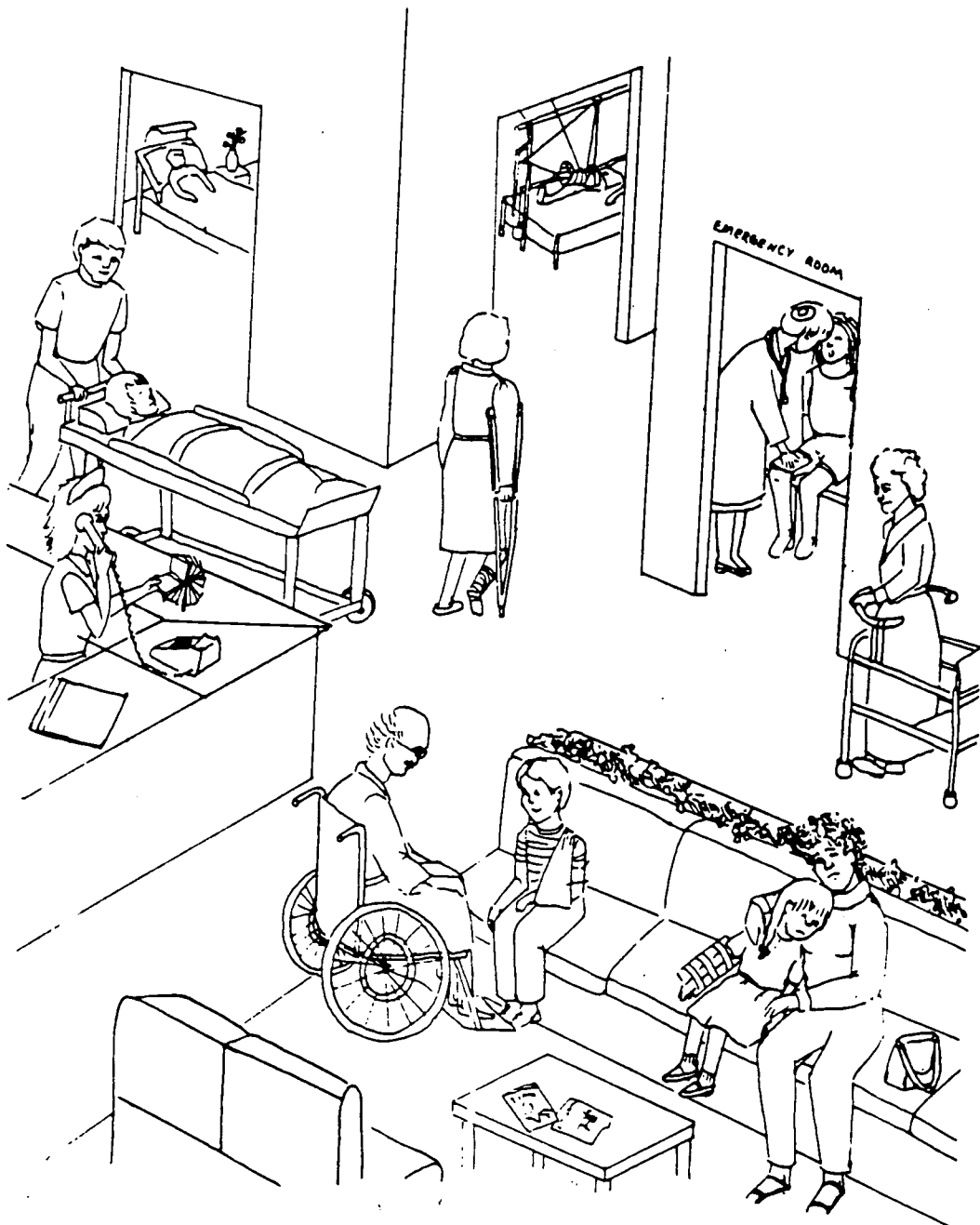
stretcher

splint

traction

cast

sling



VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

XXI. Memory Game: Study the illustration on Page 20, then try to answer the following questions.

1. In what position is the patient in the room with the flowers?
Semi-Fowler's
2. How many children are in the picture?
3. Where is the nurse?
2
4. What is the nursing assistant doing?
at the desk
5. Who is in a wheelchair?
pushing the stretcher
6. What is on the table in the lobby?
a man
7. Where are the Kardex forms?
the Kardex (magazines)
8. Name three things in the picture with wheels?
on the desk (counter)
stretcher, wheelchair

XXII. Labelling Game:

- A) Study the full page illustration on Page 6.
- B) Label the picture on Page 20 with as many terms as you can remember.
- C) Check your labels against the original illustration on Page 6.

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

I. Following are just a few of the common abbreviations used by nursing assistants. Study them and then do the exercises.

@	at	PRN	as desired or needed
\bar{c}	with	T.P.R.	temperature, pulse, respiration
\bar{s}	without	wt.	weight
\bar{p}	after	NA	nursing assistant
\bar{q}	each, every	LPN	licensed practical nurse
h	hour	RN	registered nurse
B.M.	bowel movement	PT	physical therapist or therapy
BRP	bathroom privileges	DC	discontinue
B.P.	blood pressure	ROM	range of motion
cc	cubic centimeters	BR	bed rest
I & O	intake and output	HS	hour(s) of sleep
I.V.	intravenous	L.M.P.	last menstrual period
PO	by mouth	Fx	fracture
NPO	nothing by mouth		

II. Write the abbreviations for these words and phrases: EXAMPLE: @ at

- | | |
|--|--|
| 1. <u>\bar{c}</u> with | 6. <u>\bar{q}</u> each, every |
| 2. <u>h</u> hour | 7. <u>PT</u> physical therapy |
| 3. <u>LPN</u> licensed practical nurse | 8. <u>NPO</u> nothing by mouth |
| 4. <u>CC</u> cubic centimeter | 9. <u>I.V.</u> intravenous |
| 5. <u>BR</u> bed rest | 10. <u>\bar{p}</u> after |

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

III. Write or say orally what the abbreviation stands for:

EXAMPLE: @ at

1. RN registered nurse
2. BRP bathroom privileges
3. wt. weight
4. I & O intake and output
5. ROM range of motion
6. \bar{w} without
7. T.P.R. temperature, pulse, respiration
8. B.M. bowel movement
9. B.P. blood pressure
10. PRN as desired or needed

IV. Circle at least 5 abbreviations on the Kardex form on the next page and explain what they stand for.

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

V. On the following page, there is another Kardex form. Use the chart (Kardex) to do these activities:

- A) Identify as many abbreviations as possible.
- B) Make a list of as many of the vocabulary terms as you can recognize on the Kardex.
- C) Make a list of other words on the Kardex that you do not know or understand.
 - 1) Look up these new words in a dictionary.
 - 2.) Learn to pronounce the new words.
- D) Write the heading for the part of the Kardex where the following terms are found. EXAMPLE:

seizure precautions

monitoring

1. physical therapy

resources

2. date of last B.M.

elimination

3. isolation

safety needs

4. up ad lib

mobility

5. allergies

admission data

6. feed self

assistance required

7. B.P. \bar{q}

monitoring

8. dangle

mobility

9. shower

hygiene

10. incontinent

elimination

PROBLEMS (write in red)

PERSONAL HISTORY:

Birth Status (Circle)

U S W D Sep

Age at RN

Relationship

one e

pendants

Language Spoken:

English _____ No _____

YES _____ NO _____

PHYSICAL TRAITS:

Admission Weight _____

Admission Height _____

Smoker _____ Non-Smoker _____

R Handed _____ L Handed _____

Limitation to Mobility _____

Difficulty Seeing _____

Left _____ Right _____

Glasses _____ Contacts _____

Difficulty Hearing _____

Left _____ Right _____

Hearing Aid _____

Difficulty Communicating _____

OTHER INFORMATION

ADDITIONAL TRAITS

Reactions to Stress _____

Learning Patterns _____

MONITORING

Weight of _____ other _____

Scale Used _____

Temp q _____

BP q _____

Chinnet _____

Peril Pulses _____

Apical/Radial Pulses _____

Circulation Checks _____

Neuro Checks _____

Salzure Precautions _____

NUTRITION/FLOW BALANCE

DIET

Date _____ Type _____

Tube feeding _____ cc's q _____ hrs

NOURISHMENT

ASSISTANCE REQUIRED

Feed self _____

Prepare Food _____

Needs assistance _____

To be fed _____

FLUID BALANCE

I B O q _____ cc

Resist or Force In _____ cc

24/Hours _____

7-3 _____ cc

3-11 _____ cc

11-7 _____ cc

IV Therapy (See IV Section) _____

ELIMINATION

Commode _____ Bedpan _____

Incontinent _____

Date of Last BM _____

Date of LMP _____

Foley Bag & Tubing Change _____

DC Date _____ Time _____

Foley or Perineal Care _____

Bladder Irrigation _____

Type _____

DC Date _____ Time _____

STORAGE

BATH: _____ Bathing patient _____

Partial _____

Self _____

Tub _____

Shower _____

Oral hygiene _____

Appliances _____

Dentures _____ Upper _____ Lower _____

Partial _____

Bridges _____ Caps _____

Hair care _____ Shampoo _____

MOBILITY

Up and th _____

Bedrest _____

BRP _____

Dangle _____

Chair _____

Ambulate C assistance _____

Walker _____

Wheelchair _____

Other directives _____

Turn q _____ hours _____

odd _____ even hours _____

High risk for pressure areas _____

Location _____

Special Equipment _____

SAFETY RISKS

SIDE RAILS

MS Only _____

Constant _____

Additional Bottom Rails _____

Release Signed _____

RESTRAINTS

Type _____

SKIN TESTS

Date _____ Time _____

PPD _____

Cocci _____

ISOLATION:

CPD Called _____

Type _____

Date In _____

Date Out _____

RESOURCES

PHYSICAL THERAPY _____

OCCUPATIONAL THERAPY _____

SPEECH THERAPY _____

BEHAVIORAL HEALTH _____

REHABILITATION _____

SOCIAL SERVICE _____

ACTIVITY DATING

AREAS

Mobility _____

Nutrition _____

Hygiene _____

Elimination _____

Medication _____

IVs _____

Procedures _____

Psycho/Social Teaching _____

GRAND TOTAL _____

CATEGORY _____

TEACHING REFS

PRECHARGE PLANNING ASSESSMENT

YES _____ NO _____

VLS ANSWER INDICATES DCP NEED AGE GREATER THAN 80 _____

CHRONIC ILLNESS _____

CHANGE IN LIFE STYLE ILLNESS _____

MULTI-PROBLEMS _____

SPECIAL FAMILIAL/LIVING SITUATION _____

RECENT DISCHARGE _____

DCP BY NURSING _____ DCP TEAM REFERRAL _____

SIGNATURE _____

TEACHING INSTRUCTIONS



CNA Test 3

Vocabulary Matching

- | | | |
|----------|--------------------|---|
| <u>h</u> | 1. drape | a. hanging down |
| <u>e</u> | 2. emesis | b. water injection into rectum |
| <u>f</u> | 3. decubitus ulcer | c. agent used to kill germs |
| <u>i</u> | 4. discharge | d. act of identifying disease |
| <u>a</u> | 5. dangling | e. act of vomiting |
| <u>g</u> | 6. dilate | f. bedsore |
| <u>j</u> | 7. edema | g. to enlarge |
| <u>c</u> | 8. disinfectant | h. cover |
| <u>d</u> | 9. diagnosis | i. carried out as patient leaves facility |
| <u>b</u> | 10. enema | j. excessive fluid in tissues |

What Do They Mean?

- | | | |
|----------|------------------------|---------------------------------------|
| <u>e</u> | 1. check the Kardex | a. arrange a certain way |
| <u>g</u> | 2. vital signs | b. record |
| <u>j</u> | 3. oral | c. raise |
| <u>i</u> | 4. remove your jewelry | d. secured at night |
| <u>h</u> | 5. head of the bed | e. look at patient's records |
| <u>a</u> | 6. position | f. group of symptoms |
| <u>b</u> | 7. chart | g. temperature, pulse, blood pressure |
| <u>c</u> | 8. elevate | h. front part |
| <u>f</u> | 9. disease | i. take off earrings, etc. |
| <u>d</u> | 10. side rails | j. pertaining to the mouth |

VESL VOCABULARY EXERCISES: SAFETY

I. Every job has rules for safety to protect the workers and others within the job environment. Here are some things a nursing assistant can do to maintain a safe work environment:

1. Assist in case of fire or disaster.
2. Clean up spilled water, food, etc. right away.
3. Report defective equipment (anything that is not working correctly).
4. Apply restraints properly for the safety of the patients.
5. Avoid transmitting (passing along) infection by hands, uniform, food, equipment, linen, etc.
6. Keep hallways and stairways clear.
7. Be alert to unusual behavior in patients.
8. Keep floors clear of toys, newspapers, electrical cords, etc.

VESL VOCABULARY EXERCISES: SAFETY

II. Write the number of the safety rule which applies to each of the following situations.

1. 1 Mr. Brown was smoking in bed and the sheet caught on fire.
2. 4 The old man in the wheelchair is slipping.
3. 8 Ms. Rodriguez threw the newspaper on the floor after she finished reading it.
4. 2 Johnny knocked over a glass of water.
5. 6 There are a stretcher, a cleaning cart, and two wheelchairs in the hallway.
6. 3 Mrs. Lee's buzzer isn't working.
7. 5 Sara didn't wash her hands before changing the dressing.
8. 4 or 7 Mr. Kowalski is pulling on the IV tube in his arm.
9. 7 Ms. Grossman is extremely restless this evening.

VESL VOCABULARY EXERCISES: JOB SKILLS

I. Look at the column labelled "Job Skills" on the chart on Page 38. Write or name some common duties of a nursing assistant, starting with the word given. EXAMPLE:

Gives treatments as directed, for example: heat and cold applications

1. Transfers _____

2. Records _____

3. Prepares _____

4. Monitors _____

5. Assists _____

6. Provides _____

7. Serves _____

8. Uses _____

9. Collects _____

Nursing Assistant

Under the supervision of a licensed nurse, the Nursing Assistant:

Related Basic Skills

MATHEMATICS

- Uses addition, subtraction, multiplication, and division. To measure pulse rate, intake and output.
- Converts measurements into metrics and inverse.

SCIENCE

- Identifies the basic organization of the human body, its systems, structure, and functions.
- Applies the knowledge of gravity, movement, force and counter force to nursing care
- Uses the principles of cleanliness to prevent the spread of disease
- Identifies the principles of nutrition and how disease is prevented or controlled through diet.

COMMUNICATIVE ARTS

- Uses correct medical language and abbreviations.
- Uses computer skills. For example: enters and receives patient information and orders supplies.
- Writes clearly and precisely on patients' charts and forms using correct grammar and spelling.
- Uses appropriate verbal and non-verbal communication with patients, co-workers, and supervisors.
- Reads materials related to the job.

Job Skills

- Provides personal care for patient, for example: bath, mouth and nail care, and back rubs.
- Measures body temperature, pulse, respiration, blood pressure, alertness, height, and weight.
- Prepares the patient for mealtime; serves trays; feeds and/or assists the patient in eating; and measures intake and output.
- Uses proper body mechanics when lifting, moving, or positioning the patient and when making the patient's bed.
- Gives treatments as directed, for example: heat and cold applications.
- Provides care for patient in a cast or traction; assists patient in performing joint motion exercises.
- Collects samples from bladder, bowel, and lungs; performs routine tests.
- Provides a clean, safe environment for the patient; monitors proper functioning of health care equipment.
- Provides basic emergency care. For example: first aid and CPR (cardiopulmonary resuscitation).
- Assists the licensed nurse in admitting and sending the patient home from the nursing unit, or transferring the patient from one room or unit to another.
- Provides supportive care for the dying patient and family; cares for the body after death.
- Reports, records, and acts upon all patient observations promptly and accurately.

Responsibility Skills

- Speaks and acts according to the rules and laws governing health care, for example: respects the patient's privacy.
- Works as a health care team member.
- Demonstrates respect for others' points of view.
- Demonstrates punctuality, dependability, and honesty.
- Follows instructions.
- Uses initiative and imagination to solve problems within the scope of the job.
- Maintains a neat and clean appearance and dresses appropriately.
- Works well under pressure; copes with differing work situations; accepts change and makes adjustments.
- Organizes work to promote effective and efficient use of time.
- Maintains good health.
- Displays sensitivity for how a person's background, especially culture, influences actions and reactions in the health care setting.

II. Name six things a nursing assistant measures.

1. body temperature
2. pulse
3. respiration
4. blood pressure
5. alertness
6. height/weight

III. What does a nursing assistant use body mechanics for? Circle the letter of all correct answers.

- A) lifting
- B) collecting sputum specimens
- C) positioning a patient
- D) making a bed
- E) admitting a patient
- F) moving a patient

CNA Test 4

Vocabulary Matching

- | | | |
|----------|-------------------------|-----------------------------------|
| <u>j</u> | 1. geriatrics | a. need to vomit |
| <u>i</u> | 2. negligence | b. IV |
| <u>e</u> | 3. inflammation | c. separated |
| <u>g</u> | 4. medication | d. break in bone |
| <u>b</u> | 5. intravenous infusion | e. tissue reaction to injury |
| <u>h</u> | 6. nutrition | f. equipment used to sustain life |
| <u>d</u> | 7. fracture | g. used for treatment of disease |
| <u>f</u> | 8. life support system | h. food for growth and repair |
| <u>a</u> | 9. nausea | i. failure to give care |
| <u>c</u> | 10. isolation | j. care of the elderly |

What Do They Mean?

- | | | |
|----------|--------------------------|-----------------------------|
| <u>i</u> | 1. hand me | a. 98.6 |
| <u>f</u> | 2. so far | b. right now |
| <u>h</u> | 3. assignment sheet | c. bedclothes |
| <u>j</u> | 4. strip the bed | d. bendable |
| <u>g</u> | 5. look out! | e. large discharge of blood |
| <u>a</u> | 6. temperature is normal | f. up to this time |
| <u>c</u> | 7. linen | g. be careful |
| <u>d</u> | 8. flexible | h. list of duties |
| <u>e</u> | 9. hemorrhage | i. give me |
| <u>b</u> | 10. for the time being | j. take off the linens |

SAMPLE LESSON PLANS

**Instructor generated
lesson plans.**

Lesson Plan 1

Core reading lesson: "The Duties of a Nursing Assistant"

**Book Title and publisher: *Getting Ready to be a Nursing Assistant*,
Del Mar Publishing**

Objective: to introduce students to the basic duties of a nursing assistant

Basic Skill: vocabulary in context

Review: Discuss "who does what" in a hospital by asking students questions and involving them in conversation.

	dispense medication	give directions	check vital signs	make medical decisions	move patients
nursing assistant					
licensed practical nurse					
registered nurse	√				
medical doctor	√				

Introduction: Write questions on board and have students discuss them (groups of two or three) then discuss the questions as a class.

THINK ABOUT

If you were sick in a hospital, what would you need most?
What people and things would you like to have around you?
What might make you feel scared?
What would help you feel more comfortable?
What do you think a nursing assistant does?

Presentation: Have students read the chapter in text to themselves, underlining words they don't understand as they read. Discuss the lesson by asking students questions and explaining words not understood.

Practice: Discuss vital signs and have students practice taking each other's pulses and writing them down. Then discuss normal pulse rates. Have students complete exercises on pp. 18-21. Go over them orally.

Demonstration: Have students take pulses of family members or friends (adults and children) and bring the results to class the following day.

Lesson Plan 2

Core reading lesson: Unit 1 "Finding Facts Fast"

**Book Title and Publisher: *Raising Your Reading Test Scores*,
Educational Design Inc.**

Objective: to enable students to search quickly for answers to who, what, and where etc. questions.

Basic Skill: reading, scanning

Introduction: write on board to make sure students understand the meanings of these type of questions.

who?	how much?
what?	what time?
where?	how far?
when?	how many?

Have students (groups of two) ask each other some personal questions using these phrases.

Discuss the phrase "search quickly".

Presentation: Have students read Samples 1-2, page 8. Go through orally with them stressing the need to search quickly.

Sample 1: One of the Greatest bank robberies in history was the Brinks Armored Car robbery. Gunmen stole valuables worth \$2,775,395.12. Of this, \$1,218,211.19 was in cash. But the robbers overlooked a steel box which contained an additional \$800,000, also in cash. Eventually the thieves were caught and given long prison sentences.

How much cash was stolen in the Brinks robbery?

- (A) \$2,775,395.12
- (B) \$1,457,147.89
- (C) \$1,218,211.19
- (D) \$ 800,000.00

The correct choice is (C), \$1,218,211.19.

When you are looking for facts, you don't have to reread the entire selection. Search through the selection as quickly as you can.

Sample 2: In 1927, Charles Lindbergh landed in Paris after flying across the Atlantic Ocean. The flight distance was more than 3,600 miles, and the flight time was almost 33 1/2 hours. When Lindbergh landed, he was met by a crowd of more than 20,000 people. Other pilots had flown across the Atlantic before, but he was the first to do it alone.

How many miles did Lindbergh travel on his famous flight?

- (A) 33 1/2 miles
- (B) 1,927 miles
- (C) 3,600 miles
- (D) 20,000 miles

The correct choice is (C), 3,600 miles.

Practice: Assign a timed completion of selections 1-8 telling students to stop when time is up. (Take time here to stress not needing to reread the entire paragraph.)

Selections 1-8

1. Did you ever touch a hot pan on a stove? You probably did not hold it for long. A burn can be very painful. Most burns are minor, or not serious, because you know quickly when you have touched something hot. These minor burns that turn red are called first-degree burns. Sometimes a burn will turn red and get blisters. This more serious type of burn is called a second-degree burn. When the burn goes deeper into your skin, it is called a third-degree burn.

The type of burn that usually has blisters is _____.

- A. first-degree burn
- B. second-degree burn
- C. third-degree burn
- D. a serious burn

2. Broken bones, sprains, cuts, burns and heart attacks are all emergencies. Someone needs to help the victim in an emergency. First, you need to survey the

situation. Is it safe for you to go near the victim? Don't move the victim unless he is in immediate danger. Then try to figure out what happened. If you did not see what happened, look around for clues, or signs, that can tell you.

You should move an injured person _____

- A. right away
- B. before the ambulance comes
- C. if he has no broken bones
- D. only if it is necessary

3. Medicines and drugs can keep us healthy, stop pain, and kill germs if they are taken correctly. Often the doctor will explain how you should take a medicine. The pharmacist can also explain the correct dosage. That is, he will tell you how much medicine to take and how often to take it. You can also read the directions on the label. The directions on a prescription drug tell the dosage.

Who can explain how to use a prescription? _____

- A. only doctors
- B. CNA's and pharmacists
- C. doctors and pharmacists
- D. only pharmacists

4. It is important to get enough sleep. How much sleep do you really need? The old rule said you should sleep eight hours every night. Doctors now say that you need just enough sleep to make you feel rested. Most young children need at least nine hours of sleep. Some adults need eight hours of sleep, but others need only four or five to wake up rested.

Which question about sleep is true? _____

- A. All children need nine hours of sleep.
- B. You may need more sleep than other people in your family.
- C. You should sleep eight hours per night.
- D. Doctors don't know how much sleep is needed.

5. Your body uses nutrients in different way. There important nutrients for your body are water, minerals, and vitamins. You cannot live long without water. Your body is 96% water. Your body loses water all the time - you lose water when you sweat, when you cry, when you sneeze, and when you get rid of wastes. To replace this water, you should drink at least eight glasses of water every day.

Bodily water can be lost through _____ .

- A. water, minerals and vitamins.
- B. sweating and getting rid of wastes
- C. 96% of your body
- D. drinking 8 glasses of water a day

6. Yesterday Jaime Cruz felt upset about something. His boss gave him a hard time. Jaime used to have a drink and a cigarette when he was upset. This time, when Jaime got home, he took a long walk. He walked almost three miles. He began to feel better almost at once. Jaime knows that when he is unhappy or tired, taking a long walk makes him feel better.

Jaime took a long walk because he _____ .

- A. was tired
- B. wanted stronger muscles
- C. was upset
- D. had a drink and a cigarette

7. Blood is made up of plasma and blood cells. Plasma, a yellow liquid, carries nutrients and some waste products. The heavier, solid parts of blood are blood cells. Most blood cells are red blood cells. These cells carry oxygen to the body cells and take carbon dioxide away from them. Besides red blood cells, there are white blood cells, which help fight disease.

Which statement is not true about plasma? _____

- A. It is a liquid.
- B. It is made up of red blood cells.
- C. It carries nutrients.
- D. It is one part of blood.

8. Rita is a nursing assistant who works with patients with cardiovascular problems. Some of her patients receive a treatment called angioplasty. Angioplasty means remodeling of a blood vessel. A surgeon can open a clogged blood vessel by putting a tube called a catheter into that blood vessel. When the catheter reaches the clogged area, the surgeon uses a hand pump to blow up a balloon inside the catheter. The balloon opens the blood vessel, allowing blood to flow more freely.

Angioplasty is a method of _____ .

- A. bypassing blood vessels
- B. opening blood vessels
- C. correcting an irregular heartbeat
- D. inserting arteries into the cardiac muscle

Lesson Plan 3

Core reading lesson: Unit 3 "Main Idea and Best Title"

Book Title and Publisher: *Raising Your Reading Test Scores*,
Educational Design Inc.

Objective: to enable enable potential CNA students to find the most important point or best summary of a paragraph.

Basic Skill: close (selective) reading during test taking

Introduction: Discuss the fact that there are many different ways to ask for the main idea of a selection. The test question may ask questions like --

- what is the selection mainly about?
- the most important point in this story is ____
- the central theme of this selection is ____
- the best summary of this paragraph is ____

Presentation: Have students read Sample 1 and select the main idea.

Sample 1: A nursing assistant is a very important member of the health care team. The nursing assistant works directly with patients providing for their physical and emotional needs. The duties of nursing assistants vary according to the type of health care facilities that employ them. Following are some of the most common duties they perform.

The main idea of this paragraph is ____

- A. hospitals and doctors
- B. duties of nursing assistants
- C. finding a job
- D. health care facilities

Discuss why the correct choice is **B** by reviewing the questions in the introduction.

Have students read Sample 2 and answer the question.

Sample 2: If there is a real fire, there are certain things to do. The first thing to remember is to keep calm. Patients may become frightened and they can help the patients. People who are in immediate danger should be moved to safety. Then the fire alarm should be rung and the evacuation

plan followed. Nursing assistants should get to know this procedure for removing people from the facility. They should learn the locations of fire exits. Most facilities have a map that shows where the fire exits are. The location of fire control equipment, such as fire extinguishers and fire doors, should also be known.

The best summary of this paragraph is _____

- A. The Fire Department should be called in case of a fire.
- B. Patients may become frightened and confused if there is a fire.
- C. There are certain rules that should be followed if there is a fire.
- D. Fire exits should be shown on a map.

Have students discuss their answer with a partner first. Then help them determine which details are not as important as others. (The correct choice must be C. A, B, and D are all details which help describe fire safety measures but they are not the main idea.)

Next have students read Sample 3 and select the best title.

Sample 3: Most people live by certain rules that say what is right and what is wrong. These rules are called **ethics**. Nursing assistants must follow certain rules, or ethics, every day on the job. The first and most important rule of ethics is that life is precious, or worth very much. Health care workers must always keep this rule in mind. The second rule is to treat all patients the same. It is not fair to treat people differently based on their color, sex, age or religion. This is called **discrimination**. Discrimination is ethically wrong. The third and very important rule of ethics is **confidentiality**, or keeping patient information private. Personal information that patients tell to nursing assistants is private. The fourth rule of ethics is to avoid doing anything which is against the law. If a nursing assistant sees someone breaking the law, he should report it to a supervisor.

The best title for this selection is _____

- A. Discrimination is Wrong
- B. Ethics and the Nursing Assistant
- C. Keeping Secrets
- D. Life is Precious

Again allow time for the students to discuss their answers among themselves. Ask for a show of hands for each answer and discuss why or why not. (Correct choice is B. The other choices do not offer the most important information.)

Practice: Pass out a timed reading of eight selections in which the students choose the main idea or best title for the paragraph.

You will now practice working with the main idea. Read the next selections and answer the questions.

Selections 1 - 8

1. From birth until death, humans go through many stages of development. Each person who lives to the last stage of life must pass through every other stage on the way. Every life is different. People have different experiences and make different choices. These life stages are general ideas about what happens in human life.

The main idea of this selection is _____

- A. The stages of life are general ideas.
- B. Every person's life follows the exact same pattern.
- C. Some life stages are easier than others.
- D. Some people travel in late adulthood.

2. Patients may have difficulty sleeping because of noise or pain. Although complete silence in a hospital is impossible, there are ways to reduce noise. Equipment can be handled carefully, and conversation can be limited. If pain prevents a patient from sleeping, a nurse may give medication. The nursing assistant can help by having the patient ready for sleep before the medication is given. Then the patient can go right to sleep without being disturbed again. Other ways of helping a patient to sleep include giving a back rub, providing a change of position, and making the bed neat.

The main idea of this selection is ____ .

- A. patients usually cannot sleep
- B. nursing assistants can help patients who have difficulty sleeping
- C. patients should be given medication to help them sleep
- D. patients feel pain in many different ways

3. A nursing assistant who understands patients' emotional needs can help them to cope better. Being sick is a stressful and emotional time for most people. At this time, they need to be treated with extra understanding and given support. Related to the need for respect is the need for **privacy**. When assisting patients, everything should be done to avoid making patients feel uncomfortable. In addition to the need for privacy, patients may need comfort, or **reassurance**. Giving patients a chance to talk and listening to everything that is said can help them deal with their fears. Another important need of many patients is **spiritual**, or religious, support. People's spiritual needs are often greater when they are ill and afraid.

Another title for this reading could be ____ .

- A. Privacy Is Important
- B. Religious Needs of Patients
- C. Call Patients By Their Names
- D. Emotional Needs of Patients

4. **Cells** are the most basic parts in our bodies. All living things are made up of cells. In your body, groups of similar cells work together to do a specific job. These groups of cells are called **tissues**. Tissues work together to make up organs. The stomach and the heart are examples of **organs**. Organs work together to make up systems. Each body system has special functions to perform. From cell to system, the parts of the human body work together. Groups of cells work together to form tissues. Different tissues work together to form organs. Groups of organs form systems, and systems work together to make up the human body.

The best title for this selection is ____ .

- A. Cells
- B. How The Digestive System Works
- C. Parts of the Human Body
- D. Using a Microscope

5. A person gets antibodies in several ways. Infants get antibodies through mother's milk. These antibodies make them immune to some diseases, but only for a short time. As children grow, they need to develop their own immunity.

One way they do this is by getting sick and recovering. For example, when children get the measles, their bodies naturally produce measles antibodies. These antibodies prevent them from getting the measles again. People also develop immunities by getting shots, or vaccinations. A vaccination makes a person's body produce antibodies for sicknesses she has not had. Only some vaccinations give permanent immunity from a particular sickness.

This selection is mainly about ____ .

- A. mother's milk is important for babies
- B. it is important to get the measles
- C. permanent immunity is the result of mother's milk
- D. there are different ways to get antibodies

6. Sometimes people look, but they do not really see. And sometimes people see only what they want to see. Looking at things in either of these ways can be dangerous, especially in the medical profession. Looking at, or **observing**, a patient carefully could mean the difference between life and death. Observing patients carefully is an important part of the job of a nursing assistant.

The main idea of this paragraph is ____ .

- A. Health workers should see only what they want to see.
- B. You should believe only what you see.
- C. All patients look about the same.
- D. Health workers have to observe carefully.

7. Useful observations are **objective**; they are based on facts. It is important to distinguish between facts and interpretations of facts. For example, a nursing assistant goes into a patient's room and discovers a tray of food that is only partially eaten. The fact is that the patient has not eaten all of the food. This is an objective observation. However, there are many ways of interpreting this fact. Maybe the food was cold. Maybe the patient's meal was interrupted. Maybe the patient was angry about something. These are interpretations of the facts, or **subjective** statements. The nursing assistant should report only objective observations.

The main idea of this paragraph is ____ .

- A. A nursing assistant has to know the right way of interpreting facts.
- B. If a patient doesn't finish his meal, it means he's not hungry.
- C. Nursing assistants report facts, not interpretations.
- D. If a patient is angry, he may not eat.

8. There are many paths to follow in the field of nursing today. In addition, the demand for trained nursing professionals is on the rise. The United States currently has a shortage of many nursing professionals. For those who enjoy it, nursing is a promising career for the future.

Which sentence states the main idea of the last paragraph? ____

- A. Nursing assistants enjoy their jobs.
- B. Only nursing assistants will be able to find jobs in the future.
- C. It will be difficult to find a job in nursing in the future.
- D. The future looks good for nursing professionals.

SUGGESTED LESSON PLANNING

The Reading Attainment System series (Books 1-10) is aimed at helping improve reading, vocabulary, and thinking skills. Since the aim of the Employability Skills Center is to focus on skills needed to to a specific job, chapters which were related to the field of health were chosen. Below is a list of these chapters.

Reading Attainment System:

Book 1 - Chapter 6	"Are You Drawn-Proof?"
Chapter 14	"Tips on Filling Out Job Applications"
Book 2 - Chapter 4	"Fires That Water Won't Put Out"
Book 3 - Chapter 9	"Poisons and Antidotes"
Book 4 - Chapter 13	"Look Out for Quacks!"
Book 5 - Chapter 10	"What Does Anger Do to You"
Book 6 - Chapter 9	"Black Death"
Book 7 - Chapter 12	"Animals That Help Each Other"
Book 8 - Chapter 5	"Warning! Poison"
Book 9 - Chapter 14	"Man Without Sleep"

SUGGESTED SUPPLEMENTARY MATERIALS:

READING IN THE WORKPLACE HEALTHCARE

**Educational Activities, Inc.,
Freeport, NY 11520**

- Computer Generated Study Guides & Keys**
- Instructional Generated Study Guides & Keys**

READING IN THE WORKPLACE: HEALTH CARE

**Educational Activities, Inc.,
Freeport, NY 11520**

**Computer generated
reproducible
study guides.**

READING IN THE WORKPLACE
Health Care

HOMOGRAPHS

Each of the words listed below has three different meanings. Put a check on the line next to the definition that best applies to the health-care field.

1. treat

- _____ to pay for another person
- _____ to provide medical care
- _____ to discuss terms

2. condition

- _____ the state that a person is in
- _____ part of a legal agreement
- _____ something needed for something else to happen

3. disabled

- _____ took away legal rights
- _____ not working properly
- _____ weakened by illness or injury

4. dressing

- _____ a sauce added to salad
- _____ something put on a cut to help it heal
- _____ the act of putting on clothes

5. pressure

- _____ a forceful influence
- _____ force applied to stop bleeding
- _____ the amount of air in a tire

6. victim

- _____ a person sacrificed to a god
- _____ a person who is injured or hurt
- _____ a person who is tricked

7. support

- _____ to help or assist
- _____ money paid by one parent to another to help with the expenses of the children
- _____ the foundation or base of a building

8. operate

- _____ to perform a military action
- _____ to cause to function
- _____ to perform surgery

9. congested

- _____ having a lot of fluid in the nose area
- _____ having too much traffic on the road
- _____ having a lot of people living in an area

10. circulation

- _____ the average number of copies of a magazine over a period of time
- _____ the total number of items borrowed from a library
- _____ the path of blood through the body

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

CROSSWORD PUZZLE

Use the vocabulary words in the word box below to fill in the crossword puzzle on worksheet #3. Note: Some of the words in the word box are not used in the puzzle.

WORD BOX

applied	discolored	prescribed	swelling
blisters	dosages	private	symptoms
cancer	dreaded	relieve	tissues
chores	dressing	setup	tragic
clammy	exposed	side rails	victim
condition	infected	signal cord	
contract	nausea	slurred	
disabled	pneumonia	stress	

CLUES

ACROSS

1. a bed attachment that can be raised and lowered
3. mental pressure
4. the state a person is in
8. put on
10. feared greatly
11. something applied to a wound
13. raised areas of the skin containing watery liquid
16. an object used to call for help
18. not having full ability
19. layers of cells
20. very sad

DOWN

1. changes that indicate a problem
2. not the usual color
3. materials needed for a procedure
5. amounts of medicine
6. a stomach problem that makes you feel like throwing up
7. to ease
9. ordered the use of a drug
12. left without protection or care
14. spoken incorrectly
15. to catch or come down with a disease or illness
16. puffed up or enlarged body parts
17. moist

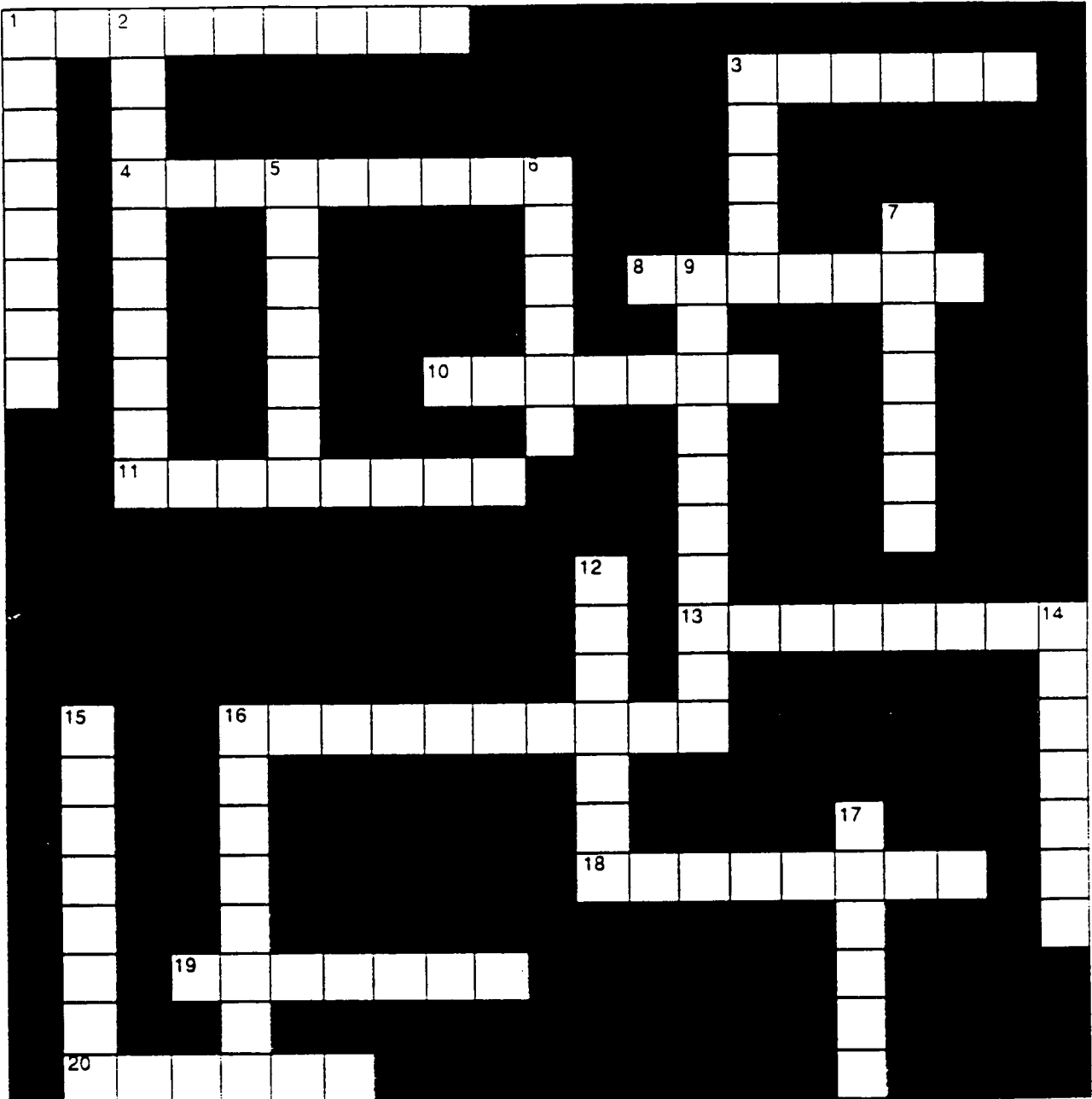
See Worksheet #3 for Crossword Board

Name _____ Class _____ Date _____



Crossword Puzzle

Continued



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See Worksheet #2 for Crossword Clues

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines. Put one letter on each line.

WORD BOX

avoid	crisis	frequent	prevent	rapid
blister	disabled	nausea	pulse	vaccinate

- not having full ability ○ _____
- a crucial or decisive situation _____ ○ _____
- very often _____ _____ ○ _____
- a raised area of the skin containing watery liquid _____ _____ ○ _____
- to stay away from _____ _____ ○ _____
- to inject with weak or dead disease germs to protect against that disease _____ _____ _____ ○ _____
- quick _____ _____ ○ _____
- a stomach problem that makes you feel like throwing up _____ _____ _____ ○ _____
- to keep from happening _____ _____ _____ ○ _____
- the throbbing of arteries produced by the beating of the heart _____ _____ ○ _____

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

People who specialize in diet and how it relates to health and hygiene are called:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

SCRAMBLED WORDS

Next to each scrambled word is its meaning. Unscramble the word and write it on the blank line.

1. **thednisos** false or deceitful _____

2. **creanc** a disease in which some body cells
grow too quickly, destroying
healthy tissue and organs _____

3. **piplade** put on _____

4. **lewglisn** puffed up or enlarged body parts _____

5. **civtmi** someone who is injured _____

6. **wholals** not deep _____

7. **tnasoctn** all the time _____

8. **drealepc** changed one thing for another _____

9. **proptus** aid or assistance _____

10. **gorezicen** to notice _____

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

contact	dosage	pulse	support	symptoms
cures	dressings	slurred	swindler	victims

1. Health-care workers help _____ of violent crimes and serious accidents.
2. For some diseases, there are no _____.
3. As a health-care worker, you may come in _____ with very sick people.
4. The nurse applied several _____ to the wound.
5. The crutches provided _____ for the man after he broke his leg.
6. Red bumps and itchy skin are _____ of chicken pox.
7. The recommended _____ was two pills every four hours.
8. After drinking too much alcohol, her speech was _____.
9. The quick-cure _____ sold many fake medicines.
10. Because the boy was unconscious, I checked his breathing and _____.

Name _____ Class _____ Date _____

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

applied	cancer	midwife	personal hygiene	relieve
bed wheels	clammy	nausea	prescribed	scar
blisters	essential	panic	pressure	therapy

- The nurse _____ the ointment to the patient's burn.
- After the operation, she had a _____ on her leg.
- It is _____ for a doctor to have a good bedside manner.
- The man's forehead felt _____, so he took his temperature.
- Many people _____ at the sight of blood.
- _____ is a dreaded disease for which there is no known cure.
- After the baby was born, the _____ put the baby in its mother's arms.
- The nurse aide locked the _____ in place.
- Excellent _____ is important for any health-care worker.
- He needed six months of intensive _____ after the car accident.
- She took two aspirin to _____ her headache.
- The doctor _____ an antibiotic.
- Direct _____ should be applied to stop bleeding.
- A bad burn will cause _____ to form on the surface of the skin.
- His stomach ache caused feelings of _____.

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

SCRAMBLED WORDS

Unscramble the words and fill in the blanks. Put one letter on each line. Use the word box to help you.

WORD BOX

AIDS	immune system	orange stick	symptoms
blister	infected	rash	treat
cancer	mumps	risk	

1. pmsum _ _ _ _ _ _
2. cfidnete _ _ _ _ _ _ _ _
3. moystmsp _ _ _ _ _ _ _
4. encrca _ _ _ _ _ _
5. aertt _ _ _ _ _
6. ahrs _ _ _ _
7. trebisl _ _ _ _ _ _
8. iksr _ _ _ _
9. dais _ _ _ _
10. noegra ktcsi _ _ _ _ _ _ _ _ _
11. meuimn esmtys _ _ _ _ _ _ _ _ _ _

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

The act of bringing forth a developing baby too early,
causing the end of the pregnancy, is called a:

Name _____ Class _____ Date _____



SCRAMBLED WORDS

Unscramble the words and fill in the blanks. Put one letter on each line. Use the word box to help you.

WORD BOX

accident	disease	hygiene	thermometer
blood	drugs	injury	treatment
diet	hospital	medicine	

1. imeicned

_____o_____

2. yeighen

_____o_____

3. mtaretnte

_____o_____

4. dacticne

_____o_____

5. gruds

_____o_____

6. obldo

_____o_____

7. adseies

_____o_____

8. ahpstoil

_____o_____

9. tied

_____o_____

10. mtmrohete

_____o_____

11. uyjinr

_____o_____

Use the letters that appear inside the circles above to write the mystery word.

..... **??MYSTERY WORD??**

The movement of blood through the vessels
of the body is called:

o o o o o o o o o o

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines.

WORD BOX

axillary bar	cancer	crisis	dressing	pulse
blister	chore	cure	immune system	scarring
calamine lotion	condition	dosage	pneumonia	victim

1. a serious disease of the lungs _____
2. the body's ability to fight germs and diseases _____
3. someone who is injured _____
4. a situation that becomes very serious _____
5. a medical treatment leading to the recovery from a disease _____
6. a disease in which some body cells grow too quickly, destroying healthy tissues and organs _____
7. marks left on the skin after an injury has healed _____
8. a soothing liquid used to relieve itching _____
9. a raised area of the skin containing watery liquid _____
10. the top of a crutch that fits under the armpit _____
11. a small job that is usually done on a regular basis _____
12. the general state that a person is in _____
13. something applied to a wound to help it heal _____
14. a specific amount of medicine _____
15. the throbbing of the arteries as blood is pumped through them _____

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines.

WORD BOX

blurred	discolored	eliminate	infected	relieve
caressing	dishonest	exchanging	injecting	risk
constant	dreaded	exposed	panic	tragic

1. left without protection or care _____
2. very sad _____
3. in danger of _____
4. having a disease in the body or part of the body _____
5. the giving or taking of one thing in return for another _____
6. sudden, extreme fright _____
7. not trustworthy; deceitful _____
8. to help feel better _____
9. touching in a tender, loving way _____
10. feared greatly _____
11. not clear _____
12. all the time _____
13. to get rid of _____
14. putting into the body by using a needle _____
15. not the usual color _____

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

CATEGORIZING

Under each description, write the health term that is being described. Use the words in the box to help you. Some letters have already been provided for you.

WORD BOX

AIDS	childhood diseases	medical assistant	vital signs
asepsis	dental assistant	medical secretary	
burns	Florence Nightingale	poison ivy	

1. temperature
pulse
respiration
blood pressure

__it__ s__n__

2. washing hands
using sterile techniques
using boiling water
being in isolation

__se__is

3. directing patient to chair
showing how to brush and floss
setting up trays
giving x-rays

__en__l a__is__an__

4. helping with physical exam
giving medications
drawing blood
taking down histories

__e__ic__l __ss__t__t

5. first degree
second degree
third degree
blister

__ur__

6. filling out insurance forms
using the telephone
typing letters
scheduling appointments

m__d__al __ec__ta__

7. itchy
rash
red
calamine lotion

__oi__o__ __v__

8. sexual contact
sharing needles
other people's blood
attacks immune system

__d__

9. nurse
Crimean War
began nursing school
made nursing honorable

__ore__ce __ig__t__ga__

10. chicken pox
mumps
measles
polio

__hil__oo__ __is__as__

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

HIDDEN WORD PUZZLE

The 31 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

applied	disabled	occupied bed	risk
avoid	eliminate	perform	symptoms
blurred	infected	physician	tissues
cancer	least	prevent	tragic
clammy	management	private	underlying
contact	mild	proper	vary
CPR	nausea	pulse	victim
cure	neuralgia	rapid	

A E S U A N E U R A L G I A B D
 S P Y C D E B D E I P U C C O E
 M H P R A P I D M I L D E F M T
 O Y C L A M M Y R C E J D M A C
 T S V E I V L R O P S T E U N E
 P I V T S E R D F R L L L N A F
 M C I O A N D E R R U L B D G N
 Y I C S T N E V E R P I A E E I
 S A T R A G I C P N R H S R M R
 R N I C U R E T A N I M I L E E
 I S M C O N T A C T V T D Y N P
 S Y E W R E C N A C A G B I T O
 K U X A S E U S S I T L K N H R
 Z O N V A V O I D Q E M U G O P

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 15 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

axillary bar	discolored	frequent
chores	dosage	immune system
circulation	dressings	pneumonia
condition	essential	replaced
constant	exposed	shallow

T E N A I N O M U E N P C S T O
R O T M R A B Y R A L L I X A M
D S S J C D I S C O L O R E D E
A R B L A I T N E S S E C L J T
S D E C A L P E R C B H U C L S
R E L S N F E G A S O D L O H Y
A S U H S D L O M R E A A N A S
N O N A T I O L E I F R T S Q E
G P I L P T N S U G N A I T I N
S X O L A N T G Y I M P O A D U
T E A O C O N D I T I O N N R M
- Y X Q W V L R O L S E U T T P M
T N E U Q E R F M R E O N O C I

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A

Column B

1. observe	ignore	touch	see
2. clammy	soaked	moist	dry
3. least	smallest	largest	weakest
4. perform	do	fix	break
5. essential	part	hard	necessary
6. physician	dentist	doctor	scientist
7. proper	right	incorrect	unnecessary
8. rapid	strong	slow	fast
9. support	hurt	help	insure
10. underlying	below	surface	above
11. dosage	amount	condition	medicine
12. private	public	personal	aware
13. replace	restore	break	move
14. tragic	sad	happy	angry
15. cure	recovery	sick	symptom
16. infect	eliminate	contaminate	relieve
17. dishonest	untruthful	fair	truthful
18. dread	joy	anger	fear
19. vary	change	much	constant
20. relieve	die	harm	help

Name _____ Class _____ Date _____



READING IN THE WORKPLACE

Health Care

WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. explode	explode	exploit	expose	export	express	explode
2. symptom	symptom	sympathy	symphony	sympathize	symptom	sympathy
3. avoid	avow	avid	avert	away	avoid	avid
4. contact	contract	contend	contact	contain	contend	contact
5. relieve	relive	relent	relief	relieve	rely	relent
6. dread	dread	dead	dream	dregs	dead	dread
7. blurred	blurb	blurry	blurt	blurb	blurry	blurred
8. chore	chore	choir	choral	choker	chore	choir
9. prescribe	prescript	presence	prescribe	preschool	present	prescript
10. rapid	rapt	rapture	radish	radar	rapid	rapid
11. vary	very	vary	vary	veer	very	varsity
12. replace	repeat	replace	replant	replace	replaced	replace
13. victim	victimize	victim	victor	victory	victim	victor
14. private	privet	privacy	privy	private	privet	private
15. panic	planet	pander	panic	painful	planet	panic

Name 165

Class _____

Date 166

READING IN THE WORKPLACE

Health Care

HOMOGRAPHS

Each of the words listed below has three different meanings. Put a check on the line next to the definition that best applies to the health-care field.

1. treat

- to pay for another person
- to provide medical care
- to discuss terms

2. condition

- the state that a person is in
- part of a legal agreement
- something needed for something else to happen

3. disabled

- took away legal rights
- not working properly
- weakened by illness or injury

4. dressing

- a sauce added to salad
- something put on a cut to help it heal
- the act of putting on clothes

5. pressure

- a forceful influence
- force applied to stop bleeding
- the amount of air in a tire

6. victim

- a person sacrificed to a god
- a person who is injured or hurt
- a person who is tricked

7. support

- to help or assist
- money paid by one parent to another to help with the expenses of the children
- the foundation or base of a building

8. operate

- to perform a military action
- to cause to function
- to perform surgery

9. congested

- having a lot of fluid in the nose area
- having too much traffic on the road
- having a lot of people living in an area

10. circulation

- the average number of copies of a magazine over a period of time
- the total number of items borrowed from a library
- the path of blood through the body

Name _____ Class _____ Date _____

CROSSWORD PUZZLE

Use the vocabulary words in the word box below to fill in the crossword puzzle on worksheet #3. Note: Some of the words in the word box are not used in the puzzle.

WORD BOX

applied	discolored	prescribed	swelling
blisters	dosages	private	symptoms
cancer	dreaded	relieve	tissues
chores	dressing	setup	tragic
clammy	exposed	side rails	victim
condition	infected	signal cord	
contract	nausea	slurred	
disabled	pneumonia	stress	

CLUES

ACROSS

1. a bed attachment that can be raised and lowered
3. mental pressure
4. the state a person is in
8. put on
10. feared greatly
11. something applied to a wound
13. raised areas of the skin containing watery liquid
16. an object used to call for help
18. not having full ability
19. layers of cells
20. very sad

DOWN

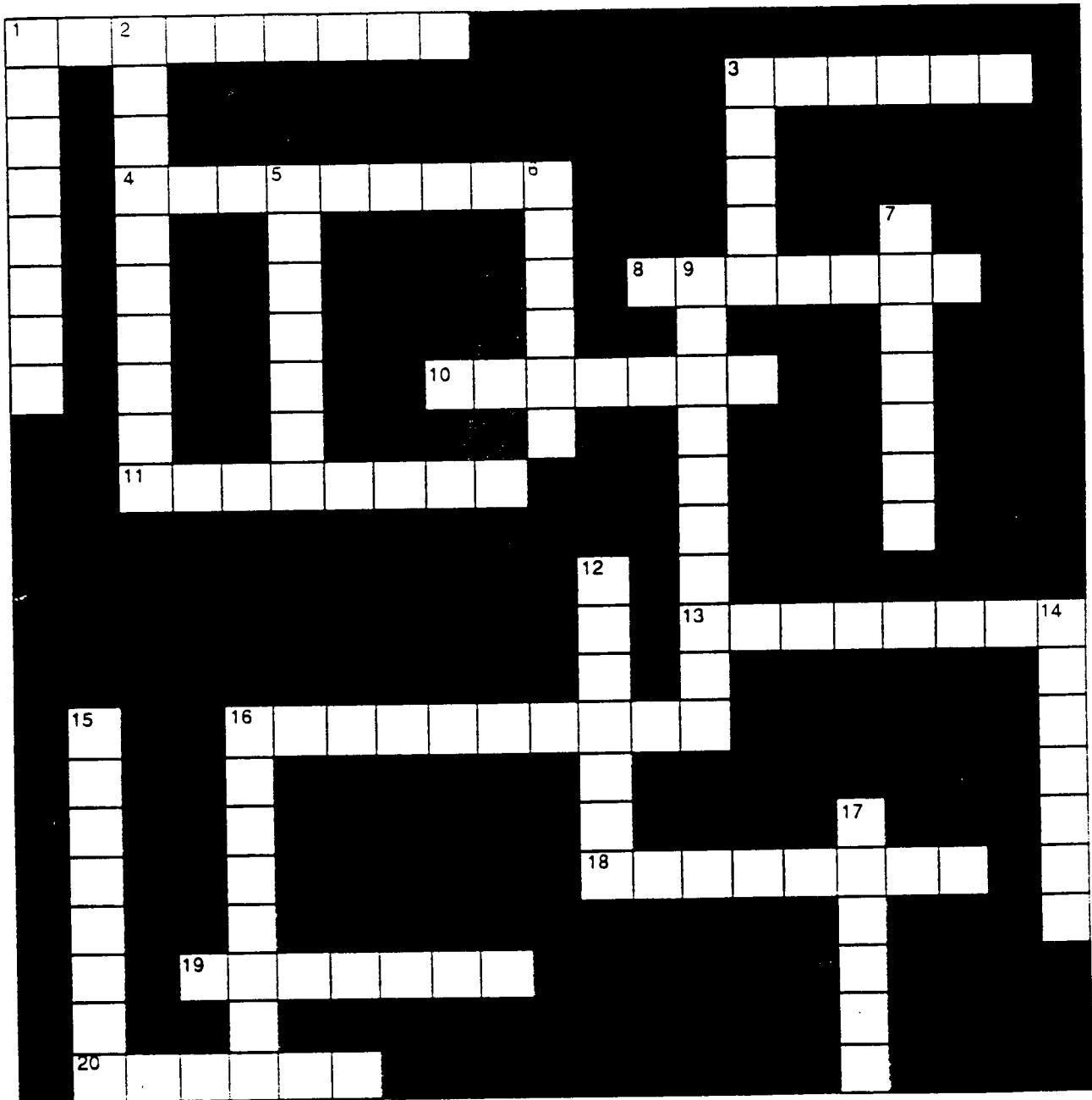
1. changes that indicate a problem
2. not the usual color
3. materials needed for a procedure
5. amounts of medicine
6. a stomach problem that makes you feel like throwing up
7. to ease
9. ordered the use of a drug
12. left without protection or care
14. spoken incorrectly
15. to catch or come down with a disease or illness
16. puffed up or enlarged body parts
17. moist

See Worksheet #3 for Crossword Board

Name _____ Class _____ Date _____



Crossword Puzzle
Continued



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See Worksheet #2 for Crossword Clues

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines. Put one letter on each line.

WORD BOX

avoid	crisis	frequent	prevent	rapid
blister	disabled	nausea	pulse	vaccinate

- not having full ability ○ _____
- a crucial or decisive situation _____ ○ _____
- very often _____ _____ ○ _____
- a raised area of the skin containing watery liquid _____ _____ ○ _____
- to stay away from _____ _____ ○ _____
- to inject with weak or dead disease germs to protect against that disease _____ _____ _____ ○ _____
- quick _____ _____ ○ _____
- a stomach problem that makes you feel like throwing up _____ _____ _____ ○ _____
- to keep from happening _____ _____ _____ ○ _____
- the throbbing of arteries produced by the beating of the heart _____ _____ ○ _____

Use the letters that appear inside the circles above to write the mystery word.

..... **???**MYSTERY WORD**???**

People who specialize in diet and how it relates to health and hygiene are called:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

SCRAMBLED WORDS

Next to each scrambled word is its meaning. Unscramble the word and write it on the blank line.

1. **thednisos** false or deceitful _____

2. **creanc** a disease in which some body cells
grow too quickly, destroying
healthy tissue and organs _____

3. **piplade** put on _____

4. **lewglisn** puffed up or enlarged body parts _____

5. **civtrni** someone who is injured _____

6. **wholals** not deep _____

7. **tnasoctn** all the time _____

8. **drealepc** changed one thing for another _____

9. **proptus** aid or assistance _____

10. **gorezicen** to notice _____

Name _____ Class _____ Date _____

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

contact	dosage	pulse	support	symptoms
cures	dressings	slurred	swindler	victims

1. Health-care workers help _____ of violent crimes and serious accidents.
2. For some diseases, there are no _____.
3. As a health-care worker, you may come in _____ with very sick people.
4. The nurse applied several _____ to the wound.
5. The crutches provided _____ for the man after he broke his leg.
6. Red bumps and itchy skin are _____ of chicken pox.
7. The recommended _____ was two pills every four hours.
8. After drinking too much alcohol, her speech was _____.
9. The quick-cure _____ sold many fake medicines.
10. Because the boy was unconscious, I checked his breathing and _____.

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

applied	cancer	midwife	personal hygiene	relieve
bed wheels	clammy	nausea	prescribed	scar
blisters	essential	panic	pressure	therapy

- The nurse _____ the ointment to the patient's burn.
- After the operation, she had a _____ on her leg.
- It is _____ for a doctor to have a good bedside manner.
- The man's forehead felt _____, so he took his temperature.
- Many people _____ at the sight of blood.
- _____ is a dreaded disease for which there is no known cure.
- After the baby was born, the _____ put the baby in its mother's arms.
- The nurse aide locked the _____ in place.
- Excellent _____ is important for any health-care worker.
- He needed six months of intensive _____ after the car accident.
- She took two aspirin to _____ her headache.
- The doctor _____ an antibiotic.
- Direct _____ should be applied to stop bleeding.
- A bad burn will cause _____ to form on the surface of the skin.
- His stomach ache caused feelings of _____.

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

SCRAMBLED WORDS

Unscramble the words and fill in the blanks. Put one letter on each line. Use the word box to help you.

WORD BOX

AIDS	immune system	orange stick	symptoms
blister	infected	rash	treat
cancer	mumps	risk	

1. pmsum ○

2. cfdnete ○

3. moystmsp ○

4. encrca ○

5. aertt ○

6. ahrs ○

7. trebisl ○

8. iksr ○

9. dais ○

10. noegra ktcsi ○ _____

11. meuimn esmtys ○ _____

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

The act of bringing forth a developing baby too early,
causing the end of the pregnancy, is called a:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

SCRAMBLED WORDS

Unscramble the words and fill in the blanks. Put one letter on each line. Use the word box to help you.

WORD BOX

accident	disease	hygiene	thermometer
blood	drugs	injury	treatment
diet	hospital	medicine	

1. imeicned _____○_____
2. yeighen _____○_____
3. mtaretnte _____○_____
4. dacticne _____○_____
5. gruds _____○_____
6. obldo _____○_____
7. adseies _____○_____
8. ahpstoil _____○_____
9. tied _____○_____
10. mtmrohertree _____○_____
11. uyjinr _____○_____

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

The movement of blood through the vessels
of the body is called:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines.

WORD BOX

axillary bar	cancer	crisis	dressing	pulse
blister	chore	cure	immune system	scarring
calamine lotion	condition	dosage	pneumonia	victim

1. a serious disease of the lungs _____
2. the body's ability to fight germs and diseases _____
3. someone who is injured _____
4. a situation that becomes very serious _____
5. a medical treatment leading to the recovery from a disease _____
6. a disease in which some body cells grow too quickly, destroying healthy tissues and organs _____
7. marks left on the skin after an injury has healed _____
8. a soothing liquid used to relieve itching _____
9. a raised area of the skin containing watery liquid _____
10. the top of a crutch that fits under the armpit _____
11. a small job that is usually done on a regular basis _____
12. the general state that a person is in _____
13. something applied to a wound to help it heal _____
14. a specific amount of medicine _____
15. the throbbing of the arteries as blood is pumped through them _____

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines.

WORD BOX

blurred	discolored	eliminate	infected	relieve
caressing	dishonest	exchanging	injecting	risk
constant	dreaded	exposed	panic	tragic

1. left without protection or care _____
2. very sad _____
3. in danger of _____
4. having a disease in the body or part of the body _____
5. the giving or taking of one thing in return for another _____
6. sudden, extreme fright _____
7. not trustworthy; deceitful _____
8. to help feel better _____
9. touching in a tender, loving way _____
10. feared greatly _____
11. not clear _____
12. all the time _____
13. to get rid of _____
14. putting into the body by using a needle _____
15. not the usual color _____

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

CATEGORIZING

Under each description, write the health term that is being described. Use the words in the box to help you. Some letters have already been provided for you.

WORD BOX

AIDS	childhood diseases	medical assistant	vital signs
asepsis	dental assistant	medical secretary	
burns	Florence Nightingale	poison ivy	

1. temperature
pulse
respiration
blood pressure

it _ _ s_ _ _ n_ _

2. washing hands
using sterile techniques
using boiling water
being in isolation

se _ _ is

3. directing patient to chair
showing how to brush and floss
setting up trays
giving x-rays

en _ _ l a _ _ is _ an _

4. helping with physical exam
giving medications
drawing blood
taking down histories

e _ ic_ _ l _ ss_ _ _ t_ _ _ t

5. first degree
second degree
third degree
blister

ur _ _

6. filling out insurance forms
using the telephone
typing letters
scheduling appointments

m_ d_ _ _ al _ ec_ _ _ ta_ _ _

7. itchy
rash
red
calamine lotion

oi _ o_ _ _ v_ _

8. sexual contact
sharing needles
other people's blood
attacks immune system

_ _ _ d_ _

9. nurse
Crimean War
began nursing school
made nursing honorable

_ _ ore_ _ ce _ ig_ _ t_ _ _ ga_ _ _

10. chicken pox
mumps
measles
polio

hil _ _ oo_ _ _ is_ _ as_ _ _

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 31 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

applied	disabled	occupied bed	risk
avoid	eliminate	perform	symptoms
blurred	infected	physician	tissues
cancer	least	prevent	tragic
clammy	management	private	underlying
contact	mild	proper	vary
CPR	nausea	pulse	victim
cure	neuralgia	rapid	

A E S U A N E U R A L G I A B D
 S P Y C D E B D E I P U C C O E
 M H P R A P I D M I L D E F M T
 O Y C L A M M Y R C E J D M A C
 T S V E I V L R O P S T E U N E
 P I V T S E R D F R L L L N A F
 M C I O A N D E R R U L B D G N
 Y I C S T N E V E R P I A E E I
 S A T R A G I C P N R H S R M R
 R N I C U R E T A N I M I L E E
 I S M C O N T A C T V T D Y N P
 S Y E W R E C N A C A G B I T O
 K U X A S E U S S I T L K N H R
 Z O N V A V O I D Q E M U G O P

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 15 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

axillary bar	discolored	frequent
chores	dosage	immune system
circulation	dressing	pneumonia
condition	essential	replaced
constant	exposed	shallow

T E N A I N O M U E N P C S T O
R O T M R A B Y R A L L I X A M
D S S J C D I S C O L O R E D E
A R B L A I T N E S S E C L J T
S D E C A L P E R C B H U C L S
R E L S N F E G A S O D L O H Y
A S U H S D L O M R E A A N A S
N O N A T I O L E I F R T S Q E
G P I L P T N S U G N A I T I N
S X O L A N T G Y I M P O A D U
T E A O C O N D I T I O N N R M
- Y X Q W V L R O L S E U T T P M
T N E U Q E R F M R E O N O C I

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A

Column B

1. observe	ignore	touch	see
2. clammy	soaked	moist	dry
3. least	smallest	largest	weakest
4. perform	do	fix	break
5. essential	part	hard	necessary
6. physician	dentist	doctor	scientist
7. proper	right	incorrect	unnecessary
8. rapid	strong	slow	fast
9. support	hurt	help	insure
10. underlying	below	surface	above
11. dosage	amount	condition	medicine
12. private	public	personal	aware
13. replace	restore	break	move
14. tragic	sad	happy	angry
15. cure	recovery	sick	symptom
16. infect	eliminate	contaminate	relieve
17. dishonest	untruthful	fair	truthful
18. dread	joy	anger	fear
19. vary	change	much	constant
20. relieve	die	harm	help

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. expose	explode	exploit	expose	export	express	explode
2. symptom	symptom	sympathy	symphony	sympathize	symptom	sympathy
3. avoid	avow	avid	avert	away	avoid	avid
4. contact	contract	contend	contact	contain	contend	contact
5. relieve	relive	relent	relief	relieve	rely	relent
6. dread	dread	dead	dream	dregs	dead	dread
7. blurred	blurb	blurry	blurt	blurb	blurry	blurred
8. chore	chore	choir	choral	choker	chore	choir
9. prescribe	prescript	presence	prescribe	preschool	present	prescript
10. rapid	rapt	rapture	radish	radar	rapid	rapid
11. vary	very	vary	vary	veer	very	varsity
12. replace	repeat	replace	replant	replace	replaced	replace
13. victim	victimize	victim	victor	victory	victim	victor
14. private	privet	privacy	privy	private	privet	private
15. panic	planet	pander	panic	painful	planet	panic

SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A

1. extent
2. proceed
3. respiration
4. tactful
5. unconscious
6. abrasion
7. broad
8. artificial
9. accurate
10. requirement
11. pharmacy
12. perspire
13. nerve
14. moist
15. microscopic

Column B

- | | | |
|-----------|--------------|------------|
| exclude | present | range |
| start | stop | continue |
| breathing | perspiring | aspiring |
| obtuse | inoffensive | possessive |
| fearful | unaware | timid |
| break | wart | scrape |
| wide | narrow | center |
| unnatural | unreasonable | unclear |
| trim | strong | precise |
| faulty | necessary | friendly |
| drugstore | prescription | pharmacist |
| bleed | sweat | expire |
| tendon | kidney | organ |
| dry | damp | soaked |
| small | large | size |

Name _____ Class _____ Date _____



SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A		Column B	
1. procedure	method	product	proof
2. consequence	plan	result	prevent
3. resumé	summary	occupy	begin
4. benefit	position	test	aid
5. sincere	fake	genuine	untrustworthy
6. posture	strength	control	position
7. incisor	neck	jaw	tooth
8. specimen	sample	instrument	surface
9. adequate	sufficient	skilled	order
10. communicate	exit	transmit	current
11. observe	help	watch	find
12. suppress	stop	start	charge
13. suitable	caution	wrong	right
14. average	typical	great	unpleasant
15. competent	complain	notable	capable

Name _____ Class _____ Date _____



USING CONTEXT CLUES

Read the following sentences, which are found on the labels of common medicines. Fill in each blank space with the correct word from the word box.

WORD BOX

allergic	drowsiness	external	inhale	prescribed
dosage	exceed	ingredients	persistent	suppress

1. Give this _____ to children 12 and under.
2. This medicine should not be _____ for pregnant women.
3. This product will _____ a cough.
4. Do not _____ this product while spraying it in your nose.
5. If cough is _____, call a doctor.
6. This product may cause _____.
7. Do not _____ the prescribed dosage.
8. This medicine is for _____ use only.
9. If you are _____ to aspirin, do not use this product.
10. These pills contain certain _____ that may cause an upset stomach unless taken with milk.

Name _____ Class _____ Date _____

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

airborne	clinic	diabetes	premature
allergic	communicate	fragile	risk
antiseptic	contaminated	infected	utensils
assistance	croup	insulin	

- To clean a cut, you should use an _____.
- Sneezing causes germs to be _____.
- Smokers may be at _____ for lung cancer.
- Some people are _____ to bee stings.
- When a baby is born before the due date, it is called _____.
- Small babies seem _____ and delicate to new parents.
- Dirty needles probably are _____ with germs.
- Sometimes small children get a bark-like cough called _____.
- _____ is a disease that can be controlled.
- When treating a wound, it is important to avoid getting it _____.
- Diabetes is controlled by using _____.
- Many people receive treatment at a _____.
- Some patients may need to use special _____ when eating.
- Nurses give much help and _____ to hospitalized patients.
- Health-care workers need to _____ effectively with patients.

Name _____ Class _____ Date _____



SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

- 1. **tentiap** ○ _____
- 2. **thealh** ○ _____
- 3. **sicyphs** _____ ○ _____
- 4. **mesure** _____ ○ _____
- 5. **cratpialc** _____ _____ ○ _____
- 6. **reedcop** _____ _____ ○ _____
- 7. **derdlba** _____ _____ ○ _____
- 8. **ledlisk** _____ _____ ○ _____
- 9. **mitciv** _____ _____ ○ _____
- 10. **cembhicsan** _____ _____ ○ _____
- 11. **beetfin** _____ ○ _____
- 12. **seephr** _____ _____ ○ _____
- 13. **zueag** _____ ○ _____
- 14. **nemiceps** _____ ○ _____
- 15. **maanyto** _____ _____ _____ ○ _____

Use the letters that appear inside the circles above to write the mystery word.

..... **??MYSTERY WORD??**

The treatment of injury by exercise or massage is called:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. <u>research</u>	research	resound	research	resolve	research
2. <u>disease</u>	discourse	disease	disease	disservice	discuss
3. <u>weight</u>	weigh	weird	weigh	weight	weep
4. <u>medical</u>	medical	medial	medical	medical	medieval
5. <u>nutrition</u>	nutrient	nutrition	nutrition	nutria	nutrition
6. <u>therapist</u>	theorize	therapist	therapist	theorize	therapist
7. <u>hospital</u>	hospital	hospice	hostile	hospice	hospital
8. <u>patients</u>	patents	patients	paternal	patients	patents
9. <u>clinical</u>	clinker	clinical	clinical	climate	clinical
10. <u>infection</u>	infantile	infection	infection	infancy	infection
11. <u>recuperate</u>	recuperate	recurrent	rectangle	recuperate	recurrent
12. <u>nausea</u>	nausea	nautical	nausea	nautilus	nausea
13. <u>gland</u>	glance	gland	glare	gland	gland
14. <u>bandage</u>	bandage	bandinage	bandage	banana	bagged
15. <u>ambulance</u>	ambulance	ambitious	ambrosia	ambulance	ambulatory

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Class

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Date

READING IN THE WORKPLACE
Health Care

WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. hernia	hermit	hernia	here	hernia	herein	hernia
2. nerve	nerve	nerd	neutral	nerve	nervous	nerve
3. profile	profit	profile	profuse	profile	profit	prompt
4. admit	admit	admire	admit	adept	admit	adrift
5. aid	aim	ail	aide	aim	aid	aid
6. fracture	fraction	fracture	fraction	fracture	fragment	fragrant
7. hygiene	hygiene	hygienic	hygiene	hyena	hygiene	hyena
8. nurse	nuzzle	nurse	nurture	nurse	nutria	nurse
9. physics	physics	physicist	physic	physics	physics	physic
10. fragile	frantic	fragile	frazzle	fragile	frankly	fragile
11. anatomy	analyst	anatomy	anchovy	anatomy	analyst	anatomy
12. calamine	calamine	calcium	calamine	calcium	calculus	calamine
13. embryo	employ	embryo	emote	embroil	embryo	embryo
14. therapy	theorist	therapy	theory	therapy	theory	therapy
15. anxiety	anxiety	anxious	apiary	anxiety	anxiety	apiary

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Class _____

Date _____

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READING IN THE WORKPLACE

Health Care

HIDDEN WORD PUZZLE

The 20 vocabulary words listed below are situations that need emergency first-aid treatment. They are hidden in the puzzle across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

abdominal injuries	choking	heat stroke	rashes
bee stings	convulsions	obstructed airway	seizures
bleeding	fainting	open wounds	shock
blister	fractures	poisoning	sunburn
chemical burns	frostbite	poison ivy	swelling

B S N O I S L U V N O C Q P L P N S E A O R
 L E J G H N O E A L P M R L S C H N E R B G
 E I E G A E F R A C T U R E S R P R H J S N
 E R P S R L O L R C N O S S I T O U A E T I
 D U O R T O O P E N W O U N D S I B M L R L
 I J I E T I B T S O R F I D G S W L E R U L
 N N S N B S N A E L S A S O U H V A Y D C E
 G I O E N E N G N I N O S I O P A C T F T W
 B L N E K O R T S T A E H I D J N I K A E S
 L A I S E R U Z I E S N P N Q O A M J I D A
 T N V N I B R X B O T S R R H H E E V N A Y
 A I Y Q C G H E I L N E E U Y M N H I T I W
 I M D I N O L D L J I H P C B C S C E I R G
 N O G N I K O H C R A S M E D N E U O N W U
 X D A M O L R X O D N A T C H A U T L G A I
 P B G T M P S L N D O R O E E S S S E H Y L
 Y A L S H O C K A E Y O L K R O N E A R K I

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 20 vocabulary words listed below are related to first-aid treatments. They are hidden in the puzzle across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

artificial respiration	CPR	fresh air	spiral turns
bandage	dressing	pressure point	splint
burn pad	emergency	rescue	sterilize
calamine lotion	examine	rest	tranquilizers
cold compress	first aid	sling	victim

N O I T O L E N I M A L A C P S R L G Q S M
 F X S R E Z I L I U Q N A R T L E A M L P C
 B J L K B A N D A G E M N X V I C T I M I S
 T V J L M P O U N E M E R G E N C Y J B R R
 F R E S H A I R C J L T T E X G F T P C A S
 I X Q E X B A R Y P M N B O T D N R O O L I
 R B U Z L S E L B I O I B F R I S K N L T T
 S R N I M P R M U A M O R G L G H J P D U W
 T T L L R Q P K O M N P O P E Y I K X C R H
 A R T I F I C I A L R E S P I R A T I O N I
 I J D R E S S I N G B R X L T N J I R M S O
 D X A E I A N E D R J U L A E A E N N P N H
 G R P T E L L I A S A S L O M L O U C R I P
 P S N S E P T A B P Q S R C O I L E C E C L
 H V R N S G L T L X U E M E L E N N R S A R
 T X U H P I T H T S E R I L H L I E N S E E
 O W B X R S H S A O M P L C H J Y P Q H R R

Name _____ Class _____ Date _____

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WORD PUZZLE

Read each definition below. Fill in the blanks with the letters of the correct word. Use the word box to help you. Some letters have been provided for you.

WORD BOX

adequate	ankle	antiseptic	artery	aspirin
ambulance	antidote	anxiety	arthritis	autopsy

- | | |
|--|---|
| <p>1. a vehicle used for transporting injured or sick people
 ___ m ___ u ___ a ___ c ___</p> <p>2. the joint between the foot and the leg
 ___ n k ___</p> <p>3. a remedy to counteract the effects of poison
 ___ ___ t i ___ ___ t e</p> <p>4. fear or nervousness
 ___ ___ x ___ e ___ y</p> <p>5. good enough
 ___ ___ e ___ u a t ___</p> | <p>6. a tube that carries blood from the heart to other parts of the body
 ___ ___ ___ e r ___</p> <p>7. a painful disease that causes swelling of the joints of the body
 ___ ___ t ___ r i ___ ___</p> <p>8. a white pill used as a remedy for pain and fever
 ___ ___ p i ___ ___</p> <p>9. a substance that kills bacteria
 ___ n t ___ s e p ___ ___</p> <p>10. an examination of a dead person's body
 ___ ___ t ___ ___ ___ y</p> |
|--|---|

Name _____ Class _____ Date _____



WORD PUZZLE

Read each definition below. Fill in the blanks with the letters of the correct word. Use the word box to help you. Some letters have been provided for you.

WORD BOX

pacemaker	panic	paramedic	pharmacy	poison ivy
painkiller	paralysis	pediatrics	phobia	pollen

- | | |
|---|---|
| <p>1. an abnormal fear of something
 _____ b ____ a</p> <p>2. a branch of medicine that concentrates on babies and small children
 _____ d ____ a t r ____ c ____</p> <p>3. a plant that causes a rash if you touch it
 _____ s o n _____ y</p> <p>4. a person who is trained to supply emergency medical treatment
 __ a r _____ d ____ c</p> <p>5. complete or partial loss of function affecting any part of the body
 _____ r _____ y ____ i s</p> | <p>6. a fine yellow dust that many people are allergic to
 _____ e n</p> <p>7. a drug that relieves pain
 _____ n k ____ l l ____</p> <p>8. an electrical device that steadies or establishes a heartbeat
 _____ c e ____ a k ____</p> <p>9. sudden, extreme fear
 _____ a n ____</p> <p>10. a drugstore
 _____ r _____ c y</p> |
|---|---|

Name _____ Class _____ Date _____



USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

amnesia	bandage	fetus	paramedic	qualified
asepsis	blister	hygiene	pediatrics	sterilize
autopsy	data	miscarry	pneumonia	uterus

- When _____ occurs, patients forget their identity and other memories of their life.
- A _____ holds a dressing in place over a wound or injury.
- A _____ is formed when fluid collects below or above the skin.
- I did not hire him because he was not _____ for the position.
- The _____ helped the physician lift the patient onto the stretcher.
- A serious disease of the lungs is called _____.
- The accident caused her to _____, which caused the end of the pregnancy.
- Physicians keep careful records and _____ on each patient.
- After a patient dies mysteriously, some families request an _____.
- Proper _____ is a definite aid to cleanliness and good health.
- If a woman gets measles during the first three months of pregnancy, it could cause harm to the _____.
- Medical technicians should be familiar with _____ procedures to keep instruments germ free.
- Pregnant women carry the developing baby in their _____.
- A medical field that specializes in the care of babies and small children is _____.
- If you _____ the operating room, it will reduce the risk of infection.

Name _____ Class _____ Date _____



SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

- 1. emdrpe ○
- 2. detnigrein ○
- 3. epeinxreec ○
- 4. flatcut ○
- 5. ucraceta ○
- 6. eiscner ○
- 7. gsuyrer ○
- 8. umnala ○
- 9. civmti ○
- 10. coeduprer ○
- 11. ebrnrwo ○

Use the letters that appear inside the circles above to write the mystery word.

..... **???MYSTERY WORD???**

A person who works in the kitchen
of a hospital is called a:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____



READING IN THE WORKPLACE

Health Care

CATEGORIZING

Under each list of words, write the health procedure for each category. Use the word box to help you. Some letters have already been provided for you.

WORD BOX

admitting a patient	bed making	oral hygiene
back rub	cleaning a patient unit	shaving
bed bath	hand washing	

1. paper towel
soap
waste can
running water

_ a n _ _ a s _ i n _

2. soap
brush
disinfectant
cleaning clothes

_ _ e a _ i n _ a
_ a t i _ n _ _ n i _

3. spread
blanket
sheets
mattress pad

_ e _ _ a _ i n _

4. bath thermometer
washcloth
soap
bath blanket

_ e _ _ a _ _

5. basin
mouthwash
toothpaste
cup

_ r a _ _ _ g i _ n _

6. towel
screen
body powder
lotion

_ _ c k _ u _

7. mirror
face towel
basin of water
razor

_ h a _ _ _ n _

8. pad and pencil
patient's chart
identification bracelet
weight and height

_ d _ _ t t _ n _ a
_ a _ i e n _

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following paragraphs. Fill in each blank space with the correct word from the word box.

WORD BOX FOR PARAGRAPH #1				
courteously	especially	forbidden	practice	salary
discouraged	extended	patient	religion	services

PARAGRAPH #1

Sometimes a _____ will offer a "little gift" to a nurse or nurse aide who has been _____ helpful or kind. This _____ is frowned upon by most hospitals. Patients are charged for the _____ they receive. These services are _____ to everyone. It does not depend on the patient's color, race, _____, or wealth. Health-care workers are paid a _____ to provide this care. Therefore, tipping is _____. In fact, in some hospitals it is _____. Tips must be _____ refused.

WORD BOX FOR PARAGRAPH #2				
attitudes	interact	person	satisfaction	worker
coworkers	kind	relationships	skill	workplace

PARAGRAPH #2

An interpersonal relationship refers to how people _____ with each other. Getting along with our _____ is an important job _____. Good _____ in the _____ begin with your own _____ and personality. If you are a _____, accepting, and giving _____, others will help you to find _____ in your job as a health-care _____.

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

abnormal	desperation	laboratory	pressure
compassion	dietitian	pediatrics	specimen
cope	fatalities	possessions	sterilize
crucial	hygiene	precaution	

1. Nurses are taught how to _____ instruments so that they are germ free.
2. The nurse aide was told to collect a urine _____.
3. Wearing rubber gloves as a _____ against contagious diseases is extremely important in the health field.
4. Health-care workers must learn to _____ with emergencies.
5. The _____ prepared a salt-free diet for the heart patient.
6. Wearing clean, fresh garments to work is a part of a person's personal _____.
7. The doctor used a sphygmomanometer to measure the patient's blood _____.
8. Careful nursing care is _____ in the coronary-care unit.
9. The patient's family was impressed by the _____ shown by the nursing staff.
10. The nurse aide was told to collect all of the patient's personal _____.
11. Special nursing care was needed for the patient with the _____ heart rhythm.
12. The man was sent to the _____ for a blood test.
13. Many _____ occur each year due to accidents caused by drunk drivers.
14. The parents felt a sense of _____ when the doctor told them that there was no chance of recovery for their child.
15. The young nurse decided to specialize in _____ because she loved young children.

Name _____ Class _____ Date _____

READING IN THE WORKPLACE

Health Care

USING CONTEXT CLUES

Read the following classified advertisements. Each advertisement has a word box written above it. The word box contains the words that you will use to fill in the blank spaces in the ads. Each ad will make sense when all of the words have been filled in correctly.

WORD BOX FOR AD #1

equal experience extension facility shifts weekend

LAB TECHNICIANS. Immediate openings. One _____ per month, day and night _____ available. Hematology _____ required. Call Mrs. McCarthy at 358-2341, _____ 290. Smoke-free _____. An _____ opportunity employer.

WORD BOX FOR AD #2

arrange benefits care competitive management opportunity

CHARGE NURSE. Great _____ for the right person at our long-term _____ facility. Beginning _____ training offered. We also offer a _____ salary and an attractive _____ package. To _____ an interview, call James Davis at 269-0111.

WORD BOX FOR AD #3

ambitious application center certified directions preferable

NURSING ASSISTANTS. Sterling Manor Nursing _____ needs caring, _____ nursing assistants. Must be _____. Experience _____ but not necessary. Come in and fill out an _____. Call for _____ to our center. 555-8736.

Name _____ Class _____ Date _____



USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

autopsy	exposure	minimized	respiratory
cooperate	immunization	monitored	stillbirth
correspondence	inhaled	orange stick	symptoms
cultural	medications	precautions	

1. Observe all safety _____ to prevent falls.
2. Avoid unnecessary _____ of a patient's body.
3. The operating nurse used an _____ to clean under his nails.
4. The people in the area had to be reminded that _____ helps to stop the spread of disease.
5. They performed an _____ on the man because of the strange circumstances surrounding his death.
6. The young woman was taking several _____ to treat her illness.
7. Because the nurse aides had learned to _____ with each other, they were able to finish their work quickly.
8. People do not want to feel that their illnesses are being _____ by others.
9. The child had so many _____ that the doctor was sure the child had a bladder infection.
10. Because his fever was high, he was _____ throughout the night.
11. If you have a _____ disease, it can be difficult to breathe.
12. After their first child died in infancy, it was hard to accept another _____.
13. The teenager died of sudden sniffing death because he _____ a harmful substance.
14. Sometimes a home health-care worker is asked to handle the patient's bills and _____.
15. It is important to understand a patient's _____ needs as well as his or her physical and emotional needs.

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 20 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

abnormal	crucial	hygiene	resistance
arterial	cultural	inhalant	routine
asepsis	data	interpersonal	standards
compassionate	encounter	precaution	thorough
cope	fetus	promote	uterus

D P L A I R E T R A R S U T E F S A
A B I K P I N T E R P E R S O N A L
T S N R N T C S S I L P P N T V W A
A T H B G L O J I P J O G H B Q U M
I Q A Y C W U V S K R C L N P Y Z R
X L L P G W N N T E W S R C G H P O
T G A B X I T O A E P S L U A S R N
H H N T O L E Q N E N T P L C P E B
O R T E V R R N C W I A T T T I C A
R P M A N E S U E G E N E U A U A X
O L I C Q I A E I O T D R R D C U L
U M E R S L T N T R O A I A V T T P
G X J P P L M U P S M R A L X L I R
H P E L N B R O O V O D C T S G O E
B S U R E T U T L R R S P X W P N A
A E T A N O I S S A P M O C R M V N

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 18 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

anesthesia	laboratory	solutions	syndrome
autopsies	miscarry	sphygmomanometer	terminology
compassion	normal	sterilize	treatment
dietitian	pediatrics	stillbirth	
governing	relate	symptom	

R E T E M O N A M O M G Y H P S C T
P Q S C I R T A I D E P M N Y O O S
U S T L S E E A Q G H P Q N D L M L
A T E G C O E Z U F E F D D P U P G
N L R H A A H I X T Y R P D G T A Y
E A I M R O T L G Z O P J I N I S G
S B L N R I N H F M Q P C E I O S O
T O I O Y D E J E B N E S T N N I L
H R Z X D E M A M P T K O I R S O O
E A E Y E O T E L A N B T T E Q N N
S T G B T R A S L K L F R I V S E I
I O F P T N E E Q R P M B A O P A M
A R M S L P R J L A M R O N G Y L R
G Y L T R X T I L M H D T Y P O M E
S T I L L B I R T H U A O R Y N N T

Name _____ Class _____ Date _____

ALPHA ORDER

Put the following groups of health-related words in alphabetical order. Put one word on each line to the right of each group.

- 1. asepsis _____
- arterial _____
- abnormal _____
- autopsies _____
- anesthesia _____

- 2. fetus _____
- febrile _____
- forceps _____
- fever _____
- fatalities _____

- 3. solution _____
- sterilize _____
- syndrome _____
- symptom _____
- stillbirth _____

- 4. treatment _____
- temperature _____
- transfusion _____
- terminology _____
- transcribing _____

- 5. miscarry _____
- medication _____
- malpractice _____
- miscarriage _____
- minimized _____

- 6. digestion _____
- diet _____
- dietitian _____
- desperation _____
- data _____

- 7. correspondence _____
- compassionate _____
- cope _____
- crucial _____
- compassion _____

- 8. interpersonal _____
- irregularities _____
- inhalant _____
- isolation _____
- instruments _____

- 9. precaution _____
- prescribed _____
- procedures _____
- pediatrics _____
- promote _____

- 10. reproductive _____
- routine _____
- retention _____
- respiratory _____
- rotation _____

- 11. health _____
- hygiene _____
- hemorrhage _____
- heart _____
- hallucination _____

- 12. iodine _____
- immunization _____
- intravenous _____
- infection _____
- intestine _____

Name _____ Class _____ Date _____



WORD MATCH

Match the words in Column A with their definitions in Column B. Put the letter of each definition on the line in front of the word it defines.

Column A

Column B

- | | |
|-----------------------|--|
| 1. ___ alleviate | a. to make free from germs |
| 2. ___ asepsis | b. extremely important |
| 3. ___ compassionate | c. a set way of doing things |
| 4. ___ cope | d. a feeling that leaves you with no hope |
| 5. ___ crucial | e. false perceptions; delusions |
| 6. ___ desperation | f. a place for doing tests |
| 7. ___ dietitian | g. to watch |
| 8. ___ exerted | h. rules about the way something should be done |
| 9. ___ hallucinations | i. practices that promote cleanliness |
| 10. ___ hygiene | j. to deal with a difficult situation |
| 11. ___ laboratory | k. a procedure followed to prevent the spread of germs |
| 12. ___ monitor | l. steps taken to prevent injury |
| 13. ___ precautions | m. a specialist in the area of what people should eat |
| 14. ___ routine | n. a baby that is dead at birth |
| 15. ___ standards | o. put forth an effort |
| 16. ___ sterilize | p. words specific to a certain field |
| 17. ___ stillbirth | q. to ease |
| 18. ___ terminology | r. explosive |
| 19. ___ transcribing | s. having feelings of pity for another person |
| 20. ___ volatile | t. writing out what someone has said |

Name _____ Class _____ Date _____

SPELLING BEE

In each group of three words, circle the one word that is spelled correctly.

- | | | | |
|-----|--------------|---------------|---------------|
| 1. | temperture | tempature | temperature |
| 2. | precaution | precation | percaution |
| 3. | medecation | medicasion | medication |
| 4. | routeen | routine | rutine |
| 5. | inhelent | inhalant | inhelant |
| 6. | higene | hygene | hygiene |
| 7. | crucial | crushul | crusial |
| 8. | operate | oparate | opperate |
| 9. | atopsies | autopsees | autopsies |
| 10. | fetus | fetes | fetas |
| 11. | simptoms | sypptoms | symptoms |
| 12. | misscary | miscarry | misscarry |
| 13. | halucination | hallucination | hellucination |
| 14. | alleviate | aleviate | alleveate |
| 15. | treatmant | treatmunt | treatment |

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A		Column B	
1. crucial	merciful	important	clever
2. compassionate	caring	humble	careful
3. standards	degree	strength	rules
4. precaution	prediction	choice	warning
5. medication	drug	food	crash
6. sanitary	repulsive	clean	sarcastic
7. abnormal	irregular	normal	perfect
8. correspondence	advice	price	letters
9. symptom	indication	accident	speech
10. syndrome	kindness	disease	skill
11. nutritious	nourishing	harmful	orderly
12. possessions	belongings	rewards	games
13. environment	model	situation	surrounding
14. contaminated	new	unclean	pure
15. alleviate	relieve	suspend	delay
16. complication	scrape	award	difficulty
17. volatile	movable	explosive	talkative
18. monitor	watch	reveal	give
19. hallucination	delusion	struggle	terror
20. panic	sorrow	fear	examination

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

SCRAMBLED SENTENCES

Unscramble the words to make complete sentences. Write the new sentences in the space below each group of words.

1. whole doctor's ward the clerk afternoon notes the spent transcribing the
2. were free the them sterilized to instruments germ make
3. types a lose anesthesia certain of to consciousness causes person
4. pulse close an surface to arterial felt skin the can of be the
5. taken sample man's of blood a was laboratory the at the
6. hard sometimes cope to it dying with is death and
7. was the hospital hallucinations admitted to was from suffering when man he the
8. become it pain to is certain medication easy addicted types of to
9. man's indicated throat young symptoms the strep had that he
10. from distress the suffered patient respiratory

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

- 1. deyrmons _____○_____
- 2. aetmtertn _____○_____
- 3. cdiadtde _____○_____
- 4. oepnicruta _____○_____
- 5. ineyegh _____○_____
- 6. lztseiire _____○_____
- 7. tmpysmo _____○_____
- 8. btirtlshil _____○_____
- 9. rsiapidcte _____○_____
- 10. aeomcindit _____○_____
- 11. eydkni _____○_____

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

A small stick with a blunt end used for
cleaning under nails is called an:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines. Put one letter on each line.

WORD BOX

autopsy	infection	midwife	stillbirth
fetus	laboratory	miscarry	symptom
hygiene	medication	sterilize	treatment

1. a place for doing tests ○

2. an examination of a dead person's body ○

3. a person who assists women during childbirth ○

4. a baby that is dead at birth ○

5. a disease in part of the body ○

6. the use of something to cure an illness or disease ○

7. a sign that something is wrong ○

8. things a person does to be clean and healthy ○

9. to make free from germs ○

10. to bring forth a developing baby too early, causing the end of the pregnancy ○

11. a developing baby in the body of its mother ○

12. a drug used to treat disease or injury ○

Use the letters that appear inside the circles above to write the mystery word.

..... **???MYSTERY WORD???**

When babies weigh under the normal birth weight
of five pounds, it is called a:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. <u>anesthesia</u>	anguish	anesthesia	anesthetic	animated	anathema
2. <u>encounter</u>	encounter	enterprise	enthusiastic	encore	encounter
3. <u>inhalant</u>	inaction	inherent	inhalant	inheritance	inhalant
4. <u>laboratory</u>	lacerated	laboratory	laboratory	laboriously	language
5. <u>solutions</u>	solutions	solutions	solitary	solutions	solitude
6. <u>sterilize</u>	striking	studious	sterile	sterilize	stylish
7. <u>medication</u>	medication	merciless	medication	medication	medicinal
8. <u>terminology</u>	terminology	technique	temptation	terminology	tendency
9. <u>hygiene</u>	hydrant	hygiene	hyphen	hygiene	hydrant
10. <u>routine</u>	routine	route	rout	royal	routine
11. <u>compassion</u>	comforter	compassionate	compass	compassion	compassion
12. <u>dietitian</u>	digest	digression	dieting	diet	dietitian
13. <u>miscarry</u>	miscarry	miscarriage	misconduct	miscarry	miscarriage
14. <u>volatile</u>	vital	volatile	volume	volition	volatile
15. <u>asepsis</u>	assent	assess	assist	asepsis	assign

Name 213

Class _____

Date _____



CROSSWORD PUZZLE

Use the vocabulary words in the word box below to fill in the crossword puzzle on worksheet #17. Note: Some of the words in the word box are not used in the puzzle.

WORD BOX

abnormal	cultural	immunization	precautions
addicted	data	inhalant	standards
asepsis	desperation	interactions	sterilize
autopsies	dietitian	laboratory	syndrome
cope	exerted	medication	treatment
crucial	hygiene	miscarry	uterus

CLUES

ACROSS

1. a drug used to treat an injury or illness
5. a group of signs and symptoms that indicate a disease or illness
6. practices that promote cleanliness
7. something containing a spray mist that can be inhaled through the nose
8. facts or information
9. a specialist in the area of what people should eat
10. put forth an effort
11. noticeably irregular
13. to deal with a difficult situation
15. steps taken to prevent injury or illness
16. having to do with the customs and beliefs of a group of people
17. a place for doing tests

DOWN

2. treatment with a vaccine to prevent disease
3. having developed a need for something harmful
4. to make free from germs
5. degrees of excellence
12. to bring forth a developing baby too early, causing the end of the pregnancy
13. extremely important
14. a muscular organ in a woman's body that houses a developing baby until birth

See Worksheet #17 for Crossword Board

Name _____ Class _____ Date _____

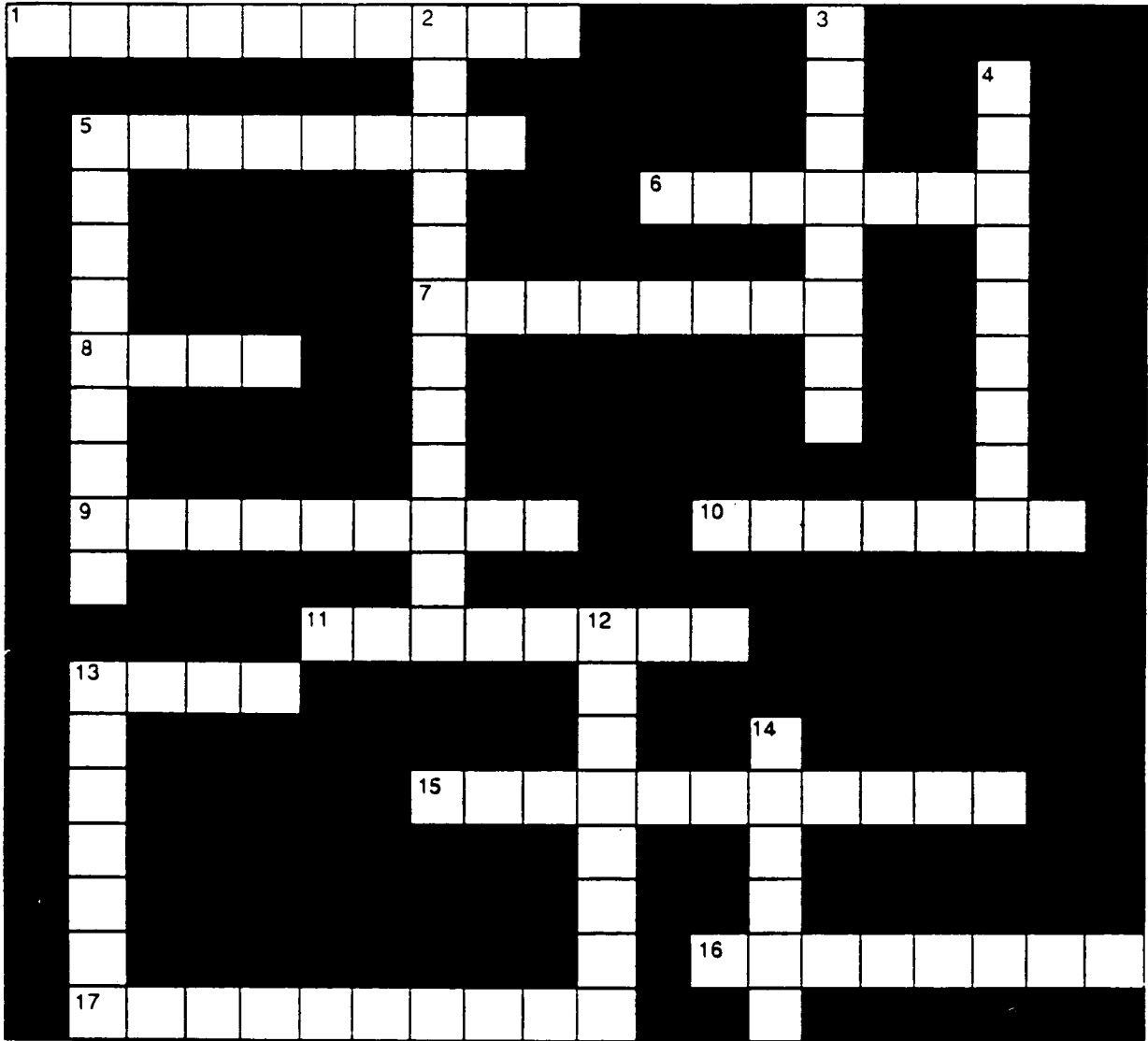


READING IN THE WORKPLACE: Health Care
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READING IN THE WORKPLACE
Health Care

Crossword Puzzle
Continued



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See Worksheet #16 for Crossword Clues

Name _____ Class _____ Date _____



CATEGORIZING

Under each list of words, write the health procedure for each category. Use the word box to help you. Some letters have already been provided for you.

WORD BOX

admitting a patient	bed making	oral hygiene
back rub	cleaning a patient unit	shaving
bed bath	hand washing	

1. paper towel
soap
waste can
running water

__ a n __ __ a s __ i n __

2. soap
brush
disinfectant
cleaning clothes

__ e a __ i n __ a

__ a t i __ n __ __ n i __

3. spread
blanket
sheets
mattress pad

__ e __ __ a __ i n __

4. bath thermometer
washcloth
soap
bath blanket

__ e __ __ a __

5. basin
mouthwash
toothpaste
cup

__ r a __ __ g i __ n __

6. towel
screen
body powder
lotion

__ c k __ u __

7. mirror
face towel
basin of water
razor

__ h a __ __ n __

8. pad and pencil
patient's chart
identification bracelet
weight and height

__ d __ __ t t __ n __ a

__ a __ i e n __

Name _____ Class _____ Date _____



USING CONTEXT CLUES

Read the following paragraphs. Fill in each blank space with the correct word from the word box.

WORD BOX FOR PARAGRAPH #1				
courteously	especially	forbidden	practice	salary
discouraged	extended	patient	religion	services

PARAGRAPH #1

Sometimes a _____ will offer a "little gift" to a nurse or nurse aide who has been _____ helpful or kind. This _____ is frowned upon by most hospitals. Patients are charged for the _____ they receive. These services are _____ to everyone. It does not depend on the patient's color, race, _____, or wealth. Health-care workers are paid a _____ to provide this care. Therefore, tipping is _____. In fact, in some hospitals it is _____. Tips must be _____ refused.

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PARAGRAPH #2

An interpersonal relationship refers to how people _____ with each other. Getting along with our _____ is an important job _____. Good _____ in the _____ begin with your own _____ and personality. If you are a _____, accepting, and giving _____, others will help you to find _____ in your job as a health-care _____.

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

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READING IN THE WORKPLACE

Health Care

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Name _____ Class _____ Date _____



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10. Because his fever was high, he was _____ throughout the night.
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12. After their first child died in infancy, it was hard to accept another _____.
13. The teenager died of sudden sniffing death because he _____ a harmful substance.
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Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

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D P L A I R E T R A R S U T E F S A
A B I K P I N T E R P E R S O N A L
T S N R N T C S S I L P P N T V W A
A T H B G L O J I P J O G H B Q U M
I Q A Y C W U V S K R C L N P Y Z R
X L L P G W N N T E W S R C G H P O
T G A B X I T O A E P S L U A S R N
H H N T O L E Q N E N T P L C P E B
O R T E V R R N C W I A T T T I C A
R P M A N E S U E G E N E U A U A X
O L I C Q I A E I O T D R R D C U L
U M E R S L T N T R O A I A V T T P
G X J P P L M U P S M R A L X L I R
H P E L N B R O O V O D C T S G O E
B S U R E T U T L R R S P X W P N A
A E T A N O I S S A P M O C R M V N

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

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autopsies	miscarry	sphygmomanometer	terminology
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dietitian	pediatrics	stillbirth	
governing	relate	symptom	

R E T E M O N A M O M G Y H P S C T
P Q S C I R T A I D E P M N Y O O S
U S T L S E E A Q G H P Q N D L M L
A T E G C O E Z U F E F D D P U P G
N L R H A A H I X T Y R P D G T A Y
E A I M R O T L G Z O P J I N I S G
S B L N R I N H F M Q P C E I O S O
T O I O Y D E J E B N E S T N N I L
H R Z X D E M A M P T K O I R S O O
E A E Y E O T E L A N B T T E Q N N
S T G B T R A S L K L F R I V S E I
I O F P T N E E Q R P M B A O P A M
A R M S L P R J L A M R O N G Y L R
G Y L T R X T I L M H D T Y P O M E
S T I L L B I R T H U A O R Y N N T

Name _____ Class _____ Date _____

ALPHA ORDER

Put the following groups of health-related words in alphabetical order. Put one word on each line to the right of each group.

- 1. asepsis _____
- arterial _____
- abnormal _____
- autopsies _____
- anesthesia _____

- 2. fetus _____
- febrile _____
- forceps _____
- fever _____
- fatalities _____

- 3. solution _____
- sterilize _____
- syndrome _____
- symptom _____
- stillbirth _____

- 4. treatment _____
- temperature _____
- transfusion _____
- terminology _____
- transcribing _____

- 5. miscarry _____
- medication _____
- malpractice _____
- miscarriage _____
- minimized _____

- 6. digestion _____
- diet _____
- dietitian _____
- desperation _____
- data _____

- 7. correspondence _____
- compassionate _____
- cope _____
- crucial _____
- compassion _____

- 8. interpersonal _____
- irregularities _____
- inhalant _____
- isolation _____
- instruments _____

- 9. precaution _____
- prescribed _____
- procedures _____
- pediatrics _____
- promote _____

- 10. reproductive _____
- routine _____
- retention _____
- respiratory _____
- rotation _____

- 11. health _____
- hygiene _____
- hemorrhage _____
- heart _____
- hallucination _____

- 12. iodine _____
- immunization _____
- intravenous _____
- infection _____
- intestine _____

Name _____ Class _____ Date _____

WORD MATCH

Match the words in Column A with their definitions in Column B. Put the letter of each definition on the line in front of the word it defines.

Column A

1. ___ alleviate
2. ___ asepsis
3. ___ compassionate
4. ___ cope
5. ___ crucial
6. ___ desperation
7. ___ dietitian
8. ___ exerted
9. ___ hallucinations
10. ___ hygiene
11. ___ laboratory
12. ___ monitor
13. ___ precautions
14. ___ routine
15. ___ standards
16. ___ sterilize
17. ___ stillbirth
18. ___ terminology
19. ___ transcribing
20. ___ volatile

Column B

- a. to make free from germs
- b. extremely important
- c. a set way of doing things
- d. a feeling that leaves you with no hope
- e. false perceptions; delusions
- f. a place for doing tests
- g. to watch
- h. rules about the way something should be done
- i. practices that promote cleanliness
- j. to deal with a difficult situation
- k. a procedure followed to prevent the spread of germs
- l. steps taken to prevent injury
- m. a specialist in the area of what people should eat
- n. a baby that is dead at birth
- o. put forth an effort
- p. words specific to a certain field
- q. to ease
- r. explosive
- s. having feelings of pity for another person
- t. writing out what someone has said

Name _____ Class _____ Date _____

SPELLING BEE

In each group of three words, circle the one word that is spelled correctly.

- | | | | |
|-----|--------------|---------------|---------------|
| 1. | temperture | tempature | temperature |
| 2. | precaution | precation | percaution |
| 3. | medecation | medicasion | medication |
| 4. | routeen | routine | rutine |
| 5. | inhelent | inhalant | inhelant |
| 6. | higene | hygene | hygiene |
| 7. | crucial | crushul | crusial |
| 8. | operate | oparate | opperate |
| 9. | atopsies | autopsees | autopsies |
| 10. | fetus | fetes | fetas |
| 11. | simptoms | syptoms | symptoms |
| 12. | misscary | miscarry | misscarry |
| 13. | halucination | hallucination | hellucination |
| 14. | alleviate | aleviate | alleveate |
| 15. | treatmant | treatmunt | treatment |

Name _____ Class _____ Date _____

READING IN THE WORKPLACE
Health Care

SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A		Column B	
1. crucial	merciful	important	clever
2. compassionate	caring	humble	careful
3. standards	degree	strength	rules
4. precaution	prediction	choice	warning
5. medication	drug	food	crash
6. sanitary	repulsive	clean	sarcastic
7. abnormal	irregular	normal	perfect
8. correspondence	advice	price	letters
9. symptom	indication	accident	speech
10. syndrome	kindness	disease	skill
11. nutritious	nourishing	harmful	orderly
12. possessions	belongings	rewards	games
13. environment	model	situation	surrounding
14. contaminated	new	unclean	pure
15. alleviate	relieve	suspend	delay
16. complication	scrape	award	difficulty
17. volatile	movable	explosive	talkative
18. monitor	watch	reveal	give
19. hallucination	delusion	struggle	terror
20. panic	sorrow	fear	examination

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

SCRAMBLED SENTENCES

Unscramble the words to make complete sentences. Write the new sentences in the space below each group of words.

1. whole doctor's ward the clerk afternoon notes the spent transcribing the
2. were free the them sterilized to instruments germ make
3. types a lose anesthesia certain of to consciousness causes person
4. pulse close an surface to arterial felt skin the can of be the
5. taken sample man's of blood a was laboratory the at the
6. hard sometimes cope to it dying with is death and
7. was the hospital hallucinations admitted to was from suffering when man he the
8. become it pain to is certain medication easy addicted types of to
9. man's indicated throat young symptoms the strep had that he
10. from distress the suffered patient respiratory

Name _____ Class _____ Date _____

SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

- 1. deyrmons _____○_____
- 2. aetmtertn _____○_____
- 3. cdiadtde _____○_____
- 4. oepnicruta _____○_____
- 5. ineyegh _____○_____
- 6. lztseiore _____○_____
- 7. tmpysmo _____○_____
- 8. btirtlshil _____○_____
- 9. rsiapidcte _____○_____
- 10. aeomcindit _____○_____
- 11. eydkni _____○_____

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

A small stick with a blunt end used for cleaning under nails is called an:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines. Put one letter on each line.

WORD BOX

autopsy	infection	midwife	stillbirth
fetus	laboratory	miscarry	symptom
hygiene	medication	sterilize	treatment

- 1. a place for doing tests ○ _____
- 2. an examination of a dead person's body _____ ○ _____
- 3. a person who assists women during childbirth _____ ○ _____
- 4. a baby that is dead at birth _____ ○ _____
- 5. a disease in part of the body ○ _____
- 6. the use of something to cure an illness or disease _____ ○ _____
- 7. a sign that something is wrong _____ ○ _____
- 8. things a person does to be clean and healthy ○ _____
- 9. to make free from germs _____ ○ _____
- 10. to bring forth a developing baby too early, causing the end of the pregnancy _____ ○ _____
- 11. a developing baby in the body of its mother _____ ○ _____
- 12. a drug used to treat disease or injury _____ ○ _____

Use the letters that appear inside the circles above to write the mystery word.

..... **???**MYSTERY WORD**???**

When babies weigh under the normal birth weight
of five pounds, it is called a:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Name _____ Class _____ Date _____

READING IN THE WORKPLACE:
Health Care

WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. <u>anesthesia</u>	anguish	anesthesia	anesthetic	animated	anathema
2. <u>encounter</u>	encounter	encounter	enthusiastic	encore	encounter
3. <u>inhalant</u>	inaction	inhabit	inhalant	inheritance	inhalant
4. <u>laboratory</u>	lacerated	laboratory	laboratory	laboriously	language
5. <u>solutions</u>	solutions	solitude	solitary	solutions	solitude
6. <u>sterilize</u>	striking	sterilize	sterile	sterilize	stylish
7. <u>medication</u>	medication	mesmerize	medication	medication	medicinal
8. <u>terminology</u>	terminology	temporal	temptation	terminology	tendency
9. <u>hygiene</u>	hydrant	hybrid	hyphen	hygiene	hydrant
10. <u>routine</u>	routine	routine	rout	royal	routine
11. <u>compassion</u>	comforter	commence	compass	compassion	compassion
12. <u>dietitian</u>	digest	dietitian	dieting	diet	dietitian
13. <u>miscarry</u>	miscarry	mischief	misconduct	miscarry	miscarriage
14. <u>volatile</u>	vital	violence	volume	volition	volatile
15. <u>asepsis</u>	assent	assess	assist	asepsis	assign

Name _____

Class _____

Date _____

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CROSSWORD PUZZLE

Use the vocabulary words in the word box below to fill in the crossword puzzle on worksheet #17. Note: Some of the words in the word box are not used in the puzzle.

WORD BOX

abnormal	cultural	immunization	precautions
addicted	data	inhalant	standards
asepsis	desperation	interactions	sterilize
autopsies	dietitian	laboratory	syndrome
cope	exerted	medication	treatment
crucial	hygiene	miscarry	uterus

CLUES

ACROSS

1. a drug used to treat an injury or illness
5. a group of signs and symptoms that indicate a disease or illness
6. practices that promote cleanliness
7. something containing a spray mist that can be inhaled through the nose
8. facts or information
9. a specialist in the area of what people should eat
10. put forth an effort
11. noticeably irregular
13. to deal with a difficult situation
15. steps taken to prevent injury or illness
16. having to do with the customs and beliefs of a group of people
17. a place for doing tests

DOWN

2. treatment with a vaccine to prevent disease
3. having developed a need for something harmful
4. to make free from germs
5. degrees of excellence
12. to bring forth a developing baby too early, causing the end of the pregnancy
13. extremely important
14. a muscular organ in a woman's body that houses a developing baby until birth

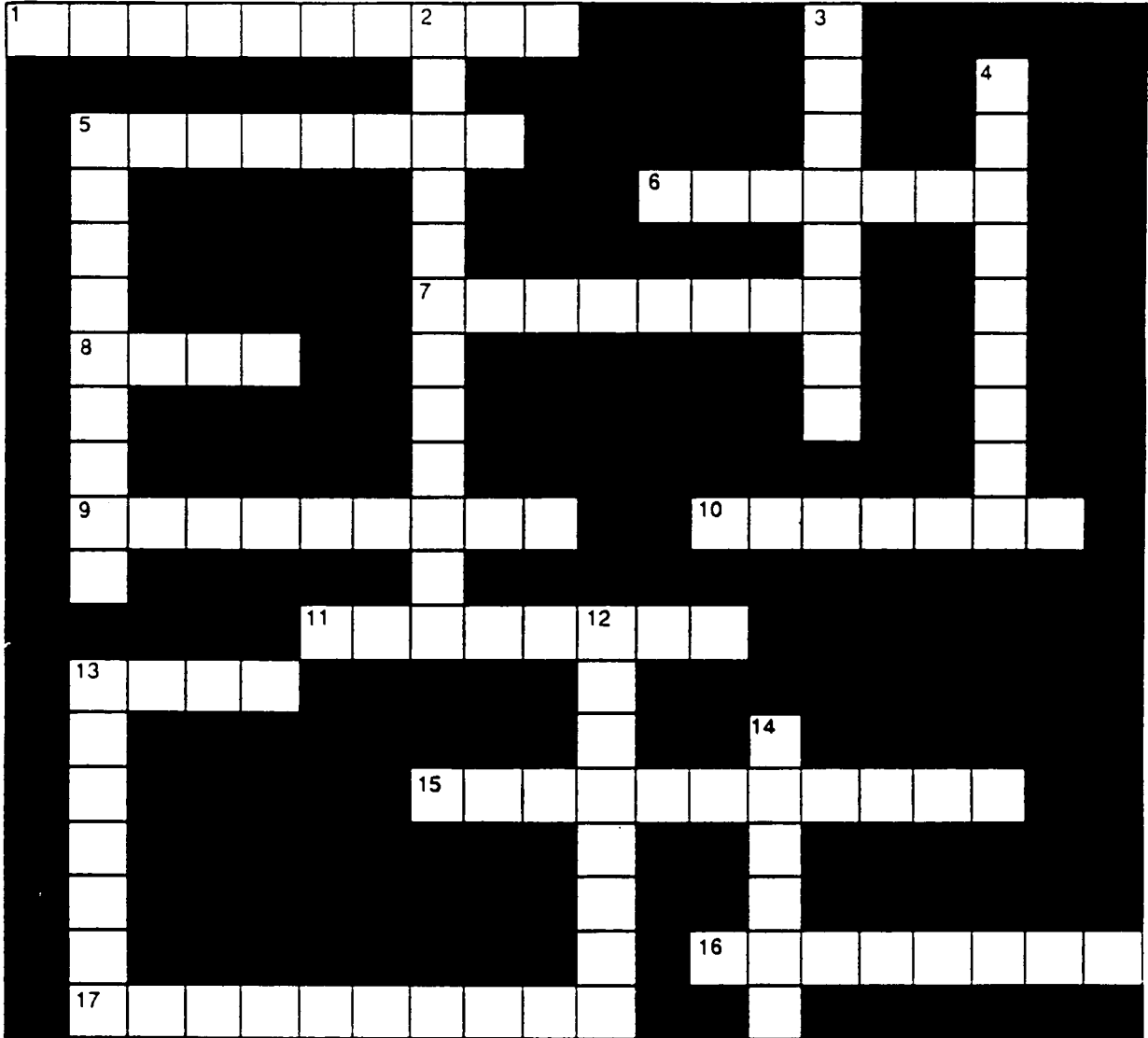
See Worksheet #17 for Crossword Board

Name _____ Class _____ Date _____



READING IN THE WORKPLACE
Health Care

Crossword Puzzle
Continued



See Worksheet #16 for Crossword Clues **BEST COPY AVAILABLE**

Name _____ Class _____ Date _____



ANSWER KEYS

DK-21052 Unit 1 READING IN THE WORKPLACE Health Care

HOMOGRAPHS

Each of the words listed below has three different meanings. Put a check on the line next to the definition that best applies to the health-care field.

1. treat	6. victim
<input type="checkbox"/> to pay for another person	<input type="checkbox"/> a person sacrificed to a god
<input checked="" type="checkbox"/> to provide medical care	<input checked="" type="checkbox"/> a person who is injured or hurt
<input type="checkbox"/> to discuss terms	<input type="checkbox"/> a person who is tricked
2. condition	7. support
<input checked="" type="checkbox"/> the state that a person is in	<input checked="" type="checkbox"/> to help or assist
<input type="checkbox"/> part of a legal agreement	<input type="checkbox"/> money paid by one parent to another to help with the expenses of the children
<input type="checkbox"/> something needed for something else to happen	<input type="checkbox"/> the foundation or base of a building
3. disabled	8. operate
<input type="checkbox"/> took away legal rights	<input type="checkbox"/> to perform a military action
<input type="checkbox"/> not working properly	<input checked="" type="checkbox"/> to cause to function
<input checked="" type="checkbox"/> weakened by illness or injury	<input checked="" type="checkbox"/> to perform surgery
4. dressing	9. congested
<input type="checkbox"/> a sauce added to salad	<input checked="" type="checkbox"/> having a lot of fluid in the nose area
<input checked="" type="checkbox"/> something put on a cut to help it heal	<input type="checkbox"/> having too much traffic on the road
<input type="checkbox"/> the act of putting on clothes	<input type="checkbox"/> having a lot of people living in an area
5. pressure	10. circulation
<input type="checkbox"/> a forceful influence	<input type="checkbox"/> the average number of copies of a magazine over a period of time
<input checked="" type="checkbox"/> force applied to stop bleeding	<input type="checkbox"/> the total number of items borrowed from a library
<input type="checkbox"/> the amount of air in a tire	<input checked="" type="checkbox"/> the path of blood through the body

Name _____ Class _____ Date _____

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Crossword Puzzle

Continued

See Worksheet #2 for Crossword Clues

Name _____ Class _____ Date _____

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DK-21052 Unit 1 READING IN THE WORKPLACE Health Care

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines. Put one letter on each line.

WORD BOX

avoid	crisis	frequent	prevent	rapid
blister	disabled	nausea	pulse	vaccinate

1. not having full ability	<u>d i s a b l e d</u>
2. a crucial or decisive situation	<u>c r i s i s</u>
3. very often	<u>f r e q u e n t</u>
4. a raised area of the skin containing watery liquid	<u>b l i s t e r</u>
5. to stay away from	<u>a v o i d</u>
6. to inject with weak or dead disease germs to protect against that disease	<u>v a c c i n a t e</u>
7. quick	<u>r a p i d</u>
8. a stomach problem that makes you feel like throwing up	<u>n a u s e a</u>
9. to keep from happening	<u>p r e v e n t</u>
10. the throbbing of arteries produced by the beating of the heart	<u>p u l s e</u>

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERYWORD???

People who specialize in diet and how it relates to health and hygiene are called:

d i e t i t i a n s

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SCRAMBLED WORDS

Next to each scrambled word is its meaning. Unscramble the word and write it on the blank line.

1. thedniso	false or deceitful	<u>d i s h o n e s t</u>
2. creanc	a disease in which some body cells grow too quickly, destroying healthy tissue and organs	<u>c a n c e r</u>
3. piplade	put on	<u>a p p l i e d</u>
4. lewglian	puffed up or enlarged body parts	<u>s w e l l i n g</u>
5. civtmi	someone who is injured	<u>v i c t i m</u>
6. wholals	not deep	<u>s h a l l o w</u>
7. tnosoctn	all the time	<u>c o n s t a n t</u>
8. drealepc	changed one thing for another	<u>r e p l a c e d</u>
9. proptus	aid or assistance	<u>s u p p o r t</u>
10. gorezicen	to notice	<u>r e c o g n i z e</u>

Name _____ Class _____ Date _____

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ANSWER KEYS

DK-21052 Unit 1 6

READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

contact	dosage	pulse	support	symptoms
cures	dressings	slurred	swindler	victims

- Health-care workers help victims of violent crimes and serious accidents.
- For some diseases, there are no cures.
- As a health-care worker, you may come in contact with very sick people.
- The nurse applied several dressings to the wound.
- The crutches provided support for the man after he broke his leg.
- Red bumps and itchy skin are symptoms of chicken pox.
- The recommended dosage was two pills every four hours.
- After drinking too much alcohol, her speech was slurred.
- The quick-cure swindler sold many fake medicines.
- Because the boy was unconscious, I checked his breathing and pulse.

Name _____ Class _____ Date _____

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DK-21052 Unit 1 7

READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

applied	cancer	midwife	personal hygiene	relieve
bed wheels	clammy	nausea	prescribed	scar
blisters	essential	panic	pressure	therapy

- The nurse applied the ointment to the patient's burn.
- After the operation, she had a scar on her leg.
- It is essential for a doctor to have a good bedside manner.
- The man's forehead felt clammy, so he took his temperature.
- Many people panic at the sight of blood.
- Cancer is a dreaded disease for which there is no known cure.
- After the baby was born, the midwife put the baby in its mother's arms.
- The nurse aide locked the bed wheels in place.
- Excellent personal hygiene is important for any health-care worker.
- He needed six months of intensive therapy after the car accident.
- She took two aspirin to relieve her headache.
- The doctor prescribed an antibiotic.
- Direct pressure should be applied to stop bleeding.
- A bad burn will cause blisters to form on the surface of the skin.
- His stomach ache caused feelings of nausea.

Name _____ Class _____ Date _____

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DK-21052 Unit 1 8

READING IN THE WORKPLACE
Health Care

SCRAMBLED WORDS

Unscramble the words and fill in the blanks. Put one letter on each line. Use the word box to help you.

AIDS	immune system	orange stick	symptoms
blister	infected	rash	treat
cancer	mumps	risk	

- pmsum m u (m) p s
- cfidnete (i) n f e c t e d
- moystmsp s y m p t o m (s)
- encra c a n c e r
- aertt t r e a t
- ahrs (r) a s h
- trebisl b l i s t e r (r)
- iksr r (i) s k
- dais (A) I D S
- noegra ktcsi o r a n g e s t i c k
- meuimn esmtya i m m u n e s y s t e m

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

The act of bringing forth a developing baby too early, causing the end of the pregnancy, is called a:

(m) (i) (s) (c) (a) (r) (r) (l) (a) (g) (e)

Name _____ Class _____ Date _____

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DK-21052 Unit 1 9

READING IN THE WORKPLACE
Health Care

SCRAMBLED WORDS

Unscramble the words and fill in the blanks. Put one letter on each line. Use the word box to help you.

accident	disease	hygiene	thermometer
blood	drugs	injury	treatment
diet	hospital	medicine	

- imeicnd m e d i c i n e
- yeighn h y g i e n e
- mtaremt t r e a t m e n t
- daictne a c c i d e n t
- gruds d r u g s
- oblido b l o o d
- adseics d i s e a s e
- ahpstoil h o s p i t a l
- tied d i e t
- mtmrohettee t h e r m o m e t e r
- uyjnr (i) n j u r y

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

The movement of blood through the vessels of the body is called:

(c) (i) (r) (c) (u) (l) (a) (t) (i) (o) (n)

Name _____ Class _____ Date _____

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ANSWER KEYS

DK-21052 Unit 1 **READING IN THE WORKPLACE** Health Care 10

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines.

axillary bar	cancer	crisis	dressing	pulse
blister	chore	cure	immune system	scarring
calamine lotion	condition	dosage	pneumonia	victim

- a serious disease of the lungs pneumonia
- the body's ability to fight germs and diseases immune system
- someone who is injured victim
- a situation that becomes very serious crisis
- a medical treatment leading to the recovery from a disease cure
- a disease in which some body cells grow too quickly, destroying healthy tissues and organs cancer
- marks left on the skin after an injury has healed scarring
- a soothing liquid used to relieve itching calamine lotion
- a raised area of the skin containing watery liquid blister
- the top of a crutch that fits under the armpit axillary bar
- a small job that is usually done on a regular basis chore
- the general state that a person is in condition
- something applied to a wound to help it heal dressing
- a specific amount of medicine dosage
- the throbbing of the arteries as blood is pumped through them pulse

Name _____ Class _____ Date _____

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DK-21052 Unit 1 **READING IN THE WORKPLACE** Health Care 11

VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines.

blurred	discolored	eliminate	infected	relieve
caressing	dishonest	exchanging	injecting	risk
constant	dreaded	exposed	panic	tragic

- left without protection or care exposed
- very sad tragic
- in danger of risk
- having a disease in the body or part of the body infected
- the giving or taking of one thing in return for another exchanging
- sudden, extreme fright panic
- not trustworthy; deceitful dishonest
- to help feel better relieve
- touching in a tender, loving way caressing
- feared greatly dreaded
- not clear blurred
- all the time constant
- to get rid of eliminate
- putting into the body by using a needle injecting
- not the usual color discolored

Name _____ Class _____ Date _____

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DK-21052 Unit 1 **READING IN THE WORKPLACE** Health Care 12

CATEGORIZING

Under each description, write the health term that is being described. Use the words in the box to help you. Some letters have already been provided for you.

AIDS	childhood diseases	medical assistant	vital signs
asepsis	dental assistant	medical secretary	
burns	Florence Nightingale	poison ivy	

- temperature
pulse
respiration
blood pressure
vital signs
- washing hands
using sterile techniques
using boiling water
being in isolation
asepsis
- directing patient to chair
showing how to brush and floss
setting up trays
giving x-rays
dental assistant
- helping with physical exam
giving medications
drawing blood
taking down histories
medical assistant
- first degree
second degree
third degree
blister
burns
- filling out insurance forms
using the telephone
typing letters
scheduling appointments
medical secretary
- itchy
rash
red
calamine lotion
poison ivy
- sexual contact
sharing needles
other people's blood
attacks immune system
AIDS
- nurse
Crimean War
began nursing school
made nursing honorable
Florence Nightingale
- chicken pox
mumps
measles
polio
childhood diseases

Name _____ Class _____ Date _____

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DK-21052 Unit 1 **READING IN THE WORKPLACE** Health Care 13

HIDDEN WORD PUZZLE

The 31 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

applied	disabled	occupied bed	risk
avoid	eliminate	perform	symptoms
blurred	infected	physician	issues
cancer	least	prevent	tragic
clammy	management	private	underlying
contact	mild	proper	vary
CPR	nausea	pulse	victim
cure	neuralgia	rapid	

Name _____ Class _____ Date _____

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ANSWER KEYS

DK-21052 Unit 1

READING IN THE WORKPLACE
Health Care

14

HIDDEN WORD PUZZLE

The 15 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

axillary bar	discolored	frequent
chores	dosage	immune system
circulation	dressing	pneumonia
condition	essential	replaced
constant	exposed	shallow

Name _____ Class _____ Date _____

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DK-21052 Unit 1

READING IN THE WORKPLACE
Health Care

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SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A	Column B	Column B	Column B
1. observe	ignore	touch	see
2. clammy	soaked	moist	dry
3. least	smallest	largest	weakest
4. perform	do	fix	break
5. essential	part	hard	necessary
6. physician	dentist	doctor	scientist
7. proper	right	incorrect	unnecessary
8. rapid	strong	slow	fast
9. support	hurt	help	insure
10. underlying	below	surface	above
11. dosage	amount	condition	medicine
12. private	public	personal	aware
13. replace	restore	break	move
14. tragic	sad	happy	angry
15. cure	recovery	sick	symptom
16. infect	eliminate	contaminate	relieve
17. dishonest	untruthful	fair	truthful
18. dread	joy	anger	fear
19. vary	change	much	constant
20. relieve	die	harm	help

Name _____ Class _____ Date _____

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DK-21052 Unit 1

READING IN THE WORKPLACE
Health Care

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WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. expose	exploit	expose	export	explode
2. symptom	sympathy	sympathy	sympathize	sympathy
3. avoid	avid	avid	away	avid
4. contact	contend	contact	contain	contact
5. relieve	relent	relief	relieve	relent
6. dread	dead	dread	dregs	dread
7. blurred	blurb	blurb	blurb	blurred
8. chore	choir	chore	choker	choir
9. prescribe	presence	prescribe	preschool	prescript
10. rapid	rapure	radish	radar	rapid
11. vary	very	vary	veer	very
12. replace	replace	replant	replace	replace
13. victim	victim	victor	victory	victim
14. private	privacy	privy	private	private
15. panic	pander	panic	painful	panic

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ANSWER KEYS

DK-21053 Unit 2 **READING IN THE WORKPLACE** Health Care

SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A	Column B		
1. extent	exclude	present	<u>range</u>
2. proceed	start	stop	<u>continue</u>
3. respiration	<u>breathing</u>	perspiring	aspiring
4. tactful	abuse	<u>inoffensive</u>	possessive
5. unconscious	fearful	<u>unaware</u>	timid
6. abrasion	break	wart	<u>scrape</u>
7. broad	<u>wide</u>	narrow	center
8. artificial	<u>unnatural</u>	unreasonable	unclear
9. accurate	trim	strong	<u>precise</u>
10. requirement	facility	<u>necessary</u>	friendly
11. pharmacy	<u>drugstore</u>	prescription	pharmacist
12. perspire	bleed	<u>sweat</u>	expire
13. nerve	<u>tendon</u>	kidney	organ
14. moist	dry	<u>damp</u>	soaked
15. microscopic	<u>small</u>	large	size

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SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A	Column B		
1. procedure	<u>method</u>	product	premi
2. consequence	plan	<u>result</u>	prevent
3. resume	<u>summary</u>	occupy	begin
4. benefit	position	test	<u>aid</u>
5. sincere	fake	<u>genuine</u>	untrustworthy
6. posture	strength	control	<u>position</u>
7. incisor	neck	jaw	<u>tooth</u>
8. specimen	<u>sample</u>	instrument	surface
9. adequate	<u>sufficient</u>	skilled	order
10. communicate	exit	<u>transmit</u>	current
11. observe	help	<u>watch</u>	find
12. suppress	<u>stop</u>	start	charge
13. suitable	caution	wrong	<u>right</u>
14. average	<u>typical</u>	great	unpleasant
15. competent	complain	notable	<u>capable</u>

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USING CONTEXT CLUES

Read the following sentences, which are found on the labels of common medicines. Fill in each blank space with the correct word from the word box.

WORD BOX

allergic	drowsiness	external	inhale	prescribed
dosage	exceed	ingredients	persistent	suppress

- Give this dosage to children 12 and under.
- This medicine should not be prescribed for pregnant women.
- This product will suppress a cough.
- Do not inhale this product while spraying it in your nose.
- If cough is persistent, call a doctor.
- This product may cause drowsiness.
- Do not exceed the prescribed dosage.
- This medicine is for external use only.
- If you are allergic to aspirin, do not use this product.
- These pills contain certain ingredients that may cause an upset stomach unless taken with milk.

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USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

airborne	clinic	diabetes	premature
allergic	communicate	fragile	risk
antiseptic	contaminated	infected	utensils
assistance	croup	insulin	

- To clean a cut, you should use an antiseptic.
- Sneezing causes germs to be airborne.
- Smokers may be at risk for lung cancer.
- Some people are allergic to bee stings.
- When a baby is born before the due date, it is called premature.
- Small babies seem fragile and delicate to new parents.
- Dirty needles probably are contaminated with germs.
- Sometimes small children get a bark-like cough called croup.
- Diabetes is a disease that can be controlled.
- When treating a wound, it is important to avoid getting it infected.
- Diabetes is controlled by using insulin.
- Many people receive treatment at a clinic.
- Some patients may need to use special utensils when eating.
- Nurses give much help and assistance to hospitalized patients.
- Health-care workers need to communicate effectively with patients.

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ANSWER KEYS

DK-21053 Unit 2

READING IN THE WORKPLACE
Health Care

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SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

- tentiap **(p) a t i e n t**
- thealh **(h) e a l t h**
- sicyphs **p h (y) s i c s**
- mesure **r e (s) u m e**
- cratpialc **p r a c t (l) e a l**
- reedcop **p r o (c) e e d**
- derldba **b l (e) d d e r**
- leddisk **s k i (l) l e d**
- mitciv **v i c (t) i m**
- cemhicsan **m e c (h) a n i c s**
- beetfn **b (e) n e f i t**
- secpfr **h e (r) p e s**
- zueag **g (a) u z e**
- nemiceps **s (p) e c i m e n**
- maanyto **a n a t o m (y)**

Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

The treatment of injury by exercise or massage is called:

(p) h (y) s i c a l (t) h e r a p (y)

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WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. research	discourse	weigh	medical	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
2. disease	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
3. weight	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
4. medical	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
5. nutriton	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
6. therauist	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
7. hospiat	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
8. patiens	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
9. clinical	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
10. infecion	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
11. recuprate	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
12. nausea	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
13. gland	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
14. bandage	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance
15. ambulance	discuss	weight	medial	nutriton	therauist	hospiat	patiens	clinical	infecion	recuprate	nausea	gland	bandage	ambulance

Name _____ Class _____ Date _____

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WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. hernia	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
2. nerve	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
3. profile	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
4. admit	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
5. aid	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
6. fracture	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
7. hyena	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
8. nurse	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
9. physics	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
10. fragile	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
11. anatomy	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
12. calamine	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
13. embryo	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
14. therapy	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary
15. anxiety	hernon	nerve	nerve	prompt	admit	aid	fracture	hyena	nurse	physic	fragile	calamine	embryo	therapy	apary

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READING IN THE WORKPLACE
Health Care

8

HIDDEN WORD PUZZLE

The 20 vocabulary words listed below are situations that need emergency first-aid treatment. They are hidden in the puzzle across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

abdominal injuries	choking	heat stroke	rashes
bee stings	convulsions	obstructed airway	seizures
bleeding	fainting	open wounds	shock
blister	fractures	poisoning	sunburn
chemical burns	frostbite	poison ivy	swelling

B S N O I S L U V N O C Q P L P N S E A O R
 L E I G H N O E A L P M R L S C H N E R B G
 E I E G A E F R A C T U R E S R P R H J S N
 E R P S R L O L R C N O S S I T O U A E T I
 D U O R T O O P E N W O U N D S I B M L R L
 I J I E T I B T S O R P I D G S W L E R U L
 X N S N B S N A E L S A S O U H V A Y D C E
 G I O E N E G N I N O S I O P A C T F T W
 B L N E K O R T S T A E H I D J N I K A E S
 L A I S E R U Z I E S P N Q O A M J I D A
 T X V N I B R X B O T S R R H H E V N A Y
 A I Y Q C G H E I L N E E U Y M H I T I W
 I M D I N O L D L J I H P C B C S C E I R G
 N O G N I K O H C R A S M E D N E U O N W U
 X D A M O L R X O D N A T C H A U T L G A I
 P B G T M P S L N D O R O E E S S E H Y L
 Y A L S H O C K A E Y O L K R O N E A R K I

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ANSWER KEYS

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HIDDEN WORD PUZZLE

The 20 vocabulary words listed below are related to first-aid treatments. They are hidden in the puzzle across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

artificial respiration	CPR	fresh air	spiral turns
bandage	dressing	pressure point	splint
burn pad	emergency	rescue	sterilize
calamine lotion	examine	rest	tranquilizers
cold compress	first aid	sling	victim

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WORD PUZZLE

Read each definition below. Fill in the blanks with the letters of the correct word. Use the word box to help you. Some letters have been provided for you.

WORD BOX

adequate	ankle	antiseptic	artery	aspirin
ambulance	antidote	anxiety	arthritis	autopsy

- a vehicle used for transporting injured or sick people
a m b u l a n c e
- the joint between the foot and the leg
a n k l e
- a remedy to counteract the effects of poison
a n t i d o t e
- fear or nervousness
a n x i e t y
- good enough
a d e q u a t e
- a tube that carries blood from the heart to other parts of the body
a r t e r y
- a painful disease that causes swelling of the joints of the body
a r t h r i t i s
- a white pill used as a remedy for pain and fever
a s p i r i n
- a substance that kills bacteria
a n t i s e p t i c
- an examination of a dead person's body
a u t o p s y

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WORD PUZZLE

Read each definition below. Fill in the blanks with the letters of the correct word. Use the word box to help you. Some letters have been provided for you.

WORD BOX

pacemaker	panic	paramedic	pharmacy	poison ivy
painkiller	paralysis	pediatrics	phobia	pollen

- an abnormal fear of something
p h o b i a
- a branch of medicine that concentrates on babies and small children
p e d i a t r i c s
- a plant that causes a rash if you touch it
p o i s o n i v y
- a person who is trained to supply emergency medical treatment
p a r a m e d i c
- complete or partial loss of function affecting any part of the body
p a r a l y s i s
- a fine yellow dust that many people are allergic to
p o l l e n
- a drug that relieves pain
p a i n k i l l e r
- an electrical device that steadies or establishes a heartbeat
p a c e m a k e r
- sudden, extreme fear
p a n i c
- a drugstore
p h a r m a c y

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USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

amnesia	bandage	fetus	paramedic	qualified
asepsis	blister	hygiene	pediatrics	sterilize
autopsy	data	miscarry	pneumonia	uterus

- When amnesia occurs, patients forget their identity and other memories of their life.
- A bandage holds a dressing in place over a wound or injury.
- A blister is formed when fluid collects below or above the skin.
- I did not hire him because he was not qualified for the position.
- The paramedic helped the physician lift the patient onto the stretcher.
- A serious disease of the lungs is called pneumonia.
- The accident caused her to miscarry, which caused the end of her pregnancy.
- Physicians keep careful records and data on each patient.
- After a patient dies mysteriously, some families request an autopsy.
- Proper hygiene is a definite aid to cleanliness and good health.
- If a woman gets measles during the first three months of pregnancy, it could cause harm to the fetus.
- Medical technicians should be familiar with asepsis procedures to keep instruments germ free.
- Pregnant women carry the developing baby in their uterus.
- A medical field that specializes in the care of babies and small children is pediatrics.
- If you sterilize the operating room, it will reduce the risk of infection.

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ANSWER KEYS

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Unit 2

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READING IN THE WORKPLACE Health Care

SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

1. emdrpe p r e m e (d)
2. detnigrein (i) n g r e d i e n t
3. epeinxreec e x p (e) r i e n c e
4. flatcut t a c (t) f u l
5. ucraceta a c c u r (a) t e
6. eiscner s i n c e (r) e
7. gsuyrer s u r g e r (y)
8. umnala m (a) n u a l
9. civmü v i c t (i) m
10. coeduprer p r o c e (d) u r e
11. ebnrmwo n (e) w b o r n


Use the letters that appear inside the circles above to write the mystery word.

..... ???MYSTERY WORD???

A person who works in the kitchen
of a hospital is called a:

(d) (i) (e) (t) (a) (r) (y) (a) (i) (d) (e)

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READING IN THE WORKPLACE: HEALTH CARE

**Instructor generated
study guides related
to the 48
computer units.**

1 HOME HEALTH-CARE AIDES - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

cost attention afford hired risen outlook home
belongings parents chronically surrounded burden specially

The need for _____ health-care aides has grown. In fact, the need will become even greater in the years ahead. Home health-care aides are _____ trained workers. They are _____ by the family to help care for the needs of the elderly and the _____ ill. Elderly people often need help taking care of their needs. These needs can be met by family members and the home health-care aide.

More and more adults are caring for their _____ or other older family members at home. There are several reasons for this. One is the high _____ of care in most health centers. The cost of care has _____ in recent years. Most average-income families cannot _____ that kind of care, because it places a heavy _____ on the family budget.

Another reason for home health care is the _____ that older people receive in their own home. For the most part, they are happier being near loved ones and relatives. They also have friends close by who can stop in for a visit. They are _____ by their own _____. All of these things help the elderly have a more positive _____ on life.

II. Multiple choice.

- _____ 1. The author develops the main idea by
- a) stating that there is a growing need for home health care.
 - b) giving reasons why there is a growing need for home health-care aides.
 - c) telling why the elderly want to stay at home.
 - d) explaining the duties of a home health-care aide.
- _____ 2. Home health-care aides are
- a) graduates of a nursing program.
 - b) mostly women.
 - c) needed in many nursing homes.
 - d) specially trained people.
- _____ 3. This article mentions that the need for home health-care aides will
- a) change greatly.
 - b) decrease in the years ahead.
 - c) increase in the years ahead.
 - d) remain about the same.

- _____ 4. The elderly who remain at home probably feel
- a) neglected and poor.
 - b) secure and content.
 - c) happy and neglected.
 - d) healthy and concerned.
- _____ 5. A positive outlook means that a person's outlook is
- a) poor.
 - b) good.
 - c) selfish.
 - d) clear.
- _____ 6. In this article, burden means
- a) happy occasion.
 - b) easy task.
 - c) careful decision.
 - d) difficult responsibility.

III. Matching

- | | |
|---------------------|-------------------------|
| _____ 1. hired | a. long-term |
| _____ 2. risen | b. bills |
| _____ 3. outlook | c. affirmative |
| _____ 4. burden | d. things you own |
| _____ 5. chronic | e. able to pay for |
| _____ 6. belongings | f. gone up |
| _____ 7. positive | g. given a job |
| _____ 8. afford | h. heavy responsibility |
| _____ 9. budget | i. future |
| _____ 10. adults | j. grown-ups |

2 FIRST AID - STUDY GUIDE UNIT 1

Possible Points 35 _____

I. Fill in the blanks using the words below.

depend information pressure trained squad poison
expert panic breathing stopped pertinent dangerous severe
victim between calm trouble leave airway safety

First aid is care that is given until an _____ can take over. It can mean the difference _____ life and death. If you must give first aid to someone, don't _____. Try to remain _____. First, think about what you must do for the _____. The treatment you provide will _____ on the situation.

No matter what the _____ is, let the right people know immediately. If you can't _____ the victim, have someone else call the police or the rescue _____. Make sure that the right _____ is given. The police or the rescue squad will need to know where you are, and what seems to be the problem. Whether you or someone else makes the call, don't hang up until the other party has all the _____ information that is needed.

In dealing with first aid, there are four things that need care quickly. If the victim is in a _____ situation, remove him or her to _____ as fast as you can. Secondly, check to see if the victim is _____. If not, clear his or her _____. Begin CPR.

Next, look to see if the victim is bleeding. _____ bleeding must be _____ at once. Apply _____ to the wound with a thick cloth. Finally, check for signs of poisoning. Look for a container near the victim. If need be, call a _____-control center for assistance. Work quickly and keep the victim warm and calm. A note of warning--only treat what you have been _____ to treat.

II. Multiple choice.

- _____ 1. The author develops the main idea by
- a) explaining first aid.
 - b) warning the reader about giving treatment.
 - c) describing first-aid treatment for poisoning.
 - d) discussing some basic tips for first aid.
- _____ 2. To stop severe bleeding,
- a) cover the wound with a bandage.
 - b) tie a cloth tightly around the wound.
 - c) apply pressure to the wound.
 - d) raise the victim's feet.

- ___ 3. Before calling a poison-control center,
- a) look for a container near the victim.
 - b) pour some salt water into the victim's mouth.
 - c) make the victim vomit.
 - d) see if the victim can walk.
- ___ 4. The author implies that the person giving first aid should
- a) call the victim's family.
 - b) ask the victim to tell what happened.
 - c) observe and care for the victim until medical help arrives.
 - d) have a first-aid license.
- ___ 5. In this article, the word pertinent means
- a) unimportant.
 - b) important.
 - c) wise.
 - d) possible.
- ___ 6. On page 1 of this article, victim refers to
- a) an evil person.
 - b) a dangerous person.
 - c) an injured or ill person.
 - d) a foolish person.

III. **Matching**

- | | |
|--------------------|----------------------------------|
| ___ 1. severe | a. applied force |
| ___ 2. wound | b. taught |
| ___ 3. expert | c. lose control |
| ___ 4. calm | d. experienced person |
| ___ 5. panic | e. cardiopulmonary resuscitation |
| ___ 6. information | f. injury |
| ___ 7. pressure | g. very serious |
| ___ 8. trained | h. peaceful |
| ___ 9. CPR | i. data |

3 FEEDING THE HELPLESS PATIENT - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

experience	patient	table	report	straw	diet	need
beverage	refuses	chin	doctor's	feed	eaten	hands
name	tray	uneasy	helpless			

Sometimes a health-care worker will _____ to feed a _____ patient. If you must do this, remember to act pleasant. Do not act hurried. If you do, the person may feel _____. Eating should be an enjoyable _____ for everyone.

Before bringing in the tray tell the _____ what you are going to do. Clear the overbed _____ of clutter. If it's not against the _____ orders, raise the bed. Wash the patient's hands and then your _____. Bring in the _____ from the cart. Check to see that the tray contains the right _____. The patient's _____ card should be on the tray. If it isn't, check with the kitchen or the person in charge.

You are now ready to _____ the patient. Open the napkin and put it under the patient's _____. Cut the food into bite-sized pieces. Pour the _____ into the proper container. Use a _____ to give liquids.

As you feed the patient, talk about what you are doing. Alternate between types of food. Use the napkin to keep the mouth clean. When you are finished, make a note of what the patient has or has not _____. If the patient _____ to eat, be sure to _____ it.

II. Multiple choice.

- _____ 1. A good title for this article is
- a) Feeding the Helpless Patient.
 - b) Mealtime.
 - c) Favorite Foods.
 - d) Preparing the Patient for Mealtime.
- _____ 2. If a patient refuses to eat the food on the tray,
- a) get the patient something else to eat.
 - b) report it to the proper person.
 - c) force the patient to eat.
 - d) give the food to someone else.
- _____ 3. When feeding a helpless patient,
- a) give sips of water between bites of food.
 - b) don't sit on the bed.
 - c) act pleasant and unhurried.
 - d) turn off the television.

- ____ 4. You can infer from this article that
- a) helpless patients are fed soft foods.
 - b) there are different kinds of hospital diets.
 - c) hospital food is tasteless.
 - d) mealtimes are pleasant.
- ____ 5. Another word for uneasy, as used in this article, is
- a) weird.
 - b) foolish.
 - c) difficult.
 - d) tense.
- ____ 6. A helpless person is
- a) unable to care for herself or himself.
 - b) close to death.
 - c) unloved and unwanted.
 - d) able to care for herself or himself.

III. Matching

- | | |
|-------------------|----------------------|
| ____ 1. uneasy | a. responsible |
| ____ 2. clutter | b. go back and forth |
| ____ 3. in charge | c. bland |
| ____ 4. beverage | d. mess |
| ____ 5. alternate | e. drink |
| ____ 6. tasteless | f. uncomfortable |

4 HOSPITAL BED MAKING - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

side rails	changed	covers	loosen	occupied	well-being
clean	screen	top	linens	bedwheels	change
privacy	move	help	fall	signal cord	hamper
remove	spread				

Changing the _____ on a hospital bed is a task done by a nurse aide. If the patient can get out of bed it is much easier to do. Making a bed with a patient in it takes more skill. This is called an _____ bed. A well-made bed is essential to the patient's overall feeling of _____.

First, wash your hands. Next, tell the patient that you are there to _____ his or her bed. Lock the _____ so that the bed will not roll. Put the _____ linens on a chair next to the bed. Pull the curtain or _____ around the bed for _____. Bring the bed to a working height.

_____ all the linens around the bed. Be sure not to shake the linens. That will _____ germs. Remove all the _____ except the top sheet. Place a clean sheet over the _____ sheet. Carefully slide the dirty sheet from underneath it.

It is now time to ask the patient to _____ towards you so that the bottom linens can be _____. The patient may need your _____. Pull up the _____ so that he or she doesn't _____ out of bed. Change the bottom linens on one side and then the other. Put all dirty linens in a _____. Be sure to keep dirty linens away from your uniform. Put the bed back in position. Place the _____ near the patient. Wash your hands and _____ the hamper.

II. Multiple choice.

- _____ 1. This article is mostly about
- a) removing dirty linens.
 - b) making an occupied bed.
 - c) bed making.
 - d) making a closed bed.
- _____ 2. After washing your hands the first time, the next thing you should do is
- a) lock the bed into place.
 - b) put the dirty linens on the floor.
 - c) pull a curtain around the bed.
 - d) tell the patient what you are going to do.

- ___ 3. Dirty linens should be placed
- a) in a hamper.
 - b) in a basket.
 - c) on the floor.
 - d) outside of the door.
- ___ 4. You can infer from this article that a patient's bed
- a) offers both comfort and safety.
 - b) should only be changed at the patient's request.
 - c) needs two pillows.
 - d) should be changed twice a day.
- ___ 5. In this article, the word task means
- a) hardship.
 - b) duty.
 - c) errand.
 - d) test.
- ___ 6. Something that is essential is
- a) usual
 - b) necessary.
 - c) unnecessary.
 - d) perfect.

III. Matching

- | | |
|-------------------|---------------|
| ___ 1. covers | a. being used |
| ___ 2. screen | b. security |
| ___ 3. occupied | c. curtain |
| ___ 4. well-being | d. linens |

5 APPEARANCE - STUDY GUIDE UNIT 1

Possible Points 25 _____

I. Fill in the blanks using the words below.

pride field fresh wrinkled rips spots personal
polished hygiene untidy odors mended prevent appearance

Taking _____ in how you look is important in the health _____. People don't want an _____ person taking care of them. Not only is a worker's _____ important to the patient, but it helps to _____ the spread of germs.

Clothing, such as uniforms, should always look fresh. Wrinkled clothing with dirty spots does not look clean. _____ should be removed. Uniforms need to be pressed if they are _____. _____ and splits in seams need to be _____. Lost buttons should be replaced. Shoes should fit properly and be _____ often.

Preventing offensive _____ is a must. Bathing often and brushing your teeth thoroughly will help to prevent bad odors. Deodorant will keep you smelling _____ all day. Clean hair that is nicely styled will help to round out a nice _____ appearance.

Good personal _____ tells a lot about a person. It helps patients feel better knowing that the people taking care of them take pride in how they look and in their jobs as health-care workers.

II. Multiple choice.

- _____ 1. This article is mostly about a health worker's
- a) salary.
 - b) shoes.
 - c) uniforms.
 - d) personal cleanliness.
- _____ 2. Bad body odors can be prevented by all of the following except
- a) using perfume.
 - b) brushing your teeth.
 - c) taking a bath.
 - d) using deodorant.
- _____ 3. According to this article, an example of poor grooming is
- a) clean hair.
 - b) wearing perfume.
 - c) white tennis shoes.
 - d) a wrinkled uniform.

- _____ 4. From this article, you can infer that
- a) smoking cigarettes causes bad breath.
 - b) health-care workers are not clean.
 - c) germs can be spread in many ways.
 - d) jewelry should be limited to a watch and a wedding ring.
- _____ 5. Untidy refers to a person who is
- a) neat.
 - b) evil.
 - c) sloppy.
 - d) poor.
- _____ 6. An offensive odor refers to something that
- a) is old.
 - b) smells bad.
 - c) smells good.
 - d) is new.

III. Matching

- | | |
|--------------------|-----------------|
| _____ 1. wrinkled | a. sewn |
| _____ 2. rips | b. obnoxious |
| _____ 3. mended | c. tears |
| _____ 4. pride | d. not smooth |
| _____ 5. offensive | e. self-respect |

6 HOME HEALTH-CARE AIDES RESPONSIBILITIES

STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

dressings chores injury services preparing illness condition
children move train breathing duties homes disabled
surgery

A home health-care aide takes care of people who are sick or _____. This allows the patients to live in their own _____. Many home health-care aides work with older people. Some home health-care aides work with families where small _____ need care. They provide home-management _____, personal care, and emotional support for people.

The _____ of a home health-care aide vary. People recuperating from major _____ may need care. People suffering from a chronic _____ may need help several times a week. Home health-care aides may do light housekeeping _____. They may also have home-management duties, such as planning meals, shopping for food, and _____ meals.

Personal care includes helping people take baths or wash their hair. A home health-care aide may help people _____ from their bed to a chair or into another room. Home health-care aides also check pulse and _____. They may have to change _____ and help with exercises.

Home health-care aides may also provide instruction and support. They may work with families to _____ them to help the injured or ill person. Home health-care aides also provide support and understanding, which may be greatly needed to help the person and the family deal with the _____ or _____.

II. Multiple choice.

- _____ 1. The main idea of this article is to
- a) describe home health-care aides.
 - b) describe the duties of a home health-care aide.
 - c) discuss the training needed to become a home health-care aide.
 - d) define the home-management duties of a home health-care aide.
- _____ 2. According to this article, a home health-care aide allows many people who would normally be in a hospital to
- a) recover from their illness or injury more quickly.
 - b) live at home with their families.
 - c) be worry-free about their homes or pets.
 - d) get together with other people suffering from the same illness or injury.

- ___ 3. Home health-care aides do not assist people with
- a) taking their medicine.
 - b) cleaning themselves.
 - c) moving around.
 - d) changing dressings.
- ___ 4. You can infer from this article that home health-care aides may work
- a) twice a month.
 - b) every day.
 - c) once a month.
 - d) once a week.
- ___ 5. When you recuperate from something, you
- a) get better.
 - b) get worse.
 - c) get sick.
 - d) die.
- ___ 6. Something that is chronic
- a) is long and drawn out.
 - b) never comes back.
 - c) is hardly ever with you.
 - d) is short and quick.

III. Matching

- | | |
|-------------------|--------------------|
| ___ 1. aide | a. bandages |
| ___ 2. surgery | b. long, drawn out |
| ___ 3. deal with | c. duties |
| ___ 4. infer | d. conclude |
| ___ 5. recuperate | e. helper |
| ___ 6. chores | f. operation |
| ___ 7. chronic | g. feelings |
| ___ 8. dressings | h. get better |
| ___ 9. emotions | i. handle |

7 BURNS - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

severe swollen endings radiation contact layers immersion
burn blister swelling underlying common discolored degree
caused

A _____ can be _____ by heat or fire. It can also be caused by chemicals, _____, or electricity. Burns can be grouped as first degree, second _____, and third degree.

A first-degree burn is the least _____. The skin becomes red or _____. The victim will feel pain. There may be mild _____. _____ causes of first-degree burns include too much sun or brief _____ with hot objects.

Second-degree burns usually cause injury to the outer layer of the skin. A _____ forms, and the skin is red and _____. The surface of the skin may appear to be wet. There is much pain. Some frequent causes of second-degree burns are sun lamps, contact with hot liquids, and burns from fires.

Third-degree burns are the most severe types of burns. They involve injury to all _____ of the skin. There is also damage to the _____ tissues. The burned area can have a white appearance. If the nerve _____ have been destroyed, the victim may not feel a lot of pain. Some of the causes of third-degree burns are fires, electricity, and _____ in hot liquids.

II. Multiple choice.

- _____ 1. This article was written to
- a) define a burn.
 - b) list the causes of burns.
 - c) explain the different kinds of burns.
 - d) describe first-aid treatment for burns.
- _____ 2. One of the signs of a second-degree burn is
- a) the skin is discolored.
 - b) the burned area appears white.
 - c) an injury to the outer layer of skin.
 - d) nerve endings are frequently destroyed.
- _____ 3. A first-degree burn can be caused by
- a) electricity.
 - b) using a sun lamp too much.
 - c) too much sun.
 - d) fire.

- ____ 4. You can infer from this article that
- a) the higher the degree of burn, the more damage caused.
 - b) burns should never be treated with grease or butter.
 - c) no matter how mild the burn is, you should receive medical treatment.
 - d) the lower the degree of burn, the more damage caused.
- ____ 5. Another word for severe, as used in this article, is
- a) cold.
 - b) sharp.
 - c) strict.
 - d) serious.
- ____ 6. In this article, to immerse means to
- a) take off.
 - b) put into.
 - c) set on top.
 - d) take out.

III. **Matching**

- | | |
|--------------------|------------------------|
| ____ 1. underlying | a. change shade |
| ____ 2. degree | b. thickness |
| ____ 3. contact | c. often |
| ____ 4. immersion | d. raised area |
| ____ 5. severe | e. intensity |
| ____ 6. layers | f. beneath the surface |
| ____ 7. frequently | g. dipped into |
| ____ 8. discolored | h. touch |
| ____ 9. blister | i. very serious |

8 AIDS - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

immune breaks tragic avoiding contact crisis spread
victims defense injecting infection death diseases transfusions
cure

AIDS is a feared and _____ disease that affects the people of every country in the world. It is because the _____ of AIDS suffer from many painful _____, and very often, a terrible death. There is no _____ at present. Health experts have warned about this growing _____. People need to learn the facts about AIDS.

AIDS stands for Acquired Immune Deficiency Syndrome. It is a disease that _____ down the _____ system, which is the body's natural _____ system. Without the immune system, a person's body cannot fight _____ and deadly diseases, such as Cancer. That is why people with AIDS get so many life-threatening diseases. It is these diseases that people fear the most, because they usually cause the suffering and _____ of AIDS patients.

However, it is not easy to get AIDS. You cannot get AIDS by hugging someone or because an infected person sneezed. AIDS is spread by sexual _____, by sharing needles for _____ drugs, or by blood _____. AIDS is a threat if risks are taken. _____ the kinds of behavior that lead to AIDS may be one way of stopping the _____ of the disease. While scientists search for a cure, education is the best defense.

II. Multiple choice.

- _____ 1. This article supports the main idea that
- a) people should support AIDS research.
 - b) people should learn about AIDS.
 - c) people can get AIDS by sharing needles.
 - d) AIDS has many causes.
- _____ 2. You can get AIDS
- a) if an infected person sneezes near you.
 - b) by hugging someone.
 - c) by casual contact.
 - d) by sexual contact.
- _____ 3. According to this article, AIDS is feared because
- a) you may lose your job.
 - b) reduce risk.
 - c) you can get other painful diseases if you have AIDS.
 - d) medical insurance does not cover AIDS treatment.

___ 4. This article suggests that knowing the facts about AIDS may

- a) speed testing.
- b) reduce risk.
- c) spread panic.
- d) stop transfusions.

___ 5. If something is life-threatening, it could be

- a) special.
- b) strong.
- c) deadly.
- d) safe.

___ 6. In this article, a defense system

- a) protects the body.
- b) hurts the body.
- c) controls the body.
- d) twists the body.

III. Matching

- | | |
|---------------------|-------------------------------|
| ___ 1. contact | a. very sad |
| ___ 2. breaks down | b. very serious situation |
| ___ 3. risks | c. transferred through a vein |
| ___ 4. tragic | d. enduring pain |
| ___ 5. victim | e. touch |
| ___ 6. behavior | f. dangers, perils |
| ___ 7. crisis | g. weakens |
| ___ 8. suffering | h. person injured or ill |
| ___ 9. transfusions | i. conduct |

1 SAFETY - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

charge nurse entire prevent clutter mopped replaced precautions
environment spills hazards cause safety deal
consequences

_____ in hospitals and nursing homes is a _____ for concern. It is easier to _____ an accident than to handle the _____ after it happens. A good health-care worker will be on the alert for safety _____ at all times. Safety is everyone's business. It protects the patients, their visitors, and the _____ nursing staff. A great _____ of money and lives could be saved each year if more _____ were taken against unsafe conditions.

Some of the things to watch for are burned-out light bulbs. Burned-out light bulbs should be _____ quickly. Floors need to be _____ as often as necessary. _____ or wet spots can cause a person to slip and fall. Hallways, steps, and floors should be kept free of _____. If a glass breaks, it should be swept up right away.

Common sense is an important ingredient in creating a safe _____. Sometimes it is the little things, such as a pencil on the floor, that will cause a serious accident. All safety hazards, regardless of how small, need to be reported to the _____ or the person responsible for the hospital or nursing home.

II. Multiple choice.

_____ 1. This article is mainly about

- a) safety.
- b) preventing accidents and injuries in health-care facilities.
- c) reporting safety hazards.
- d) unsafe situations.

_____ 2. Safety hazards should be reported to

- a) any nurse.
- b) the patient.
- c) a janitor.
- d) the person in charge.

_____ 3. If a glass breaks, you should

- a) fill out a safety report.
- b) sweep up the pieces.
- c) call the janitor.
- d) pick up the pieces carefully.

- _____ 4. You can infer from this article that accidents can be caused by all of the following except
- a) scissors.
 - b) a thermometer.
 - c) a paper clip.
 - d) dust.
- _____ 5. The word hazards is used to describe things that are
- a) harmless.
 - b) fatal.
 - c) sloppy.
 - d) dangerous.
- _____ 6. Another word for precautions is
- a) orders.
 - b) claims.
 - c) safeguards.
 - d) problems.

III. Matching

- | | |
|-----------------------|-----------------|
| _____ 1. precautions | a. whole |
| _____ 2. environment | b. reason |
| _____ 3. entire | c. lose balance |
| _____ 4. hazard | d. results |
| _____ 5. cause | e. put back |
| _____ 6. concern | f. safeguards |
| _____ 7. consequences | g. worry |
| _____ 8. replaced | h. surroundings |
| _____ 9. slip | i. danger |

2 ROUTINES - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

routine	temperature	staff	throughout	physical therapy	removed
visitors	respiration	discharged	medications	treatments	pulse
admitted	TPR	changed			

The daily nursing routine in a hospital usually begins at 7 A.M. The nurses and aides begin the day by taking patients' _____, _____, and _____. This is known as _____. As soon as this is accomplished, they get the patients ready for breakfast. Soon after the breakfast trays are _____, it is bath time. Following bath time, rooms are cleaned and beds are _____.

During the morning hours, most of the _____ are done. This is usually the time when the doctors make their rounds. If a patient is going to be _____, it is usually in the morning. Taking x-rays, giving medication, and doing _____ - _____ take place all day long.

After lunch is served, visiting hours begin in most hospitals. Often, new patients are _____ in the early afternoon. At about 3 P.M., a change in the nursing _____ takes place.

The evening hours begin with dinner. TPR's are taken again. In most hospitals, the _____ are asked to leave between 8 P.M. and 9 P.M. This gives the nursing staff time to prepare their patients for another night of rest. The nurses and aides who arrive for work at 3 P.M. are replaced by the last shift of the day at 11 P.M. Only necessary treatments and _____ are given _____ the night. In a few short hours, the daily _____ begins again.

II. Multiple choice.

- _____ 1. In this article, the author is trying to describe
- a) hospital routines.
 - b) early morning and bedtime care.
 - c) nurses' reports.
 - d) daily nursing routines in a hospital.
- _____ 2. According to this article, most treatments are done
- a) in the morning.
 - b) immediately after breakfast.
 - c) in the early afternoon.
 - d) after the doctors make their rounds.
- _____ 3. The morning routine begins by
- a) serving breakfast.
 - b) changing beds.
 - c) giving baths.
 - d) taking TPR's

___ 4. According to this article, a routine x-ray probably would not be done

- a) after 11 P.M. or before 7 A.M.
- b) during breakfast hours.
- c) after 12 P.M.
- d) during visiting hours.

___ 5. The word discharged is used in this article to describe a patient who is

- a) going for treatment.
- b) being replaced.
- c) going home.
- d) being taken in.

___ 6. In this article, the word routine could best be replaced by

- a) notice.
- b) example.
- c) courtesy.
- d) procedure.

III. **Matching**

- | | |
|---------------------|-------------------|
| ___ 1. routine | a. finished |
| ___ 2. throughout | b. released |
| ___ 3. removed | c. heartbeat |
| ___ 4. discharged | d. entered |
| ___ 5. rounds | e. therapies |
| ___ 6. admitted | f. procedure |
| ___ 7. pulse | g. patient checks |
| ___ 8. accomplished | h. taken away |
| ___ 9. treatments | i. continuously |

3 GOOD BODY MECHANICS - STUDY GUIDE UNIT 2

Possible Points 25 _____

I. Fill in the blanks using the words below.

strength
bending

waist
balance

fatigue
twisting

weight
knees

strain
broad

Body mechanics refers to the way the body moves and keeps its _____. At the same time, the body makes efficient use of all its parts. To prevent injury, the health-care worker should observe good body mechanics. This will help the worker to avoid _____ and keep muscle _____.

There are several basic rules of good body mechanics. The health-care worker should keep a _____ base of support while moving a patient. Bend from the hips and _____ to get close to something. Do not bend from the _____. The strongest muscles should be used to do a job.

The _____ of the body should be used to help push or pull an object. Heavy objects should be carried close to the body. Avoid _____ the body when working. Finally, avoid _____ for a long period of time.

There are many reasons to use good body mechanics. Muscles work best when they are used in the right way. This makes it easier to lift, pull, or push. Good body mechanics can also prevent _____ and strain. It can also prevent injury to the health-care worker.

II. Multiple choice.

- _____ 1. The main idea of this article is
- a) to explain the types of injuries you can get if you don't develop good body mechanics.
 - b) to point out the reasons why good body mechanics should be used.
 - c) body mechanics.
 - d) to explain about good body mechanics.
- _____ 2. Good body mechanics includes all of the following except
- a) bending from the hips and knees.
 - b) using the strongest muscles.
 - c) bending from the waist.
 - d) using the weight of the body.
- _____ 3. According to this article, good body mechanics can
- a) increase the amount of injuries on the job.
 - b) prevent injury to the health-care worker.
 - c) develop weaker muscles that do not get used often.
 - d) get the health-care worker into good physical shape.

- ___ 4. You can infer from this article that twisting the body while working can
- a) give the worker added strength.
 - b) help workers in their job performance.
 - c) cause injury.
 - d) lessen strain and back pain.
- ___ 5. Another word for efficient, as used in this article, is
- a) longest.
 - b) best.
 - c) strongest.
 - d) worst.
- ___ 6. In this article, fatigue refers to becoming
- a) lazy.
 - b) tired.
 - c) sick.
 - d) sore.

III. Matching

- | | |
|------------------|----------------------------|
| ___ 1. fatigue | a. leaning down |
| ___ 2. broad | b. body tissues |
| ___ 3. efficient | c. movements |
| ___ 4. strain | d. equal weight |
| ___ 5. bending | e. weariness |
| ___ 6. mechanics | f. overexert |
| ___ 7. twisting | g. back and forth movement |
| ___ 8. balance | h. no waste |
| ___ 9. muscles | i. wide |

4 HEALTH-CARE WORKERS - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

types tactful adapt adults requirements school working
infants mistakes sciences mistake background corrected ages
injury

Although there are many different careers in health care, they all have certain common _____.

A person going into health care should have a strong _____ in the _____. The person also should have taken basic math courses as well as English courses. This helps to improve reading, writing, and speaking.

Health-care workers may care for persons of all _____. This includes newborn _____ and elderly _____. Health-care workers should have a sincere interest in _____ with people. It is important to be able to work with all _____ of people. Health-care workers should be both patient and _____ when caring for people. They also should be good listeners. It is very important for health-care workers to get along with others.

Health-care workers must be accurate and honest. They are dealing with human lives. One _____ could lead to serious _____ or death. Health-care workers must admit their _____ so that they can be _____.

Health-care workers also must be willing to _____ to change. Research and new inventions can bring about changes in techniques and procedures. This may mean going back to _____, to become proficient in these changes.

II. Multiple choice.

- ____ 1. The purpose of this article is to
- a) discuss health-care workers.
 - b) describe the personal appearance of health-care workers.
 - c) list some of the high school courses that health-care workers should have taken.
 - d) explain some of the common characteristics that all health-care workers should have.
- ____ 2. According to this article, health-care workers should have
- a) at least a high school education.
 - b) a clean and neat appearance.
 - c) an appearance that shows confidence.
 - d) a sincere interest in working with people.

- ___ 3. The job of a health-care worker can sometimes change due to
- a) research and evaluations.
 - b) education and inspections.
 - c) research and inventions.
 - d) inspections and evaluations.
- ___ 4. You can infer from this article that health-care workers must be
- a) aware of the rules of the agency they are working for.
 - b) very knowledgeable of scientific practices.
 - c) reliable and trustworthy.
 - d) physically strong to lift certain people.
- ___ 5. When you adapt to something, you
- a) join with it.
 - b) study with it.
 - c) practice it.
 - d) fit in with it.
- ___ 6. When you become proficient in something, you are
- a) careful.
 - b) unskilled.
 - c) skilled.
 - d) confused.

III. Matching

- | | |
|------------------------|---------------------------|
| ___ 1. adapt | a. saying the right thing |
| ___ 2. appearance | b. traits |
| ___ 3. mistakes | c. exact |
| ___ 4. research | d. skilled |
| ___ 5. proficient | e. own up to |
| ___ 6. characteristics | f. adjust to |
| ___ 7. admit | g. errors |
| ___ 8. accurate | h. study closely |
| ___ 9. tactful | i. the way one looks |

5 CPR - STUDY GUIDE UNIT 2

Possible Points 21 _____

I. Fill in the blanks using the words below.

support practical not dummy circulation airway restore
focus cardiac unconscious

CPR, or cardiopulmonary resuscitation is used to _____ breathing in an unconscious person. When a victim is _____, check to see if the victim is still breathing, also check to see if the heart is still beating. CPR uses artificial respiration and artificial circulation. CPR is used when the heart is _____ beating.

People must be trained before they can give CPR. This training prepares people to recognize _____ arrest. This training also allows people to practice CPR both individually and as part of a team.

CPR training includes videos to show people how to do CPR. People practice doing CPR on a _____. While they are giving CPR, the instructor tells them what they are doing wrong.

There are three things to _____ on while doing CPR. First, the victim's _____ must be opened. Then, breathing must be restored. Finally, _____ also must be restored.

To become certified to perform CPR, people must pass a written test. There is also a _____ that must be passed. Only then can someone become certified in basic CPR. Professionals, such as hospital workers, are required to do even more for their certification in basic life _____.

II. Multiple choice.

- _____ 1. This article mainly discusses
- a) CPR.
 - b) CPR and the training involved.
 - c) that CPR should be given to a victim when his or her heart is not beating.
 - d) how a person should give CPR.
- _____ 2. According to this article, CPR training
- a) is very expensive.
 - b) is something every person should have.
 - c) takes several months to complete.
 - d) prepares people to recognize cardiac arrest.
- _____ 3. All of the following are involved in CPR except
- a) the airway.
 - b) breathing.
 - c) the brain.
 - d) circulation.

- ___ 4. You can conclude from this article that CPR
- a) is required for all hospital personnel.
 - b) is not taught properly in many cases.
 - c) training should not be as involved as it is.
 - d) is very involved and can save a person's life.
- ___ 5. An instructor is someone who
- a) learns.
 - b) yells.
 - c) teaches.
 - d) challenges.
- ___ 6. When something is restored, it is
- a) made larger.
 - b) stopped.
 - c) brought back.
 - d) moved.

III. Matching

- | | |
|----------------|----------------------|
| ___ 1. airway | a. revive |
| ___ 2. restore | b. stop |
| ___ 3. dummy | c. heart |
| ___ 4. cardiac | d. passageway |
| ___ 5. arrest | e. artificial person |

6 GIVING A SHAMPOO - STUDY GUIDE UNIT 2

Possible Points 22 _____

I. Fill in the blanks using the words below.

scalp fluid disposable tangled approval gathered
method excess thermometer

Sometimes a health-care aide will need to give a shampoo to a bed patient. There are two methods that can be used. One is a _____ dry cleaner. It is easy to use, and it leaves a patient's hair looking very nice. The other _____ is a regular shampoo. A regular shampoo usually requires the doctor's _____.

If a regular shampoo is given, certain materials must be _____. You will need a comb, towels, shampoo, a bath blanket, a pitcher, and a bath _____. A plastic sheet and _____ bed protectors are also needed. Sometimes a patient's hair is _____. If it is, you might need some petroleum jelly to remove the tangles. If the patient's hair is quite oily, alcohol can be used to remove the _____ oil.

Once everything is ready, proceed with the shampoo. Make sure that you do not get the bed wet. Also, be very careful not to pull the patient's hair, scratch the patient's _____, or get shampoo into the patient's eyes. Special care must be given to keep the patient warm so he or she will not be cold.

II. Multiple choice.

- _____ 1. The purpose of this article is to tell you how to
- a) give daily hair care.
 - b) remove tangles from the hair.
 - c) give a bed shampoo.
 - d) shampoo hair.
- _____ 2. If the patient's hair is tangled, use
- a) baby oil.
 - b) petroleum jelly.
 - c) tangle-free shampoo.
 - d) alcohol.
- _____ 3. According to this article, all of the following items are needed for giving a bed shampoo except a
- a) plastic sheet.
 - b) pitcher.
 - c) comb.
 - d) mirror

- ___ 4. From the information in the article, you can conclude that it is important to
- a) shampoo the patient's hair often.
 - b) be very gentle when giving a bed shampoo.
 - c) explain to the patient what you are going to do.
 - d) use a gentle shampoo.
- ___ 5. In this article, the word excess is used to mean
- a) not very much.
 - b) more than usual.
 - c) about normal.
 - d) a small amount.
- ___ 6. Disposable refers to something that can be
- a) put in place.
 - b) used again.
 - c) gotten along without.
 - d) thrown away.

III. Matching

- | | |
|-------------------|-----------------|
| ___ 1. scalp | a. overamount |
| ___ 2. tangled | b. liquid |
| ___ 3. fluid | c. assembled |
| ___ 4. disposable | d. OK |
| ___ 5. excess | e. skin on head |
| ___ 6. approval | f. thrown away |
| ___ 7. gathered | g. twisted |

7 COMMUNICATING WITH PATIENTS - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

lie avoid genuine basic concerns listening advice face
fact naturally injured felt skills concentrate communicate

The ability to _____ with patients is one of the most important _____ in any health field. Communicating involves many other skills, such as using adequate vocabulary, speaking clearly, _____, and observing. In addition, you must show the patient that you want to help by having a _____ concern for patient needs.

One of the most _____ skills is knowing how to listen. You should position yourself at the patient's level. _____ the patient and lean forward a little. By sitting this way, you let the patient know how important his or her _____ are to you. Listen with interest to what the patient is saying. Do not let your mind wander. Try to _____.

Speak to the patient _____. Think of the patient as a friend. If you have ever been ill or _____, try to remember how it _____. Put yourself in the patient's position. If needed, offer sincere and thoughtful reassurance based only on _____.

Do not _____ to the patient, but be honest. Think before you say anything and listen while you speak. The _____ you give may help _____ difficulties when communicating with patients.

II. Multiple choice.

- _____ 1. The main idea of paragraph 2 is how to
- a) listen effectively to patients.
 - b) effectively observe patients.
 - c) communicate with patients.
 - d) concentrate on patients.
- _____ 2. The article mentions that one way to better understand a patient is to
- a) try to remember how you felt being ill.
 - b) read the patient's chart.
 - c) talk to the patient's family.
 - d) try to reason away a patient's fears.
- _____ 3. According to this article, communicating involves all of the following except
- a) observing.
 - b) listening.
 - c) speaking clearly.
 - d) writing.

- ___ 4. This article suggests that
- a) hospitals ignore patient needs.
 - b) patients are unpredictable.
 - c) simple actions have far-reaching effects.
 - d) patients are difficult to control.
- ___ 5. In this article, genuine means
- a) unpleasant.
 - b) clever.
 - c) honest.
 - d) false.
- ___ 6. Reassurance means
- a) respect.
 - b) advice.
 - c) confidence.
 - d) purpose.

III. Matching

- | | |
|---------------------|------------------------|
| ___ 1. genuine | a. look at directly |
| ___ 2. concerns | b. watching |
| ___ 3. avoid | c. speaking, listening |
| ___ 4. reassurance | d. suggestion |
| ___ 5. observing | e. honest |
| ___ 6. face | f. problems |
| ___ 7. wander | g. stray away |
| ___ 8. basic skills | h. stay away from |
| ___ 9. advice | i. confidence |

8 PHYSICAL THERAPY - STUDY GUIDE UNIT 2

Possible Points 25 _____

I. Fill in the blanks using the words below.

treatments
massage

sciences
damage

vary
plentiful

field
circulation

bones

rehabilitated

One up-and-coming _____ in health care is physical therapy. Jobs in this field are _____ all over the country. A physical therapist may be employed in hospitals, clinics, or nursing homes. Starting salaries may _____. Physical therapists work regular daytime hours with little night duty.

Physical therapists are highly skilled. Their education and training is strong in the _____. To become licensed, all physical therapists must pass an examination in their state. Physical therapists must study biology, chemistry, physiology, and human anatomy, just to name a few.

A great deal of knowledge about the human anatomy is important. Physical therapists must decide the extent of _____ to muscles, nerves, joints, or _____. These areas are often injured by accident or disease. The physical therapists must design and carry out many different _____, such as exercise programs for strengthening weakened muscles.

Other treatments include heat or cold packs and _____ to improve _____. Many people have been _____ to normal body movements, thanks to expert physical therapy.

II. Multiple choice.

- _____ 1. This article mainly describes
- a) physical therapy.
 - b) the education and duties of a physical therapist.
 - c) types of physical therapy treatments.
 - d) private physical therapy practices.
- _____ 2. One reason why physical therapy is an up-and-coming field is
- a) starting salaries are high.
 - b) physical therapists are intelligent.
 - c) employees receive many benefits.
 - d) jobs are plentiful all over the country.
- _____ 3. This article mentions that in order to become licensed, all physical therapists must pass
- a) a state examination.
 - b) a high school examination.
 - c) a medical school examination.
 - d) human anatomy examination.

- ___ 4. Evidence from this article suggests that physical therapists probably are
- a) highly trained experts.
 - b) trained to make moral decisions.
 - c) overworked and exhausted.
 - d) rude and unfeeling.
- ___ 5. In this article, to vary means to be
- a) different.
 - b) casual.
 - c) pleasant.
 - d) unusual.
- ___ 6. In this article, plentiful means there is
- a) a lack.
 - b) a great amount.
 - c) an examination required.
 - d) a special treatment for.

III. Matching

- | | |
|----------------------|----------------------|
| ___ 1. plentiful | a. be different |
| ___ 2. exhausted | b. harm |
| ___ 3. up-and-coming | c. degree of |
| ___ 4. rehabilitated | d. muscle rub |
| ___ 5. vary | e. very tired |
| ___ 6. extent | f. study of the body |
| ___ 7. damage | g. restored |
| ___ 8. massage | h. growing rapidly |
| ___ 9. anatomy | i. numerous |

1 DEATH & DYING - STUDY GUIDE UNIT 3

Possible Points 30 _____

I. Fill in the blanks using the words below.

terms crucial cultural hygiene contact physical dealing
requests sensitive emotional changed respect charge compassion
helplessness

If you choose to enter the health field, you will have to come to _____ with death and dying. As a health-care worker, _____ with a dying patient will be a part of your job responsibility. It is important to remember that a dying patient has both _____ and _____ needs. A good health-care worker will minister to both needs.

Physical care may include such things as changing a patient's position in bed, giving a back rub, or providing for some personal _____. It may also mean adding another blanket to help keep the patient warm. Or, it could be that the bed will need to be _____ so that the patient is dry and comfortable. At all times, the health-care worker must maintain an attitude of _____ and _____ for a dying patient.

Meeting the emotional needs is hardest. At times, you will deal with feelings of fear, anger, and _____. You must also be _____ to the patient's _____ and religious needs as well. Whenever possible, the patient's wishes should be given careful consideration. All _____, however insignificant, should be taken seriously and reported to the person in _____. It is _____ to be compassionate and understanding when _____ with the emotional needs of a dying patient.

II. Multiple choice.

- _____ 1. This article is mainly about
- a) how the family can help a dying patient.
 - b) the importance of being compassionate.
 - c) the physical and emotional needs of a dying patient.
 - d) death and dying.
- _____ 2. This article mentions that the hardest needs to deal with are the
- a) emotional needs.
 - b) physical needs.
 - c) cultural needs.
 - d) financial needs.
- _____ 3. Emotional needs refer to all of the following except
- a) fear.
 - b) nourishment.
 - c) helplessness.
 - d) anger.

- _____ 4. The author probably wants to stress the importance of being
- a) ambitious and hard working.
 - b) talented and creative.
 - c) kind and considerate.
 - d) efficient and dependable.
- _____ 5. The word minister, as used in this article, means to
- a) act as an aide in the hospital.
 - b) perform religious ceremonies.
 - c) give medicine to a patient.
 - d) attend to the wants and needs of a person.
- _____ 6. Insignificant refers to something that is of
- a) great concern.
 - b) great importance.
 - c) little importance.
 - d) major difficulty.

III. Matching

- | | |
|------------------------|------------------------|
| _____ 1. compassionate | a. extremely important |
| _____ 2. in charge | b. asks for |
| _____ 3. hygiene | c. being with |
| _____ 4. requests | d. weakness |
| _____ 5. culture | e. sensitive |
| _____ 6. crucial | f. responsible |
| _____ 7. minister to | g. cleanliness |
| _____ 8. contact | h. aid, serve |
| _____ 9. helplessness | i. country of origin |

2 VITAL SIGNS - STUDY GUIDE UNIT 3

Possible Points 30 _____

I. Fill in the blanks using the words below.

data	present	heat	artery	expelling	exerted
oxygen	diagnosing	skin	stages	record	accurately
pulse	pressure	respiration			

Temperature, pulse, _____, and blood _____ are vital signs. In the medical profession, they are sometimes referred to as TPR and BP. As a health-care worker, you will be expected to take and _____ vital signs _____. These signs provide important _____ about the patient's overall physical condition.

Temperature is a measurement of the _____ lost and produced by the body. There are oral thermometers and rectal thermometers for taking temperature. Temperature can also be taken under the arm. A high or low temperature can mean that a disease may be _____ in the body.

The next vital sign to check is the pulse. As the heart beats and rests, the blood produces pressure against the walls of an _____. This is called a pulse. The pulse is usually taken over the arteries that are closest to the _____. There are seven spots in the body where the arterial pulse can be taken.

Respiration is the process of taking in _____ and _____ carbon dioxide. This occurs as the patient breathes in and out. It is usually best not to let the patient know you are checking his or her respiration. It can be checked while your fingers are still on the patient's _____.

Finally, the blood pressure aids in _____ certain illnesses in the body. It is a measurement of pressure that is _____ on the wall of the arteries by the heart during various _____ of heart activity. Blood pressure is taken by a device called a sphygmomanometer.

II. Multiple choice.

- _____ 1. A good title for this article would be
- a) Measuring and Recording Vital Signs.
 - b) Four Vital Signs.
 - c) Vital Signs.
 - d) How to Record TPR and BP.
- _____ 2. The vital sign that you should not let the patient know you are checking is
- a) respiration.
 - b) temperature.
 - c) pulse.
 - d) blood pressure.

- ___ 3. The article mentions that vital signs are taken to
- a) make the patient feel more secure.
 - b) check the overall condition of the patient.
 - c) find out if the patient has a heart condition.
 - d) provide the patient's family with information.
- ___ 4. Vital signs that are not taken and recorded accurately could
- a) cause the patient discomfort.
 - b) give the patient high blood pressure.
 - c) endanger the life of the patient.
 - d) make the patient ill.
- ___ 5. In this article, expelling means
- a) taking in.
 - b) letting out.
 - c) forcing off.
 - d) giving to.
- ___ 6. If something is exerted, it is
- a) applied.
 - b) carried.
 - c) required.
 - d) gotten rid of.

III. Matching

- | | |
|-------------------|--------------------|
| ___ 1. exerted | a. levels |
| ___ 2. referred | b. exactly |
| ___ 3. vital | c. mouth |
| ___ 4. stages | d. letting out |
| ___ 5. accurately | e. blood vessel |
| ___ 6. data | f. important |
| ___ 7. oral | g. put into action |
| ___ 8. artery | h. mentioned as |
| ___ 9. expelling | i. information |

3 HAND WASHING - STUDY GUIDE UNIT 3

Possible Points 35 _____

I. Fill in the blanks using the words below.

thoroughly faucet asepsis scrub wrists jewelry fingers
contaminated brush disease end ill assemble suffering
complications lather flow towel procedure hands

People working in the health field must perform various _____ procedures. One very important _____ is hand washing. _____ hands that have not been washed properly can cause serious _____ in an already _____ person. Clean hands also protect the health-care worker from illness and _____. Properly washed hands can alleviate unnecessary _____.

The first thing to remember in hand washing is to remove all _____. If a watch is worn, it must also be removed. Next, _____ all supplies, such as soap, paper towels, a hand brush, and an orange stick.

Turn on the _____ and point both _____ in a downward position. _____ well for at least one minute. Make sure to _____ wash between the fingers and around the _____. Use the blunt _____ of the orange stick to clean under the nails.

_____ the hands with the _____. Water should _____ down and off the hands. With a paper towel, dry from the _____ to the wrists. Make certain that objects are not touched in the process. Use a paper _____ to turn off the faucet.

II. Multiple choice.

- _____ 1. This article is mainly about
- a) how germs are spread from person to person.
 - b) hand washing.
 - c) the recommended method for washing hands.
 - d) supplies needed for hand washing.
- _____ 2. The article specifies that
- a) nails should be kept short.
 - b) warm water should be used.
 - c) jewelry should be removed.
 - d) soap should contain an alkali.
- _____ 3. To clean under the nails, use
- a) an orange stick.
 - b) a soft brush.
 - c) a nail.
 - d) a stiff brush.

- _____ 4. From this article, you can infer that
- a) hot water kills more germs than warm water.
 - b) health-care workers can wear jewelry.
 - c) careful hand-washing procedures prevent the spread of germs.
 - d) hand washing is a nuisance.
- _____ 5. Contaminated refers to something that is
- a) pure.
 - b) dull.
 - c) ugly.
 - d) dirty.
- _____ 6. In this article, assemble means
- a) purchase.
 - b) gather together.
 - c) pull apart.
 - d) enlarge.

III. Matching

- | | |
|-----------------------|-------------------|
| _____ 1. assemble | a. full of germs |
| _____ 2. thoroughly | b. make less |
| _____ 3. procedure | c. bother |
| _____ 4. asepsis | d. wash well |
| _____ 5. alleviate | e. soap |
| _____ 6. nuisance | f. process |
| _____ 7. scrub | g. germ-free |
| _____ 8. contaminated | h. completely |
| _____ 9. lather | i. bring together |

3 SNIFFING INHALANTS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

ether runny addicted volatile inhalants craze slurred
chemicals symptoms "high" heart accidents sniffing silly vital

People have abused _____ substances for hundreds of years. Records show that in the early 1800's, people were _____ chloroform and _____ to get _____. In the 1950's, sniffing glue became the _____. Since then, people have been found sniffing nail polish remover, paint thinners, antifreeze, hair spray, and insect repellent.

There are many different types of _____ found in "sniffers." They may have _____ speech, appear drunk, or act very _____. It is not uncommon for them to have red eyes, _____ noses, or spots and sores around the mouth. Sometimes they even smell of _____. Sniffing also causes aggressive behavior, mood swings, confusion, and hallucinations.

The greatest danger of sniffing is called sudden sniffing death, which is caused by _____ failure. _____ are another cause of death. Another risk to the health of a sniffer is damage to the kidneys, liver, and other _____ organs. Sniffing can also cause brain damage.

Finally, sniffers _____ to _____ will often go on to use other drugs. They usually take drugs because the inhalants are no longer producing the same "high" that they once did.

II. Multiple choice.

_____ 1. The statement that best supports the main idea is:

- a) Some people sniff inhalants.
- b) Most sniffers are younger than 18 years old.
- c) Sniffing common household products is a form of substance abuse.
- d) The sniffing craze began in the 1950's.

_____ 2. This article gives specific facts about

- a) the dangers of sniffing inhalants.
- b) withdrawal symptoms of sniffing.
- c) the kind of people who become sniffers.
- d) how sniffers can kick the habit.

_____ 3. According to this article, sniffing can cause

- a) fever and chills.
- b) diabetes.
- c) brain damage.
- d) depression.

___ 4. The idea that sniffers will go on to use other drugs is

- a) propaganda.
- b) hard to believe.
- c) untrue.
- d) based on facts.

___ 5. As used in this article, symptoms are

- a) violent fits.
- b) special circumstances.
- c) creative ideas.
- d) signs that something is wrong.

___ 6. Aggressive, as used in this article, means

- a) becoming sad.
- b) acting silly.
- c) acting in a mild manner.
- d) acting in a hostile fashion.

III. Matching

- | | |
|-------------------|-----------------------|
| ___ 1. aggressive | a. biased information |
| ___ 2. craze | b. dangerous |
| ___ 3. slurred | c. unclear |
| ___ 4. volatile | d. hostile |
| ___ 5. propaganda | e. popular activity |

4 HEALTH RIP-OFFS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

serious swindlers misled rip-offs death form magic
revealed cures sold advertisements treatment

A report by the American Medical Association _____ that over one billion dollars has been spent each year by people who are looking for _____ cures. These cures sometimes are known as health _____.

_____ for these cures can be found in newspapers, flyers, pamphlets, and magazines. They are even _____ door to door by salespeople. There are magic cures for cancer, arthritis, heart disease, and many other _____ diseases.

Each year, millions of dollars are spent looking for quick _____ for arthritis. There are bracelets, necklaces, potions, creams, and pills. The list can go on and on. In fact, arthritis is a favorite with the quick-cure _____.

Unfortunately, some cures can have devastating results. Some even lead to _____. A person with a deadly _____ of cancer may decide to use one of these magic cures rather than a proven medical _____.

Often, these cures are used out of a sense of fear, frustration, or desperation. A seriously ill person is often _____ by promises of a miracle. Instead of being cured, he or she has put off medical treatment until it is too late.

II. Multiple choice.

- _____ 1. This article is mainly about
- a) magic-cure advertising.
 - b) health rip-offs.
 - c) how people are fooled by promises of magic cures.
 - d) how to become a quick-cure salesperson.
- _____ 2. According to this article, a favorite with the quick-cure swindler is
- a) headaches.
 - b) high blood pressure.
 - c) backaches.
 - d) arthritis.
- _____ 3. All of the following forms of advertising are mentioned except
- a) flyers.
 - b) TV commercials.
 - c) magazines.
 - d) newspapers.

- _____ 4. You can infer from this article that
- a) magic cures can relieve arthritis.
 - b) swindlers don't care about the seriously ill.
 - c) people are losing faith in the medical profession.
 - d) many people die needlessly each year.
- _____ 5. In this article, if a person is misled, that person is
- a) supported.
 - b) helped.
 - c) confused.
 - d) deceived.
- _____ 6. In this article, a potion is a
- a) magic plant.
 - b) liquid dose of medicine.
 - c) copper bracelet.
 - d) voodoo doll.

III. Matching

- | | |
|----------------------|----------------|
| _____ 1. misled | a. liars |
| _____ 2. revealed | b. cheats |
| _____ 3. swindlers | c. deceived |
| _____ 4. form | d. showed |
| _____ 5. rip-off | e. type |
| _____ 6. potion | f. dangerous |
| _____ 7. put off | g. delayed |
| _____ 8. devastating | h. liquid dose |

4 INTERPERSONAL SKILLS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

colleagues stress cope enable individuals valuable recover
optimal interfere trust resistance confidence

Interpersonal skills are skills that develop a good relationship between _____. The health-care worker needs these skills to establish a helpful relationship with patients. Knowledge alone is not enough to provide _____ care. All types of health-care workers consider interpersonal skills important in providing optimal care for patients.

Good interpersonal skills help the health-care worker interact with patients and other health-care workers. These skills also help the health-care worker _____ with _____.

Warmth and active listening _____ the health-care worker to develop a relationship of _____ with patients and _____. Finally, these skills can be used to help patients overcome personal problems that _____ with their health care.

Good interpersonal skills are _____ for many reasons. They can relax a patient during data gathering and promote the patient's _____ in the health-care worker. Good interpersonal skills can also establish trust and reduce _____ to therapy. These skills can also improve the ability of the patient to cope with and _____ from injury or illness.

II. Multiple choice.

- _____ 1. This article was written to
- a) describe what good interpersonal skills can do for health-care workers.
 - b) explain how to develop good interpersonal skills.
 - c) describe the importance of good interpersonal skills.
 - d) explain the value of good interpersonal skills for health-care workers.
- _____ 2. Patients will receive the best care when health-care workers use their interpersonal skills along with
- a) life histories.
 - b) knowledge.
 - c) treatment.
 - d) diagnosis.
- _____ 3. According to this article, a health-care worker who is warm and caring will
- a) be more accurate in patients' diagnoses.
 - b) spend too much time with individual patients.
 - c) become too involved in patients' personal problems.
 - d) develop a trusting relationship.

- _____ 4. You can infer from this article that friendly, caring health-care workers help patients do all of the following except
- a) be relaxed.
 - b) reduce resistance to therapy.
 - c) be trusting.
 - d) be worried and nervous.
- _____ 5. Another word for optimal is
- a) best.
 - b) biggest.
 - c) longest.
 - d) worst.
- _____ 6. A colleague is someone who
- a) you live with.
 - b) is in the hospital.
 - c) you work with.
 - d) is newly promoted.

III. Matching

- | | |
|-------------------------|-------------------|
| _____ 1. reduce | a. finding facts |
| _____ 2. cope | b. highest, most |
| _____ 3. enable | c. associate with |
| _____ 4. colleagues | d. diminish |
| _____ 5. optimal | e. allow |
| _____ 6. interact | f. deal with |
| _____ 7. data gathering | g. co-workers |

5 MEDICAL ASSISTANTS - STUDY GUIDE UNIT 3

Possible Points 21 _____

I. Fill in the blanks using the words below.

correspondence
administrative

promising
nursing

blood
treat

dressings
drawing

greeting
clinic

Medical assistants help doctors examine and _____ patients. They perform most of the _____ duties necessary to keep an office running smoothly. This includes recording the height, weight, temperature, and _____ pressure of patients.

Medical assistants also take down patients' medical histories and may perform basic laboratory tests. If necessary, medical assistants may also tell patients about medications and self-treatment. Some other responsibilities of a medical assistant may include _____ blood, taking x-rays, and applying _____.

Other duties of a medical assistant include answering the phones and _____ patients, as well as recording and filling patients' medical records. Medical assistants also fill out medical reports and insurance forms, handle _____ and schedule appointments. The responsibilities of a medical assistant are very important.

The work setting for medical assistants can be in a doctor's private practice, or in a hospital or _____. Medical assistants can also work in _____ homes or in various other health-care facilities. Because of the growing number of doctors, group medical practices, and other health-care centers, the outlook for new workers in the medical-assistant field looks _____.

II. Multiple choice.

- _____ 1. This article is about
- a) the job responsibilities of medical assistants.
 - b) the work setting for medical assistants.
 - c) medical assistants.
 - d) training and salary possibilities for medical assistants.
- _____ 2. According to this article, the duties of a med. assist. include all of the following except
- a) drawing blood.
 - b) taking x-rays.
 - c) giving an EKG.
 - d) obtaining medical histories.
- _____ 3. One of the administrative duties performed by a medical assistant is
- a) performing minor surgery.
 - b) scheduling appointments.
 - c) writing prescriptions.
 - d) giving patients medication.

- ____ 4. You can infer from this article that over the next few years
- a) the number of people employed as medical assistants will decrease.
 - b) the number of people employed as medical assistants will grow.
 - c) more education and training will be required for medical assistants.
 - d) the salaries of medical assistants will rise quickly.
- ____ 5. The word drawing, used in this article, means
- a) sketching.
 - b) testing.
 - c) taking.
 - d) leaving.
- ____ 6. Dressings, as used in this article, refers to
- a) sauce put on salad.
 - b) rooms.
 - c) clothes.
 - d) bandages or medication.

III. Matching

- | | |
|------------------------|-------------|
| ____ 1. outlook | a. mail |
| ____ 2. drawing | b. positive |
| ____ 3. correspondence | c. future |
| ____ 4. setting | d. place |
| ____ 5. promising | e. taking |

1 DEATH & DYING - STUDY GUIDE UNIT 3

Possible Points 30 _____

I. Fill in the blanks using the words below.

terms crucial cultural hygiene contact physical dealing
requests sensitive emotional changed respect charge compassion
helplessness

If you choose to enter the health field, you will have to come to _____ with death and dying. As a health-care worker, _____ with a dying patient will be a part of your job responsibility. It is important to remember that a dying patient has both _____ and _____ needs. A good health-care worker will minister to both needs.

Physical care may include such things as changing a patient's position in bed, giving a back rub, or providing for some personal _____. It may also mean adding another blanket to help keep the patient warm. Or, it could be that the bed will need to be _____ so that the patient is dry and comfortable. At all times, the health-care worker must maintain an attitude of _____ and _____ for a dying patient.

Meeting the emotional needs is hardest. At times, you will deal with feelings of fear, anger, and _____. You must also be _____ to the patient's _____ and religious needs as well. Whenever possible, the patient's wishes should be given careful consideration. All _____, however insignificant, should be taken seriously and reported to the person in _____. It is _____ to be compassionate and understanding when _____ with the emotional needs of a dying patient.

II. Multiple choice.

- _____ 1. This article is mainly about
- a) how the family can help a dying patient.
 - b) the importance of being compassionate.
 - c) the physical and emotional needs of a dying patient.
 - d) death and dying.
- _____ 2. This article mentions that the hardest needs to deal with are the
- a) emotional needs.
 - b) physical needs.
 - c) cultural needs.
 - d) financial needs.
- _____ 3. Emotional needs refer to all of the following except
- a) fear.
 - b) nourishment.
 - c) helplessness.
 - d) anger.

- _____ 4. The author probably wants to stress the importance of being
- a) ambitious and hard working.
 - b) talented and creative.
 - c) kind and considerate.
 - d) efficient and dependable.
- _____ 5. The word minister, as used in this article, means to
- a) act as an aide in the hospital.
 - b) perform religious ceremonies.
 - c) give medicine to a patient.
 - d) attend to the wants and needs of a person.
- _____ 6. Insignificant refers to something that is of
- a) great concern.
 - b) great importance.
 - c) little importance.
 - d) major difficulty.

III. **Matching**

- | | |
|------------------------|------------------------|
| _____ 1. compassionate | a. extremely important |
| _____ 2. in charge | b. asks for |
| _____ 3. hygiene | c. being with |
| _____ 4. requests | d. weakness |
| _____ 5. culture | e. sensitive |
| _____ 6. crucial | f. responsible |
| _____ 7. minister to | g. cleanliness |
| _____ 8. contact | h. aid, serve |
| _____ 9. helplessness | i. country of origin |

2 VITAL SIGNS - STUDY GUIDE UNIT 3

Possible Points 30 _____

I. Fill in the blanks using the words below.

data	present	heat	artery	expelling	exerted
oxygen	diagnosing	skin	stages	record	accurately
pulse	pressure	respiration			

Temperature, pulse, _____, and blood _____ are vital signs. In the medical profession, they are sometimes referred to as TPR and BP. As a health-care worker, you will be expected to take and _____ vital signs _____. These signs provide important _____ about the patient's overall physical condition.

Temperature is a measurement of the _____ lost and produced by the body. There are oral thermometers and rectal thermometers for taking temperature. Temperature can also be taken under the arm. A high or low temperature can mean that a disease may be _____ in the body.

The next vital sign to check is the pulse. As the heart beats and rests, the blood produces pressure against the walls of an _____. This is called a pulse. The pulse is usually taken over the arteries that are closest to the _____. There are seven spots in the body where the arterial pulse can be taken.

Respiration is the process of taking in _____ and _____ carbon dioxide. This occurs as the patient breathes in and out. It is usually best not to let the patient know you are checking his or her respiration. It can be checked while your fingers are still on the patient's _____.

Finally, the blood pressure aids in _____ certain illnesses in the body. It is a measurement of pressure that is _____ on the wall of the arteries by the heart during various _____ of heart activity. Blood pressure is taken by a device called a sphygmomanometer.

II. Multiple choice.

- _____ 1. A good title for this article would be
- a) Measuring and Recording Vital Signs.
 - b) Four Vital Signs.
 - c) Vital Signs.
 - d) How to Record TPR and BP.
- _____ 2. The vital sign that you should not let the patient know you are checking is
- a) respiration.
 - b) temperature.
 - c) pulse.
 - d) blood pressure.

- _____ 3. The article mentions that vital signs are taken to
- a) make the patient feel more secure.
 - b) check the overall condition of the patient.
 - c) find out if the patient has a heart condition.
 - d) provide the patient's family with information.
- _____ 4. Vital signs that are not taken and recorded accurately could
- a) cause the patient discomfort.
 - b) give the patient high blood pressure.
 - c) endanger the life of the patient.
 - d) make the patient ill.
- _____ 5. In this article, expelling means
- a) taking in.
 - b) letting out.
 - c) forcing off.
 - d) giving to.
- _____ 6. If something is exerted, it is
- a) applied.
 - b) carried.
 - c) required.
 - d) gotten rid of.

III. Matching

- | | |
|---------------------|--------------------|
| _____ 1. exerted | a. levels |
| _____ 2. referred | b. exactly |
| _____ 3. vital | c. mouth |
| _____ 4. stages | d. letting out |
| _____ 5. accurately | e. blood vessel |
| _____ 6. data | f. important |
| _____ 7. oral | g. put into action |
| _____ 8. artery | h. mentioned as |
| _____ 9. expelling | i. information |

3 HAND WASHING - STUDY GUIDE UNIT 3

Possible Points 35 _____

I. Fill in the blanks using the words below.

thoroughly faucet asepsis scrub wrists jewelry fingers
contaminated brush disease end ill assemble suffering
complications lather flow towel procedure hands

People working in the health field must perform various _____ procedures. One very important _____ is hand washing. _____ hands that have not been washed properly can cause serious _____ in an already _____ person. Clean hands also protect the health-care worker from illness and _____. Properly washed hands can alleviate unnecessary _____.

The first thing to remember in hand washing is to remove all _____. If a watch is worn, it must also be removed. Next, _____ all supplies, such as soap, paper towels, a hand brush, and an orange stick.

Turn on the _____ and point both _____ in a downward position. _____ well for at least one minute. Make sure to _____ wash between the fingers and around the _____. Use the blunt _____ of the orange stick to clean under the nails.

_____ the hands with the _____. Water should _____ down and off the hands. With a paper towel, dry from the _____ to the wrists. Make certain that objects are not touched in the process. Use a paper _____ to turn off the faucet.

II. Multiple choice.

- _____ 1. This article is mainly about
- a) how germs are spread from person to person.
 - b) hand washing.
 - c) the recommended method for washing hands.
 - d) supplies needed for hand washing.
- _____ 2. The article specifies that
- a) nails should be kept short.
 - b) warm water should be used.
 - c) jewelry should be removed.
 - d) soap should contain an alkali.
- _____ 3. To clean under the nails, use
- a) an orange stick.
 - b) a soft brush.
 - c) a nail.
 - d) a stiff brush.

- ____ 4. From this article, you can infer that
- a) hot water kills more germs than warm water.
 - b) health-care workers can wear jewelry.
 - c) careful hand-washing procedures prevent the spread of germs.
 - d) hand washing is a nuisance.
- ____ 5. Contaminated refers to something that is
- a) pure.
 - b) dull.
 - c) ugly.
 - d) dirty.
- ____ 6. In this article, assemble means
- a) purchase.
 - b) gather together.
 - c) pull apart.
 - d) enlarge.

III. Matching

- | | |
|----------------------|-------------------|
| ____ 1. assemble | a. full of germs |
| ____ 2. thoroughly | b. make less |
| ____ 3. procedure | c. bother |
| ____ 4. asepsis | d. wash well |
| ____ 5. alleviate | e. soap |
| ____ 6. nuisance | f. process |
| ____ 7. scrub | g. germ-free |
| ____ 8. contaminated | h. completely |
| ____ 9. lather | i. bring together |

3 SNIFFING INHALANTS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

ether runny addicted volatile inhalants craze slurred
chemicals symptoms "high" heart accidents sniffing silly vital

People have abused _____ substances for hundreds of years. Records show that in the early 1800's, people were _____ chloroform and _____ to get _____. In the 1950's, sniffing glue became the _____. Since then, people have been found sniffing nail polish remover, paint thinners, antifreeze, hair spray, and insect repellent.

There are many different types of _____ found in "sniffers." They may have _____ speech, appear drunk, or act very _____. It is not uncommon for them to have red eyes, _____ noses, or spots and sores around the mouth. Sometimes they even smell of _____. Sniffing also causes aggressive behavior, mood swings, confusion, and hallucinations.

The greatest danger of sniffing is called sudden sniffing death, which is caused by _____ failure. _____ are another cause of death. Another risk to the health of a sniffer is damage to the kidneys, liver, and other _____ organs. Sniffing can also cause brain damage.

Finally, sniffers _____ to _____ will often go on to use other drugs. They usually take drugs because the inhalants are no longer producing the same "high" that they once did.

II. Multiple choice.

- _____ 1. The statement that best supports the main idea is:
- a) Some people sniff inhalants.
 - b) Most sniffers are younger than 18 years old.
 - c) Sniffing common household products is a form of substance abuse.
 - d) The sniffing craze began in the 1950's.
- _____ 2. This article gives specific facts about
- a) the dangers of sniffing inhalants.
 - b) withdrawal symptoms of sniffing.
 - c) the kind of people who become sniffers.
 - d) how sniffers can kick the habit.
- _____ 3. According to this article, sniffing can cause
- a) fever and chills.
 - b) diabetes.
 - c) brain damage.
 - d) depression.

_____ 4. The idea that sniffers will go on to use other drugs is

- a) propaganda.
- b) hard to believe.
- c) untrue.
- d) based on facts.

_____ 5. As used in this article, symptoms are

- a) violent fits.
- b) special circumstances.
- c) creative ideas.
- d) signs that something is wrong.

_____ 6. Aggressive, as used in this article, means

- a) becoming sad.
- b) acting silly.
- c) acting in a mild manner.
- d) acting in a hostile fashion.

III. Matching

- | | |
|---------------------|-----------------------|
| _____ 1. aggressive | a. biased information |
| _____ 2. craze | b. dangerous |
| _____ 3. slurred | c. unclear |
| _____ 4. volatile | d. hostile |
| _____ 5. propaganda | e. popular activity |

4 HEALTH RIP-OFFS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

serious swindlers misled rip-offs death form magic
revealed cures sold advertisements treatment

A report by the American Medical Association _____ that over one billion dollars has been spent each year by people who are looking for _____ cures. These cures sometimes are known as health _____.

_____ for these cures can be found in newspapers, flyers, pamphlets, and magazines. They are even _____ door to door by salespeople. There are magic cures for cancer, arthritis, heart disease, and many other _____ diseases.

Each year, millions of dollars are spent looking for quick _____ for arthritis. There are bracelets, necklaces, potions, creams, and pills. The list can go on and on. In fact, arthritis is a favorite with the quick-cure _____.

Unfortunately, some cures can have devastating results. Some even lead to _____. A person with a deadly _____ of cancer may decide to use one of these magic cures rather than a proven medical _____.

Often, these cures are used out of a sense of fear, frustration, or desperation. A seriously ill person is often _____ by promises of a miracle. Instead of being cured, he or she has put off medical treatment until it is too late.

II. Multiple choice.

- _____ 1. This article is mainly about
- a) magic-cure advertising.
 - b) health rip-offs.
 - c) how people are fooled by promises of magic cures.
 - d) how to become a quick-cure salesperson.
- _____ 2. According to this article, a favorite with the quick-cure swindler is
- a) headaches.
 - b) high blood pressure.
 - c) backaches.
 - d) arthritis.
- _____ 3. All of the following forms of advertising are mentioned except
- a) flyers.
 - b) TV commercials.
 - c) magazines.
 - d) newspapers.

- ___ 4. You can infer from this article that
- a) magic cures can relieve arthritis.
 - b) swindlers don't care about the seriously ill.
 - c) people are losing faith in the medical profession.
 - d) many people die needlessly each year.
- ___ 5. In this article, if a person is misled, that person is
- a) supported.
 - b) helped.
 - c) confused.
 - d) deceived.
- ___ 6. In this article, a potion is a
- a) magic plant.
 - b) liquid dose of medicine.
 - c) copper bracelet.
 - d) voodoo doll.

III. Matching

- | | |
|--------------------|----------------|
| ___ 1. misled | a. liars |
| ___ 2. revealed | b. cheats |
| ___ 3. swindlers | c. deceived |
| ___ 4. form | d. showed |
| ___ 5. rip-off | e. type |
| ___ 6. potion | f. dangerous |
| ___ 7. put off | g. delayed |
| ___ 8. devastating | h. liquid dose |

4 INTERPERSONAL SKILLS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

colleagues stress cope enable individuals valuable recover
optimal interfere trust resistance confidence

Interpersonal skills are skills that develop a good relationship between _____. The health-care worker needs these skills to establish a helpful relationship with patients. Knowledge alone is not enough to provide _____ care. All types of health-care workers consider interpersonal skills important in providing optimal care for patients.

Good interpersonal skills help the health-care worker interact with patients and other health-care workers. These skills also help the health-care worker _____ with _____.

Warmth and active listening _____ the health-care worker to develop a relationship of _____ with patients and _____. Finally, these skills can be used to help patients overcome personal problems that _____ with their health care.

Good interpersonal skills are _____ for many reasons. They can relax a patient during data gathering and promote the patient's _____ in the health-care worker. Good interpersonal skills can also establish trust and reduce _____ to therapy. These skills can also improve the ability of the patient to cope with and _____ from injury or illness.

II. Multiple choice.

- _____ 1. This article was written to
- a) describe what good interpersonal skills can do for health-care workers.
 - b) explain how to develop good interpersonal skills.
 - c) describe the importance of good interpersonal skills.
 - d) explain the value of good interpersonal skills for health-care workers.
- _____ 2. Patients will receive the best care when health-care workers use their interpersonal skills along with
- a) life histories.
 - b) knowledge.
 - c) treatment.
 - d) diagnosis.
- _____ 3. According to this article, a health-care worker who is warm and caring will
- a) be more accurate in patients' diagnoses.
 - b) spend too much time with individual patients.
 - c) become too involved in patients' personal problems.
 - d) develop a trusting relationship.

- _____ 4. You can infer from this article that friendly, caring health-care workers help patients do all of the following except
- a) be relaxed.
 - b) reduce resistance to therapy.
 - c) be trusting.
 - d) be worried and nervous.
- _____ 5. Another word for optimal is
- a) best.
 - b) biggest.
 - c) longest.
 - d) worst.
- _____ 6. A colleague is someone who
- a) you live with.
 - b) is in the hospital.
 - c) you work with.
 - d) is newly promoted.

III. **Matching**

- | | |
|-------------------------|-------------------|
| _____ 1. reduce | a. finding facts |
| _____ 2. cope | b. highest, most |
| _____ 3. enable | c. associate with |
| _____ 4. colleagues | d. diminish |
| _____ 5. optimal | e. allow |
| _____ 6. interact | f. deal with |
| _____ 7. data gathering | g. co-workers |

5 MEDICAL ASSISTANTS - STUDY GUIDE UNIT 3

Possible Points 21 _____

I. Fill in the blanks using the words below.

correspondence
administrative

promising
nursing

blood
treat

dressings
drawing

greeting
clinic

Medical assistants help doctors examine and _____ patients. They perform most of the _____ duties necessary to keep an office running smoothly. This includes recording the height, weight, temperature, and _____ pressure of patients.

Medical assistants also take down patients' medical histories and may perform basic laboratory tests. If necessary, medical assistants may also tell patients about medications and self-treatment. Some other responsibilities of a medical assistant may include _____ blood, taking x-rays, and applying _____.

Other duties of a medical assistant include answering the phones and _____ patients, as well as recording and filling patients' medical records. Medical assistants also fill out medical reports and insurance forms, handle _____ and schedule appointments. The responsibilities of a medical assistant are very important.

The work setting for medical assistants can be in a doctor's private practice, or in a hospital or _____. Medical assistants can also work in _____ homes or in various other health-care facilities. Because of the growing number of doctors, group medical practices, and other health-care centers, the outlook for new workers in the medical-assistant field looks _____.

II. Multiple choice.

- _____ 1. This article is about
- a) the job responsibilities of medical assistants.
 - b) the work setting for medical assistants.
 - c) medical assistants.
 - d) training and salary possibilities for medical assistants.
- _____ 2. According to this article, the duties of a med. assist. include all of the following except
- a) drawing blood.
 - b) taking x-rays.
 - c) giving an EKG.
 - d) obtaining medical histories.
- _____ 3. One of the administrative duties performed by a medical assistant is
- a) performing minor surgery.
 - b) scheduling appointments.
 - c) writing prescriptions.
 - d) giving patients medication.

- _____ 4. You can infer from this article that over the next few years
- a) the number of people employed as medical assistants will decrease.
 - b) the number of people employed as medical assistants will grow.
 - c) more education and training will be required for medical assistants.
 - d) the salaries of medical assistants will rise quickly.
- _____ 5. The word drawing, used in this article, means
- a) sketching.
 - b) testing.
 - c) taking.
 - d) leaving.
- _____ 6. Dressings, as used in this article, refers to
- a) sauce put on salad.
 - b) rooms.
 - c) clothes.
 - d) bandages or medication.

III. Matching

- | | |
|-------------------------|-------------|
| _____ 1. outlook | a. mail |
| _____ 2. drawing | b. positive |
| _____ 3. correspondence | c. future |
| _____ 4. setting | d. place |
| _____ 5. promising | e. taking |

1 HOME HEALTH-CARE AIDES-- STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

cost attention afford hired risen outlook home
belongings parents chronically surrounded burden specially

The need for home health-care aides has grown. In fact, the need will become even greater in the years ahead. Home health-care aides are specially trained workers. They are hired by the family to help care for the needs of the elderly and the chronically ill. Elderly people often need help taking care of their needs. These needs can be met by family members and the home health-care aide.

More and more adults are caring for their parents or other older family members at home. There are several reasons for this. One is the high cost of care in most health centers. The cost of care has risen in recent years. Most average-income families cannot afford that kind of care, because it places a heavy burden on the family budget.

Another reason for home health care is the attention that older people receive in their own home. For the most part, they are happier being near loved ones and relatives. They also have friends close by who can stop in for a visit. They are surrounded by their own belongings. All of these things help the elderly have a more positive outlook on life.

II. Multiple choice.

- b 1. The author develops the main idea by
- stating that there is a growing need for home health care.
 - giving reasons why there is a growing need for home health-care aides.
 - telling why the elderly want to stay at home.
 - explaining the duties of a home health-care aide.

- d 2. Home health-care aides are
- graduates of a nursing program.
 - mostly women.
 - needed in many nursing homes.
 - specially trained people.

- C 3. This article mentions that the need for home health-care aides will
- change greatly.
 - decrease in the years ahead.
 - increase in the years ahead.
 - remain about the same.

b 4. The elderly who remain at home probably feel

- a) neglected and poor.
- b) secure and content.
- c) happy and neglected.
- d) healthy and concerned.

b 5. A positive outlook means that a person's outlook is

- a) poor.
- b) good.
- c) selfish.
- d) clear.

d 6. In this article, burden means

- a) happy occasion.
- b) easy task.
- c) careful decision.
- d) difficult responsibility.

III. Matching

- | | |
|------------------------|-------------------------|
| <u>g</u> 1. hired | a. long-term |
| <u>f</u> 2. risen | b. bills |
| <u>i</u> 3. outlook | c. affirmative |
| <u>h</u> 4. burden | d. things you own |
| <u>a</u> 5. chronic | e. able to pay for |
| <u>d</u> 6. belongings | f. gone up |
| <u>c</u> 7. positive | g. given a job |
| <u>e</u> 8. afford | h. heavy responsibility |
| <u>b</u> 9. budget | i. future |
| <u>j</u> 10. adults | j. grown-ups |

2 OVER THE COUNTER DRUGS - STUDY GUIDE UNIT 1

Possible Points 25 _____

I. Fill in the blanks using the words below.

counter label often warnings watery fever consult
drive headaches required physician repeated drowsiness

Every over-the-counter drug that is sold has a label. The label tells us how much of the drug to take at one time. It tells how often to take the drug. It also tells who should use the drug. Included on the label are warnings and cautions.

The labels that follow are examples of information found on some over-the-counter drugs.

Label #1

For temporary relief of nasal congestion, runny nose, sneezing, sore throat, and watery eyes due to the common cold or hay fever.

Dosage for adults, 2 teaspoons every 4 hours. Children 6 to 12 years old, 1 teaspoon every 4 hours. Not more than 4 doses in 24 hours. For children under 6 years old, consult a physician.

Warning: this drug may cause drowsiness. Don't drive or operate machinery while taking this drug.

Label #2

For relief of minor headaches and neuralgia.

Dosage for adults, 2 tablets with water every 4 hours. Take 6 times daily as required. Children 10 to 16 years old, 1 tablet. Children 6 to 10 years old, 1/2 tablet. Children 3 to 5 years old, 1/4 tablet. For children under 3 years old, consult a physician. dosage for children may be repeated every 3 hours, but not more than 3 times in 1 day unless prescribed by the child's physician.

II. Multiple choice.

C 1. The main idea of this article is to tell people about

- a) drug labels.
- b) information found on drug labels.
- c) cautions and warnings on drug labels.
- d) saving money on drugs.

a 2. According to label #1, an adult can take this medicine

- a) every 4 hours.
- b) once every 24 hours.
- c) as often as needed.
- d) every 6 hours.

- c 3. According to label #2, a 6 year old can take
- a) 2 tablets.
 - b) 1 tablet.
 - c) 1/2 tablet.
 - d) 1/4 tablet.
- b 4. You can infer from this article that certain drugs may
- a) be illegal.
 - b) be too strong for children under three years old.
 - c) cause sleeplessness.
 - d) cause dizziness.
- c 5. As used in label #1, the word consult means to
- a) seek.
 - b) choose.
 - c) ask.
 - d) use.
- a 6. Drowsiness means that a person is
- a) sleepy.
 - b) sick.
 - c) alert.
 - d) excited.

III. Matching

- | | |
|------------------------|---------------|
| <u>d</u> 1. consult | a. sleepiness |
| <u>f</u> 2. cautions | b. removal |
| <u>e</u> 3. watery | c. tag |
| <u>a</u> 4. drowsiness | d. talk to |
| <u>b</u> 5. relief | e. runny |
| <u>c</u> 6. label | f. warnings |

2 FIRST AID - STUDY GUIDE UNIT 1

Possible Points 35 _____

I. Fill in the blanks using the words below.

depend information pressure trained squad poison
expert panic breathing stopped pertinent dangerous severe
victim between calm trouble leave airway safety

First aid is care that is given until an expert can take over. It can mean the difference between life and death. If you must give first aid to someone, don't panic. Try to remain calm. First, think about what you must do for the victim. The treatment you provide will depend on the situation.

No matter what the trouble is, let the right people know immediately. If you can't leave the victim, have someone else call the police or the rescue squad. Make sure that the right information is given. The police or the rescue squad will need to know where you are, and what seems to be the problem. Whether you or someone else makes the call, don't hang up until the other party has all the pertinent information that is needed.

In dealing with first aid, there are four things that need care quickly. If the victim is in a dangerous situation, remove him or her to safety as fast as you can. Secondly, check to see if the victim is breathing. If not, clear his or her airway. Begin CPR.

Next, look to see if the victim is bleeding. Severe bleeding must be stopped at once. Apply pressure to the wound with a thick cloth. Finally, check for signs of poisoning. Look for a container near the victim. If need be, call a poison-control center for assistance. Work quickly and keep the victim warm and calm. A note of warning--only treat what you have been trained to treat.

II. Multiple choice.

- d 1. The author develops the main idea by
- a) explaining first aid.
 - b) warning the reader about giving treatment.
 - c) describing first-aid treatment for poisoning.
 - d) discussing some basic tips for first aid.

- C 2. To stop severe bleeding,
- a) cover the wound with a bandage.
 - b) tie a cloth tightly around the wound.
 - c) apply pressure to the wound.
 - d) raise the victim's feet.

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- a 3. Before calling a poison-control center,
 a) look for a container near the victim.
 b) pour some salt water into the victim's mouth.
 c) make the victim vomit.
 d) see if the victim can walk.
- c 4. The author implies that the person giving first aid should
 a) call the victim's family.
 b) ask the victim to tell what happened.
 c) observe and care for the victim until medical help arrives.
 d) have a first-aid license.
- b 5. In this article, the word pertinent means
 a) unimportant.
 b) important.
 c) wise.
 d) possible.
- c 6. On page 1 of this article, victim refers to
 a) an evil person.
 b) a dangerous person.
 c) an injured or ill person.
 d) a foolish person.

III. Matching

- | | |
|-------------------------|----------------------------------|
| <u>g</u> 1. severe | a. applied force |
| <u>f</u> 2. wound | b. taught |
| <u>d</u> 3. expert | c. lose control |
| <u>h</u> 4. calm | d. experienced person |
| <u>c</u> 5. panic | e. cardiopulmonary resuscitation |
| <u>i</u> 6. information | f. injury |
| <u>a</u> 7. pressure | g. very serious |
| <u>b</u> 8. trained | h. peaceful |
| <u>e</u> 9. CPR | i. data |

3 FEEDING THE HELPLESS PATIENT - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

experience	patient	table	report	straw	diet	need
beverage	refuses	chin	doctor's	feed	eaten	hands
name	tray	uneasy	helpless			

Sometimes a health-care worker will need to feed a helpless patient. If you must do this, remember to act pleasant. Do not act hurried. If you do, the person may feel uneasy. Eating should be an enjoyable experience for everyone.

Before bringing in the tray tell the patient what you are going to do. Clear the overbed table of clutter. If it's not against the doctor's orders, raise the bed. Wash the patient's hands and then your hands. Bring in the tray from the cart. Check to see that the tray contains the right diet. The patient's name card should be on the tray. If it isn't, check with the kitchen or the person in charge.

You are now ready to feed the patient. Open the napkin and put it under the patient's chin. Cut the food into bite-sized pieces. Pour the beverage into the proper container. Use a straw to give liquids.

As you feed the patient, talk about what you are doing. Alternate between types of food. Use the napkin to keep the mouth clean. When you are finished, make a note of what the patient has or has not eaten. If the patient refuses to eat, be sure to report it.

II. Multiple choice.

- a 1. A good title for this article is
- a) Feeding the Helpless Patient.
 - b) Mealtime.
 - c) Favorite Foods.
 - d) Preparing the Patient for Mealtime.
- b 2. If a patient refuses to eat the food on the tray,
- a) get the patient something else to eat.
 - b) report it to the proper person.
 - c) force the patient to eat.
 - d) give the food to someone else.
- c 3. When feeding a helpless patient,
- a) give sips of water between bites of food.
 - b) don't sit on the bed.
 - c) act pleasant and unhurried.
 - d) turn off the television.

- b 4. You can infer from this article that
- a) helpless patients are fed soft foods.
 - b) there are different kinds of hospital diets.
 - c) hospital food is tasteless.
 - d) mealtimes are pleasant.

- d 5. Another word for uneasy, as used in this article, is
- a) weird.
 - b) foolish.
 - c) difficult.
 - d) tense.

- a 6. A helpless person is
- a) unable to care for herself or himself.
 - b) close to death.
 - c) unloved and unwanted.
 - d) able to care for herself or himself.

III. Matching

- | | |
|-----------------------|----------------------|
| <u>f</u> 1. uneasy | a. responsible |
| <u>d</u> 2. clutter | b. go back and forth |
| <u>a</u> 3. in charge | c. bland |
| <u>e</u> 4. beverage | d. mess |
| <u>b</u> 5. alternate | e. drink |
| <u>c</u> 6. tasteless | f. uncomfortable |

4 HOSPITAL BED MAKING - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

side rails	changed	covers	loosen	occupied	well-being
clean	screen	top	linens	bedwheels	change
privacy	move	help	fall	signal cord	hamper
remove	spread				

Changing the linens on a hospital bed is a task done by a nurse aide. If the patient can get out of bed it is much easier to do. Making a bed with a patient in it takes more skill. This is called an occupied bed. A well-made bed is essential to the patient's overall feeling of well-being.

First, wash your hands. Next, tell the patient that you are there to change his or her bed. Lock the bedwheels so that the bed will not roll. Put the clean linens on a chair next to the bed. Pull the curtain or screen around the bed for privacy. Bring the bed to a working height.

Loosen all the linens around the bed. Be sure not to shake the linens. That will spread germs. Remove all the covers except the top sheet. Place a clean sheet over the top sheet. Carefully slide the dirty sheet from underneath it.

It is now time to ask the patient to move towards you so that the bottom linens can be changed. The patient may need your help. Pull up the side rails so that he or she doesn't fall out of bed. Change the bottom linens on one side and then the other. Put all dirty linens in a hamper. Be sure to keep dirty linens away from your uniform. Put the bed back in position. Place the signal cord near the patient. Wash your hands and remove the hamper.

II. Multiple choice.

b 1. This article is mostly about

- a) removing dirty linens.
- b) making an occupied bed.
- c) bed making.
- d) making a closed bed.

d 2. After washing your hands the first time, the next thing you should do is

- a) lock the bed into place.
- b) put the dirty linens on the floor.
- c) pull a curtain around the bed.
- d) tell the patient what you are going to do.

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- a 3. Dirty linens should be placed
- a) in a hamper.
 - b) in a basket.
 - c) on the floor.
 - d) outside of the door.
- a 4. You can infer from this article that a patient's bed
- a) offers both comfort and safety.
 - b) should only be changed at the patient's request.
 - c) needs two pillows.
 - d) should be changed twice a day.
- b 5. In this article, the word task means
- a) hardship.
 - b) duty.
 - c) errand.
 - d) test.
- b 6. Something that is essential is
- a) usual
 - b) necessary.
 - c) unnecessary.
 - d) perfect.

III. Matching

- | | |
|------------------------|---------------|
| <u>d</u> 1. covers | a. being used |
| <u>c</u> 2. screen | b. security |
| <u>a</u> 3. occupied | c. curtain |
| <u>b</u> 4. well-being | d. linens |

5 APPEARANCE - STUDY GUIDE UNIT 1

Possible Points 25 _____

I. Fill in the blanks using the words below.

pride field fresh wrinkled rips spots personal
polished hygiene untidy odors mended prevent appearance

Taking pride in how you look is important in the health field. People don't want an untidy person taking care of them. Not only is a worker's appearance important to the patient, but it helps to prevent the spread of germs.

Clothing, such as uniforms, should always look fresh. Wrinkled clothing with dirty spots does not look clean. Spots should be removed. Uniforms need to be pressed if they are wrinkled. Rips and splits in seams need to be mended. Lost buttons should be replaced. Shoes should fit properly and be polished often.

Preventing offensive odors is a must. Bathing often and brushing your teeth thoroughly will help to prevent bad odors. Deodorant will keep you smelling fresh all day. Clean hair that is nicely styled will help to round out a nice personal appearance.

Good personal hygiene tells a lot about a person. It helps patients feel better knowing that the people taking care of them take pride in how they look and in their jobs as health-care workers.

II. Multiple choice.

- d 1. This article is mostly about a health worker's
- a) salary.
 - b) shoes.
 - c) uniforms.
 - d) personal cleanliness.
- a 2. Bad body odors can be prevented by all of the following except
- a) using perfume.
 - b) brushing your teeth.
 - c) taking a bath.
 - d) using deodorant.
- d 3. According to this article, an example of poor grooming is
- a) clean hair.
 - b) wearing perfume.
 - c) white tennis shoes.
 - d) a wrinkled uniform.

- C 4. From this article, you can infer that
- a) smoking cigarettes causes bad breath.
 - b) health-care workers are not clean.
 - c) germs can be spread in many ways.
 - d) jewelry should be limited to a watch and a wedding ring.

- C 5. Untidy refers to a person who is
- a) neat.
 - b) evil.
 - c) sloppy.
 - d) poor.

- b 6. An offensive odor refers to something that
- a) is old.
 - b) smells bad.
 - c) smells good.
 - d) is new.

III. Matching

- | | |
|-----------------------|-----------------|
| <u>d</u> 1. wrinkled | a. sewn |
| <u>C</u> 2. rips | b. obnoxious |
| <u>a</u> 3. mended | c. tears |
| <u>e</u> 4. pride | d. not smooth |
| <u>b</u> 5. offensive | e. self-respect |

8 CRUTCHES - STUDY GUIDE UNIT 1

Possible Points 26 _____

I. Fill in the blanks using the words below.

crucial armpit fitted lean shoes axillary support
important problems correctly balanced adjust fit front

Crutches are used to support patients who need help walking. Crutches must be properly fitted for each patient. If they are not, the pressure that gets applied to the armpit area can cause injury to the radial nerve. This can result in problems with the hands.

When you fit crutches to a patient, you should observe several important points. First, the patient should wear walking shoes. The shoes should fit well and have a 1-inch to 1 1/2-inch heel. The patient should lean against a wall for support. A chair can also be used for more support. The weight should be balanced on the unaffected foot.

The crutches should be 4 inches in front of the patient and 4 inches to the side. The length should be fixed so that there are 2 inches between the support and the axillary bar of the crutches. Finally, adjust the hand piece so that the elbows are flexed at a 30-degree angle. It is very crucial for crutches to fit each patient correctly.

II. Multiple choice.

- d 1. The main idea of this article is that
- a) there are many different kinds of crutches.
 - b) there are different kinds of aids for people who need help walking.
 - c) improperly fitted crutches can cause serious injury to the hands.
 - d) crutches should be properly fitted to each patient.
- b 2. Crutches that are not fitted properly can
- a) do very little harm to the patient.
 - b) result in problems with the hands.
 - c) result in the patient walking.
 - d) cause sores to develop under the patient's armpits.
- c 3. When fitting a patient for crutches, the crutches should be
- a) 2 inches in back and 2 inches to the side.
 - b) 2 inches in front and 2 inches to the side.
 - c) 4 inches in front and 4 inches to the side.
 - d) directly under the armpit.

- C 4. You can conclude from this article that when fitting a patient for crutches, it is important to consider
- a) weight.
 - b) age.
 - c) height.
 - d) the patient's injury.
- b 5. Something that is crucial is
- a) strong.
 - b) important.
 - c) unnecessary.
 - d) limited.
- b 6. If something is unaffected, it is
- a) felt.
 - b) not hurt.
 - c) hurt.
 - d) assumed.

III. **Matching**

- | | |
|---------------------|--------------|
| <u>C</u> 1. fitted | a. injury |
| <u>b</u> 2. crucial | b. important |
| <u>d</u> 3. applied | c. adjusted |
| <u>a</u> 4. harm | d. put on |

9 SHOCK - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

recognize circulation body vision wet blood supply cause
shallow complain lead brain step signs organs injury
inadequate

When a person is injured or ill, his or her body can go into shock. This can happen with any injury or illness for which the person needs first aid. Shock is the result of an inadequate supply of blood to the body organs, especially the heart and brain. If it is not treated, shock can lead to death. This can happen even if the injury or illness is not that serious. It is important to recognize shock and give proper care.

There are many signs of shock. The skin can turn pale or bluish-gray. The skin may also be cool or cold when you touch it. It can also feel wet or clammy. The pulse is rapid and weak. Breathing can also be rapid, shallow, and irregular. Blood pressure is low. As the shock gets worse, a person may become very weak and confused. The person may be very thirsty or may complain of nausea. The person may also complain about blurred vision.

Medical help should be obtained for this person immediately. The first step in treating shock is to eliminate the cause of the shock. Next, try to improve circulation of the blood, especially to the heart and brain. Make sure there is a good supply of oxygen. Finally, make sure the body temperature is maintained. It is important to look for signs of shock while providing care for an injury or illness.

II. Multiple choice.

- a 1. This article explains
- the importance of checking for and treating shock when someone is injured or ill.
 - shock.
 - the signs that indicate shock when someone is injured or ill.
 - who to call when a person goes into shock.
- d 2. All of the following are signs of shock except
- the pulse is rapid and weak.
 - vision may become blurred.
 - breathing is irregular and shallow.
 - the face appears warm and flushed.
- a 3. The last step in treating a person with shock is to
- maintain body temperature.
 - improve blood circulation.
 - eliminate the cause of the shock.
 - position the victim.

C 4. You can infer from this article that shock
a) hardly ever occurs with illness.
b) is not very serious.
c) can be more dangerous than the actual injury.
d) occurs often with injuries.

C 5. If something is inadequate, it means there is
a) too much.
b) just the right amount.
c) not enough.
d) nothing left.

a 6. Irregular, as used in this article, means
a) not the normal way.
b) having no changes.
c) without problems.
d) not straight.

III. Matching

<u>f</u> 1. eliminate	a. damp
<u>a</u> 2. clammy	b. result in
<u>g</u> 3. rapid	c. uneven
<u>e</u> 4. cause	d. amount
<u>d</u> 5. supply	e. reason for
<u>b</u> 6. lead to	f. omit
<u>C</u> 7. irregular	g. fast

10 NURSES - STUDY GUIDE UNIT 1

Possible Points 20 _____

I. Fill in the blanks using the words below.

prevention constant business government order community
private areas team assessments

A nurse is part of the health-care team that gives health care to people. Nurses may perform health assessments of patients. They may also provide services for patients. Nurses may also order tests. They care for patients who are very sick. They may teach people about the prevention of illnesses.

There are many kinds of nurses. A hospital nurse gives care to patients who are in bed. Private-duty nurses provide care for those who are very sick and need constant attention. A community-health nurse may instruct people or care for people in schools or clinics. Office nurses help doctors in private practice. An industrial nurse provides care for workers in business and industry and may also teach about employee health.

Nurses can work in many areas, including hospitals, nursing homes, and clinics. They can also work in private doctors' offices. Nurses can be found in private and public schools and in businesses and industry. Nurses can also be employed by the government for the military. Nurses can be found in many different places in the work world.

II. Multiple choice.

b 1. This article is mostly about

- a) health-care workers.
- b) kinds of nurses.
- c) different hospitals.
- d) nurses.

d 2. A community-health nurse cares for

- a) patients who are in bed.
- b) workers in businesses and industry.
- c) those who need constant attention.
- d) people in schools or clinics.

a 3. According to this article, nurses are employed by all of the following except

- a) families.
- b) the military.
- c) private schools.
- d) the government.

- a 4. This article implies that the job of a nurse is
- a) very important.
 - b) not necessary in many places.
 - c) losing its importance.
 - d) just to care for sick people.
- d 5. When a nurse makes a health assessment, he or she
- a) teaches about health.
 - b) treats an illness.
 - c) gives out medicine.
 - d) looks at a person's health.
- d 6. In this article, prevention refers to something that is
- a) a strange occurrence.
 - b) allowed to happen.
 - c) changed and improved.
 - d) kept from happening.

III. Matching

- | | |
|----------------------|---------------|
| <u>c</u> 1. constant | a. look at |
| <u>a</u> 2. assess | b. stop |
| <u>b</u> 3. prevent | c. full-time |
| <u>d</u> 4. private | d. not public |

6 HOME HEALTH-CARE AIDES RESPONSIBILITIES

STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

dressings chores injury services preparing illness condition
children move train breathing duties homes disabled
surgery

A home health-care aide takes care of people who are sick or disabled. This allows the patients to live in their own homes. Many home health-care aides work with older people. Some home health-care aides work with families where small children need care. They provide home-management services, personal care, and emotional support for people.

The duties of a home health-care aide vary. People recuperating from major surgery may need care. People suffering from a chronic condition may need help several times a week. Home health-care aides may do light housekeeping chores. They may also have home-management duties, such as planning meals, shopping for food, and preparing meals.

Personal care includes helping people take baths or wash their hair. A home health-care aide may help people move from their bed to a chair or into another room. Home health-care aides also check pulse and breathing. They may have to change dressings and help with exercises.

Home health-care aides may also provide instruction and support. They may work with families to train them to help the injured or ill person. Home health-care aides also provide support and understanding, which may be greatly needed to help the person and the family deal with the illness or injury.

II. Multiple choice.

- d 1. The main idea of this article is to
- a) describe home health-care aides.
 - b) describe the duties of a home health-care aide.
 - c) discuss the training needed to become a home health-care aide.
 - d) define the home-management duties of a home health-care aide.
- b 2. According to this article, a home health-care aide allows many people who would normally be in a hospital to
- a) recover from their illness or injury more quickly.
 - b) live at home with their families.
 - c) be worry-free about their homes or pets.
 - d) get together with other people suffering from the same illness or injury.

u 3. Home health-care aides do not assist people with

- a) taking their medicine.
- b) cleaning themselves.
- c) moving around.
- d) changing dressings.

b 4. You can infer from this article that home health-care aides may work

- a) twice a month.
- b) every day.
- c) once a month.
- d) once a week.

a 5. When you recuperate from something, you

- a) get better.
- b) get worse.
- c) get sick.
- d) die.

a 6. Something that is chronic

- a) is long and drawn out.
- b) never comes back.
- c) is hardly ever with you.
- d) is short and quick.

III. Matching

- | | |
|------------------------|--------------------|
| <u>e</u> 1. aide | a. bandages |
| <u>f</u> 2. surgery | b. long, drawn out |
| <u>i</u> 3. deal with | c. duties |
| <u>d</u> 4. infer | d. conclude |
| <u>h</u> 5. recuperate | e. helper |
| <u>c</u> 6. chores | f. operation |
| <u>b</u> 7. chronic | g. feelings |
| <u>a</u> 8. dressings | h. get better |
| <u>g</u> 9. emotions | i. handle |

7 BURNS - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

severe swollen endings radiation contact layers immersion
burn blister swelling underlying common discolored degree
caused

A burn can be caused by heat or fire. It can also be caused by chemicals, radiation, or electricity. Burns can be grouped as first degree, second degree, and third degree.

A first-degree burn is the least severe. The skin becomes red or discolored. The victim will feel pain. There may be mild swelling. Common causes of first-degree burns include too much sun or brief contact with hot objects.

Second-degree burns usually cause injury to the outer layer of the skin. A blister forms, and the skin is red and swollen. The surface of the skin may appear to be wet. There is much pain. Some frequent causes of second-degree burns are sun lamps, contact with hot liquids, and burns from fires.

Third-degree burns are the most severe types of burns. They involve injury to all layers of the skin. There is also damage to the underlying tissues. The burned area can have a white appearance. If the nerve endings have been destroyed, the victim may not feel a lot of pain. Some of the causes of third-degree burns are fires, electricity, and immersion in hot liquids.

II. Multiple choice.

- C 1. This article was written to
- define a burn.
 - list the causes of burns.
 - explain the different kinds of burns.
 - describe first-aid treatment for burns.
- a 2. One of the signs of a second-degree burn is
- the skin is discolored.
 - the burned area appears white.
 - an injury to the outer layer of skin.
 - nerve endings are frequently destroyed.
- C 3. A first-degree burn can be caused by
- electricity.
 - using a sun lamp too much.
 - too much sun.
 - fire.

- a 4. You can infer from this article that
- a) the higher the degree of burn, the more damage caused.
 - b) burns should never be treated with grease or butter.
 - c) no matter how mild the burn is, you should receive medical treatment.
 - d) the lower the degree of burn, the more damage caused.

- d 5. Another word for severe, as used in this article, is
- a) cold.
 - b) sharp.
 - c) strict.
 - d) serious.

- b 6. In this article, to immerse means to
- a) take off.
 - b) put into.
 - c) set on top.
 - d) take out.

III. Matching

- | | |
|------------------------|------------------------|
| <u>f</u> 1. underlying | a. change shade |
| <u>e</u> 2. degree | b. thickness |
| <u>h</u> 3. contact | c. often |
| <u>g</u> 4. immersion | d. raised area |
| <u>i</u> 5. severe | e. intensity |
| <u>b</u> 6. layers | f. beneath the surface |
| <u>c</u> 7. frequently | g. dipped into |
| <u>a</u> 8. discolored | h. touch |
| <u>d</u> 9. blister | i. very serious |

8 AIDS - STUDY GUIDE UNIT 1

Possible Points 30 _____

I. Fill in the blanks using the words below.

immune breaks tragic avoiding contact crisis spread
victims defense injecting infection death diseases transfusions
cure

AIDS is a feared and tragic disease that affects the people of every country in the world. It is because the victims of AIDS suffer from many painful diseases, and very often, a terrible death. There is no cure at present. Health experts have warned about this growing crisis. People need to learn the facts about AIDS.

AIDS stands for Acquired Immune Deficiency Syndrome. It is a disease that breaks down the immune system, which is the body's natural defense system. Without the immune system, a person's body cannot fight infection and deadly diseases, such as Cancer. That is why people with AIDS get so many life-threatening diseases. It is these diseases that people fear the most, because they usually cause the suffering and death of AIDS patients.

However, it is not easy to get AIDS. You cannot get AIDS by hugging someone or because an infected person sneezed. AIDS is spread by sexual contact, by sharing needles for injecting drugs, or by blood transfusions. AIDS is a threat if risks are taken. Avoiding the kinds of behavior that lead to AIDS may be one way of stopping the spread of the disease. While scientists search for a cure, education is the best defense.

II. Multiple choice.

- b 1. This article supports the main idea that
- a) people should support AIDS research.
 - b) people should learn about AIDS.
 - c) people can get AIDS by sharing needles.
 - d) AIDS has many causes.

- d 2. You can get AIDS
- a) if an infected person sneezes near you.
 - b) by hugging someone.
 - c) by casual contact.
 - d) by sexual contact.

- c 3. According to this article, AIDS is feared because
- a) you may lose your job.
 - b) reduce risk.
 - c) you can get other painful diseases if you have AIDS.
 - d) medical insurance does not cover AIDS treatment.

1 SAFETY - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

charge nurse
environment
consequences

entire
spills

prevent
hazards

clutter
cause

mopped
safety

replaced
deal

precautions

Safety in hospitals and nursing homes is a cause for concern. It is easier to prevent an accident than to handle the consequences after it happens. A good health-care worker will be on the alert for safety hazards at all times. Safety is everyone's business. It protects the patients, their visitors, and the entire nursing staff. A great deal of money and lives could be saved each year if more precautions were taken against unsafe conditions.

Some of the things to watch for are burned-out light bulbs. Burned-out light bulbs should be replaced quickly. Floors need to be mopped as often as necessary. Spills or wet spots can cause a person to slip and fall. Hallways, steps, and floors should be kept free of clutter. If a glass breaks, it should be swept up right away.

Common sense is an important ingredient in creating a safe environment. Sometimes it is the little things, such as a pencil on the floor, that will cause a serious accident. All safety hazards, regardless of how small, need to be reported to the charge nurse or the person responsible for the hospital or nursing home.

II. Multiple choice.

- b 1. This article is mainly about
- safety.
 - preventing accidents and injuries in health-care facilities.
 - reporting safety hazards.
 - unsafe situations.
- d 2. Safety hazards should be reported to
- any nurse.
 - the patient.
 - a janitor.
 - the person in charge.
- b 3. If a glass breaks, you should
- fill out a safety report.
 - sweep up the pieces.
 - call the janitor.
 - pick up the pieces carefully.

d 4. You can infer from this article that accidents can be caused by all of the following except

- a) scissors.
- b) a thermometer.
- c) a paper clip.
- d) dust.

d 5. The word hazards is used to describe things that are

- a) harmless.
- b) fatal.
- c) sloppy.
- d) dangerous.

C 6. Another word for precautions is

- a) orders.
- b) claims.
- c) safeguards.
- d) problems.

III. Matching

<u>f</u> 1. precautions	a. whole
<u>b</u> 2. environment	b. reason
<u>a</u> 3. entire	c. lose balance
<u>i</u> 4. hazard	d. results
<u>b</u> 5. cause	e. put back
<u>g</u> 6. concern	f. safeguards
<u>d</u> 7. consequences	g. worry
<u>e</u> 8. replaced	h. surroundings
<u>c</u> 9. slip	i. danger

3 JOB ADS FOR WORKERS - STUDY GUIDE UNIT 2

Possible Points 20 _____

I. Fill in the blanks using the words below.

ads qualified preferred classified facility required negotiable
benefits apply

Many jobs for health-care workers are listed in the classified section of the newspaper. There are jobs for nurses, ward clerks, dietary aides, nurse aides, and medical assistants. Finding the right job involves a great deal of hard work. The ads that follow are examples of jobs in the health-care field.

Ad #1

NURSE AIDE. Positions available for certified nurse aides. Work 3 P.M. - 11 P.M. shift. Only those qualified need apply. Must apply in person. No phone calls accepted. Northgate Nursing Home, Oak Road.

Ad #2

MEDICAL ASSISTANT. Full time for busy doctor's office. Experience preferred. Typing required. Salary negotiable. Call 493-7206 between 9 A.M. and 5 P.M. Ask for Mrs. Thomas.

Ad #3

DIETARY AIDES. Now hiring full/part-time. Full benefits package. Excellent working conditions. New facility. Apply Maple Manor Health Care Center, Maple Avenue.

II. Multiple choice.

- d 1. The purpose of this article is to show that
- a) nurses are always in demand.
 - b) finding a job is hard work.
 - c) jobs in the health field are listed in the want-ad section.
 - d) the health field is not limited to doctors and nurses.

- b 2. To apply for the job in ad #2, you should
- a) be a certified nurse aide.
 - b) have typing skills.
 - c) have phone skills.
 - d) have computer experience.

- a 3. Ad #1 would be a good job if you
- a) prefer working during the evening.
 - b) do not want to work weekends.
 - c) prefer working in a hospital.
 - d) are interested in top wages.

- a 4. From ad #3, you can infer that
- a) there are many positions available.
 - b) night shifts are available.
 - c) there is one position available.
 - d) experience is required.
- c 5. The word facility, as used in ad #3, refers to
- a) a skill.
 - b) an operation.
 - c) a building.
 - d) an activity.
- d 6. The word certified, as used in ad #1, refers to someone who
- a) is committed to a hospital.
 - b) graduated from college.
 - c) has a job in a hospital.
 - d) has had special training.

III. Matching

- | | |
|------------------------|---------------|
| <u>b</u> 1. facility | a. trained |
| <u>e</u> 2. in demand | b. building |
| <u>d</u> 3. wages | c. changeable |
| <u>a</u> 4. certified | d. pay |
| <u>c</u> 5. negotiable | e. needed |

2 ROUTINES - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

routine	temperature	staff	throughout	physical therapy	removed
visitors	respiration	discharged	medications	treatments	pulse
admitted	TPR	changed			

The daily nursing routine in a hospital usually begins at 7 A.M. The nurses and aides begin the day by taking patients' temperature, pulse, and respiration. This is known as TPR. As soon as this is accomplished, they get the patients ready for breakfast. Soon after the breakfast trays are removed, it is bath time. Following bath time, rooms are cleaned and beds are changed.

During the morning hours, most of the treatments are done. This is usually the time when the doctors make their rounds. If a patient is going to be discharged, it is usually in the morning. Taking x-rays, giving medication, and doing physical - therapy take place all day long.

After lunch is served, visiting hours begin in most hospitals. Often, new patients are admitted in the early afternoon. At about 3 P.M., a change in the nursing staff takes place.

The evening hours begin with dinner. TPR's are taken again. In most hospitals, the visitors are asked to leave between 8 P.M. and 9 P.M. This gives the nursing staff time to prepare their patients for another night of rest. The nurses and aides who arrive for work at 3 P.M. are replaced by the last shift of the day at 11 P.M. Only necessary treatments and medications are given throughout the night. In a few short hours, the daily routine begins again.

II. Multiple choice.

d 1. In this article, the author is trying to describe

- a) hospital routines.
- b) early morning and bedtime care.
- c) nurses' reports.
- d) daily nursing routines in a hospital.

a 2. According to this article, most treatments are done

- a) in the morning.
- b) immediately after breakfast.
- c) in the early afternoon.
- d) after the doctors make their rounds.

d 3. The morning routine begins by

- a) serving breakfast.
- b) changing beds.
- c) giving baths.
- d) taking TPR's

- a 4. According to this article, a routine x-ray probably would not be done
- a) after 11 P.M. or before 7 A.M.
 - b) during breakfast hours.
 - c) after 12 P.M.
 - d) during visiting hours.
- c 5. The word discharged is used in this article to describe a patient who is
- a) going for treatment.
 - b) being replaced.
 - c) going home.
 - d) being taken in.
- d 6. In this article, the word routine could best be replaced by
- a) notice.
 - b) example.
 - c) courtesy.
 - d) procedure.

III. Matching

- | | |
|--------------------------|-------------------|
| <u>f</u> 1. routine | a. finished |
| <u>i</u> 2. throughout | b. released |
| <u>h</u> 3. removed | c. heartbeat |
| <u>b</u> 4. discharged | d. entered |
| <u>g</u> 5. rounds | e. therapies |
| <u>d</u> 6. admitted | f. procedure |
| <u>c</u> 7. pulse | g. patient checks |
| <u>a</u> 8. accomplished | h. taken away |
| <u>e</u> 9. treatments | i. continuously |

4 HEALTH-CARE WORKERS - STUDY GUIDE UNIT 2

Possible Points 30 _____

I. Fill in the blanks using the words below.

types tactful adapt adults requirements school working
infants mistakes sciences mistake background corrected ages
injury

Although there are many different careers in health care, they all have certain common requirements.

A person going into health care should have a strong background in the sciences. The person also should have taken basic math courses as well as English courses. This helps to improve reading, writing, and speaking.

Health-care workers may care for persons of all ages. This includes newborn infants and elderly adults. Health-care workers should have a sincere interest in working with people. It is important to be able to work with all types of people. Health-care workers should be both patient and tactful when caring for people. They also should be good listeners. It is very important for health-care workers to get along with others.

Health-care workers must be accurate and honest. They are dealing with human lives. One mistake could lead to serious injury or death. Health-care workers must admit their mistakes so that they can be corrected.

Health-care workers also must be willing to adapt to change. Research and new inventions can bring about changes in techniques and procedures. This may mean going back to school to become proficient in these changes.

II. Multiple choice.

- d 1. The purpose of this article is to
- a) discuss health-care workers.
 - b) describe the personal appearance of health-care workers.
 - c) list some of the high school courses that health-care workers should have taken.
 - d) explain some of the common characteristics that all health-care workers should have.
- d 2. According to this article, health-care workers should have
- a) at least a high school education.
 - b) a clean and neat appearance.
 - c) an appearance that shows confidence.
 - d) a sincere interest in working with people.

- c 3. The job of a health-care worker can sometimes change due to
- a) research and evaluations.
 - b) education and inspections.
 - c) research and inventions.
 - d) inspections and evaluations.
- c 4. You can infer from this article that health-care workers must be
- a) aware of the rules of the agency they are working for.
 - b) very knowledgeable of scientific practices.
 - c) reliable and trustworthy.
 - d) physically strong to lift certain people.
- d 5. When you adapt to something, you
- a) join with it.
 - b) study with it.
 - c) practice it.
 - d) fit in with it.
- c 6. When you become proficient in something, you are
- a) careful.
 - b) unskilled.
 - c) skilled.
 - d) confused.

III. Matching

- | | |
|-----------------------------|---------------------------|
| <u>f</u> 1. adapt | a. saying the right thing |
| <u>i</u> 2. appearance | b. traits |
| <u>g</u> 3. mistakes | c. exact |
| <u>h</u> 4. research | d. skilled |
| <u>d</u> 5. proficient | e. own up to |
| <u>b</u> 6. characteristics | f. adjust to |
| <u>e</u> 7. admit | g. errors |
| <u>c</u> 8. accurate | h. study closely |
| <u>a</u> 9. tactful | i. the way one looks |

5 CPR - STUDY GUIDE UNIT 2

Possible Points 21 _____

I. Fill in the blanks using the words below.

support practical not dummy circulation airway restore
focus cardiac unconscious

CPR, or cardiopulmonary resuscitation is used to restore breathing in an unconscious person. When a victim is unconscious, check to see if the victim is still breathing, also check to see if the heart is still beating. CPR uses artificial respiration and artificial circulation. CPR is used when the heart is not beating.

People must be trained before they can give CPR. This training prepares people to recognize cardiac arrest. This training also allows people to practice CPR both individually and as part of a team.

CPR training includes videos to show people how to do CPR. People practice doing CPR on a dummy. While they are giving CPR, the instructor tells them what they are doing wrong.

There are three things to focus on while doing CPR. First, the victim's airway must be opened. Then, breathing must be restored. Finally, circulation also must be restored.

To become certified to perform CPR, people must pass a written test. There is also a practical that must be passed. Only then can someone become certified in basic CPR. Professionals, such as hospital workers, are required to do even more for their certification in basic life support.

II. Multiple choice.

- b 1. This article mainly discusses
- a) CPR.
 - b) CPR and the training involved.
 - c) that CPR should be given to a victim when his or her heart is not beating.
 - d) how a person should give CPR.

- d 2. According to this article, CPR training
- a) is very expensive.
 - b) is something every person should have.
 - c) takes several months to complete.
 - d) prepares people to recognize cardiac arrest.

- c 3. All of the following are involved in CPR except
- a) the airway.
 - b) breathing.
 - c) the brain.
 - d) circulation.

- A 4. You can conclude from this article that CPR
- a) is required for all hospital personnel.
 - b) is not taught properly in many cases.
 - c) training should not be as involved as it is.
 - d) is very involved and can save a person's life.

- C 5. An instructor is someone who
- a) learns.
 - b) yells.
 - c) teaches.
 - d) challenges.

- C 6. When something is restored, it is
- a) made larger.
 - b) stopped.
 - c) brought back.
 - d) moved.

III. Matching

- | | |
|---------------------|----------------------|
| <u>d</u> 1. airway | a. revive |
| <u>a</u> 2. restore | b. stop |
| <u>e</u> 3. dummy | c. heart |
| <u>C</u> 4. cardiac | d. passageway |
| <u>b</u> 5. arrest | e. artificial person |

6 GIVING A SHAMPOO - STUDY GUIDE UNIT 2

Possible Points 22 _____

I. Fill in the blanks using the words below.

scalp fluid disposable tangled approval gathered
method excess thermometer

Sometimes a health-care aide will need to give a shampoo to a bed patient. There are two methods that can be used. One is a fluid dry cleaner. It is easy to use, and it leaves a patient's hair looking very nice. The other method is a regular shampoo. A regular shampoo usually requires the doctor's approval.

If a regular shampoo is given, certain materials must be gathered. You will need a comb, towels, shampoo, a bath blanket, a pitcher, and a bath thermometer. A plastic sheet and disposable bed protectors are also needed. Sometimes a patient's hair is tangled. If it is, you might need some petroleum jelly to remove the tangles. If the patient's hair is quite oily, alcohol can be used to remove the excess oil.

Once everything is ready, proceed with the shampoo. Make sure that you do not get the bed wet. Also, be very careful not to pull the patient's hair, scratch the patient's scalp, or get shampoo into the patient's eyes. Special care must be given to keep the patient warm so he or she will not be cold.

II. Multiple choice.

- a 1. The purpose of this article is to tell you how to
- a) give daily hair care.
 - b) remove tangles from the hair.
 - c) give a bed shampoo.
 - d) shampoo hair.

- b 2. If the patient's hair is tangled, use
- a) baby oil.
 - b) petroleum jelly.
 - c) tangle-free shampoo.
 - d) alcohol.

- d 3. According to this article, all of the following items are needed for giving a bed shampoo except a
- a) plastic sheet.
 - b) pitcher.
 - c) comb.
 - d) mirror

- b 4. From the information in the article, you can conclude that it is important to
- a) shampoo the patient's hair often.
 - b) be very gentle when giving a bed shampoo.
 - c) explain to the patient what you are going to do.
 - d) use a gentle shampoo.
- b 5. In this article, the word excess is used to mean
- a) not very much.
 - b) more than usual.
 - c) about normal.
 - d) a small amount.
- d 6. Disposable refers to something that can be
- a) put in place.
 - b) used again.
 - c) gotten along without.
 - d) thrown away.

III. Matching

- | | |
|------------------------|-----------------|
| <u>e</u> 1. scalp | a. overamount |
| <u>g</u> 2. tangled | b. liquid |
| <u>b</u> 3. fluid | c. assembled |
| <u>f</u> 4. disposable | d. OK |
| <u>a</u> 5. excess | e. skin on head |
| <u>d</u> 6. approval | f. thrown away |
| <u>c</u> 7. gathered | g. twisted |

I. Fill in the blanks using the words below.

lie avoid genuine basic concerns listening advice face
 fact naturally injured felt skills concentrate communicate

The ability to communicate with patients is one of the most important skills in any health field. Communicating involves many other skills, such as using adequate vocabulary, speaking clearly, listening, and observing. In addition, you must show the patient that you want to help by having a genuine concern for patient needs.

One of the most basic skills is knowing how to listen. You should position yourself at the patient's level. Face the patient and lean forward a little. By sitting this way, you let the patient know how important his or her concerns are to you. Listen with interest to what the patient is saying. Do not let your mind wander. Try to concentrate.

Speak to the patient naturally. Think of the patient as a friend. If you have ever been ill or injured, try to remember how it felt. Put yourself in the patient's position. If needed, offer sincere and thoughtful reassurance based only on fact.

Do not lie to the patient, but be honest. Think before you say anything and listen while you speak. The advice you give may help avoid difficulties when communicating with patients.

II. Multiple choice.

- a 1. The main idea of paragraph 2 is how to
- a) listen effectively to patients.
 - b) effectively observe patients.
 - c) communicate with patients.
 - d) concentrate on patients.
- a 2. The article mentions that one way to better understand a patient is to
- a) try to remember how you felt being ill.
 - b) read the patient's chart.
 - c) talk to the patient's family.
 - d) try to reason away a patient's fears.
- d 3. According to this article, communicating involves all of the following except
- a) observing.
 - b) listening.
 - c) speaking clearly.
 - d) writing.

- C 4. This article suggests that
- a) hospitals ignore patient needs.
 - b) patients are unpredictable.
 - c) simple actions have far-reaching effects.
 - d) patients are difficult to control.

- C 5. In this article, genuine means
- a) unpleasant.
 - b) clever.
 - c) honest.
 - d) false.

- C 6. Reassurance means
- a) respect.
 - b) advice.
 - c) confidence.
 - d) purpose.

III. Matching

- | | |
|--------------------------|------------------------|
| <u>e</u> 1. genuine | a. look at directly |
| <u>f</u> 2. concerns | b. watching |
| <u>h</u> 3. avoid | c. speaking, listening |
| <u>i</u> 4. reassurance | d. suggestion |
| <u>b</u> 5. observing | e. honest |
| <u>a</u> 6. face | f. problems |
| <u>g</u> 7. wander | g. stray away |
| <u>c</u> 8. basic skills | h. stay away from |
| <u>d</u> 9. advice | i. confidence |

8 PHYSICAL THERAPY - STUDY GUIDE UNIT 2

Possible Points 25 _____

I. Fill in the blanks using the words below.

treatments
massage

sciences
damage

vary
plentiful

field
circulation

bones

rehabilitated

One up-and-coming field in health care is physical therapy. Jobs in this field are plentiful all over the country. A physical therapist may be employed in hospitals, clinics, or nursing homes. Starting salaries may vary. Physical therapists work regular daytime hours with little night duty.

Physical therapists are highly skilled. Their education and training is strong in the sciences. To become licensed, all physical therapists must pass an examination in their state. Physical therapists must study biology, chemistry, physiology, and human anatomy, just to name a few.

A great deal of knowledge about the human anatomy is important. Physical therapists must decide the extent of damage to muscles, nerves, joints, or bones. These areas are often injured by accident or disease. The physical therapists must design and carry out many different treatments, such as exercise programs for strengthening weakened muscles.

Other treatments include heat or cold packs and massage to improve circulation. Many people have been rehabilitated to normal body movements, thanks to expert physical therapy.

II. Multiple choice.

- b 1. This article mainly describes
- a) physical therapy.
 - b) the education and duties of a physical therapist.
 - c) types of physical therapy treatments.
 - d) private physical therapy practices.
- d 2. One reason why physical therapy is an up-and-coming field is
- a) starting salaries are high.
 - b) physical therapists are intelligent.
 - c) employees receive many benefits.
 - d) jobs are plentiful all over the country.
- a 3. This article mentions that in order to become licensed, all physical therapists must pass
- a) a state examination.
 - b) a high school examination.
 - c) a medical school examination.
 - d) human anatomy examination.

a 4. Evidence from this article suggests that physical therapists probably are

- a) highly trained experts.
- b) trained to make moral decisions.
- c) overworked and exhausted.
- d) rude and unfeeling.

a 5. In this article, to vary means to be

- a) different.
- b) casual.
- c) pleasant.
- d) unusual.

b 6. In this article, plentiful means there is

- a) a lack.
- b) a great amount.
- c) an examination required.
- d) a special treatment for.

III. Matching

- | | |
|---------------------------|----------------------|
| <u>i</u> 1. plentiful | a. be different |
| <u>e</u> 2. exhausted | b. harm |
| <u>h</u> 3. up-and-coming | c. degree of |
| <u>g</u> 4. rehabilitated | d. muscle rub |
| <u>a</u> 5. vary | e. very tired |
| <u>c</u> 6. extent | f. study of the body |
| <u>b</u> 7. damage | g. restored |
| <u>d</u> 8. massage | h. growing rapidly |
| <u>f</u> 9. anatomy | i. numerous |

14 PATIENT SPECIMENS AND TESTS - STUDY GUIDE UNIT 2

Possible Points 20 _____

I. Fill in the blanks using the words below.

mistakes cause lid throw labeled body's fluids handled
contamination

Often, a doctor will order a blood or urine test for a patient. Blood and urine are two examples of the body's fluids. Samples of body fluids are often tested to aid a doctor in finding the cause of an illness.

No matter what kind of body fluid is to be tested, they are all handled in the same way. Taking great care is the key to handling any specimen.

The specimen must be kept free of contamination. This means that nothing but the specimen can touch the inside of the container or lid. If someone's finger touches the inside of the container or lid, throw away both of them.

After the sample is collected, it must be labeled and placed in the correct container. The label must have the patient's name, the date, the kind of specimen, the time, and the name of the patient's doctor. Taking care to avoid problems and mistakes is very important for getting accurate test results.

II. Multiple choice.

b 1. The main idea of this article discusses

- a) collecting blood and urine samples.
- b) careful collecting and handling of specimens.
- c) patients' attitudes about testing.
- d) different methods of testing specimens.

C 2. When labeling specimens, the article mentions all of the following except the

- a) patient's name.
- b) date and time.
- c) next of kin.
- d) doctor's name.

C 3. When collecting specimens, you should

- a) wear a face mask.
- b) sterilize all containers.
- c) be careful not to contaminate the specimen.
- d) wear rubber gloves.

d 4. When a specimen is handled improperly, it probably

- a) needs to be tested twice.
- b) should be indicated on the label.
- c) should be transferred to another container.
- d) will lead to incorrect test results.

b 5. If something is accurate, it is

- a) full of errors.
- b) free from mistakes.
- c) left unattended.
- d) simple to do.

d 6. If something has contamination, it is

- a) acid.
- b) perfect.
- c) hard.
- d) impure.

III. Matching

b 1. contamination

a. face protection

e 2. specimen

b. impurity

d 3. labeled

c. cover

a 4. mask

d. marked

c 5. lid

e. example

1 DEATH & DYING - STUDY GUIDE UNIT 3

Possible Points 30 _____

I. Fill in the blanks using the words below.

terms crucial cultural hygiene contact physical dealing
 requests sensitive emotional changed respect charge compassion
 helplessness

If you choose to enter the health field, you will have to come to terms with death and dying. As a health-care worker, contact with a dying patient will be a part of your job responsibility. It is important to remember that a dying patient has both physical and emotional needs. A good health-care worker will minister to both needs.

Physical care may include such things as changing a patient's position in bed, giving a back rub, or providing for some personal hygiene. It may also mean adding another blanket to help keep the patient warm. Or, it could be that the bed will need to be changed so that the patient is dry and comfortable. At all times, the health-care worker must maintain an attitude of respect and compassion for a dying patient.

Meeting the emotional needs is hardest. At times, you will deal with feelings of fear, anger, and helplessness. You must also be sensitive to the patient's cultural and religious needs as well. Whenever possible, the patient's wishes should be given careful consideration. All requests, however insignificant, should be taken seriously and reported to the person in charge. It is crucial to be compassionate and understanding when dealing with the emotional needs of a dying patient.

II. Multiple choice.

- C 1. This article is mainly about
- how the family can help a dying patient.
 - the importance of being compassionate.
 - the physical and emotional needs of a dying patient.
 - death and dying.
- a 2. This article mentions that the hardest needs to deal with are the
- emotional needs.
 - physical needs.
 - cultural needs.
 - financial needs.
- b 3. Emotional needs refer to all of the following except
- fear.
 - nourishment.
 - helplessness.
 - anger.

- C 4. The author probably wants to stress the importance of being
- a) ambitious and hard working.
 - b) talented and creative.
 - c) kind and considerate.
 - d) efficient and dependable.
- d 5. The word minister, as used in this article, means to
- a) act as an aide in the hospital.
 - b) perform religious ceremonies.
 - c) give medicine to a patient.
 - d) attend to the wants and needs of a person.
- C 6. Insignificant refers to something that is of
- a) great concern.
 - b) great importance.
 - c) little importance.
 - d) major difficulty.

III. Matching

- | | |
|---------------------------|------------------------|
| <u>e</u> 1. compassionate | a. extremely important |
| <u>f</u> 2. in charge | b. asks for |
| <u>g</u> 3. hygiene | c. being with |
| <u>b</u> 4. requests | d. weakness |
| <u>i</u> 5. culture | e. sensitive |
| <u>a</u> 6. crucial | f. responsible |
| <u>h</u> 7. minister to | g. cleanliness |
| <u>c</u> 8. contact | h. aid, serve |
| <u>d</u> 9. helplessness | i. country of origin |

2 VITAL SIGNS - STUDY GUIDE UNIT 3

Possible Points 30 _____

I. Fill in the blanks using the words below.

data	present	heat	artery	expelling	exerted
oxygen	diagnosing	skin	stages	record	accurately
pulse	pressure	respiration			

Temperature, pulse, respiration, and blood pressure are vital signs. In the medical profession, they are sometimes referred to as TPR and BP. As a health-care worker, you will be expected to take and record vital signs accurately. These signs provide important data about the patient's overall physical condition.

Temperature is a measurement of the heat lost and produced by the body. There are oral thermometers and rectal thermometers for taking temperature. Temperature can also be taken under the arm. A high or low temperature can mean that a disease may be present in the body.

The next vital sign to check is the pulse. As the heart beats and rests, the blood produces pressure against the walls of an artery. This is called a pulse. The pulse is usually taken over the arteries that are closest to the skin. There are seven spots in the body where the arterial pulse can be taken.

Respiration is the process of taking in oxygen and expelling carbon dioxide. This occurs as the patient breathes in and out. It is usually best not to let the patient know you are checking his or her respiration. It can be checked while your fingers are still on the patient's pulse.

Finally, the blood pressure aids in diagnosing certain illnesses in the body. It is a measurement of pressure that is exerted on the wall of the arteries by the heart during various stages of heart activity. Blood pressure is taken by a device called a sphygmomanometer.

II. Multiple choice.

- a 1. A good title for this article would be
- a) Measuring and Recording Vital Signs.
 - b) Four Vital Signs.
 - c) Vital Signs.
 - d) How to Record TPR and BP.
- a 2. The vital sign that you should not let the patient know you are checking is
- a) respiration.
 - b) temperature.
 - c) pulse.
 - d) blood pressure.

b 3. The article mentions that vital signs are taken to

- a) make the patient feel more secure.
- b) check the overall condition of the patient.
- c) find out if the patient has a heart condition.
- d) provide the patient's family with information.

c 4. Vital signs that are not taken and recorded accurately could

- a) cause the patient discomfort.
- b) give the patient high blood pressure.
- c) endanger the life of the patient.
- d) make the patient ill.

b 5. In this article, expelling means

- a) taking in.
- b) letting out.
- c) forcing off.
- d) giving to.

a 6. If something is exerted, it is

- a) applied.
- b) carried.
- c) required.
- d) gotten rid of.

III. Matching

<u>g</u> 1. exerted	a. levels
<u>b</u> 2. referred	b. exactly
<u>f</u> 3. vital	c. mouth
<u>a</u> 4. stages	d. letting out
<u>b</u> 5. accurately	e. blood vessel
<u>i</u> 6. data	f. important
<u>c</u> 7. oral	g. put into action
<u>e</u> 8. artery	h. mentioned as
<u>d</u> 9. expelling	i. information

3 SNIFFING INHALANTS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

ether runny addicted volatile inhalants craze slurred
chemicals symptoms "high" heart accidents sniffing silly vital

People have abused volatile substances for hundreds of years. Records show that in the early 1800's, people were sniffing chloroform and ether to get "high". In the 1950's, sniffing glue became the craze. Since then, people have been found sniffing nail polish remover, paint thinners, antifreeze, hair spray, and insect repellent.

There are many different types of symptoms found in "sniffers." They may have slurred speech, appear drunk, or act very silly. It is not uncommon for them to have red eyes, runny noses, or spots and sores around the mouth. Sometimes they even smell of chemicals. Sniffing also causes aggressive behavior, mood swings, confusion, and hallucinations.

The greatest danger of sniffing is called sudden sniffing death, which is caused by heart failure. Accidents are another cause of death. Another risk to the health of a sniffer is damage to the kidneys, liver, and other vital organs. Sniffing can also cause brain damage.

Finally, sniffers addicted to inhalants will often go on to use other drugs. They usually take drugs because the inhalants are no longer producing the same "high" that they once did.

II. Multiple choice.

a 1. The statement that best supports the main idea is:

- a) Some people sniff inhalants.
- b) Most sniffers are younger than 18 years old.
- c) Sniffing common household products is a form of substance abuse.
- d) The sniffing craze began in the 1950's.

a 2. This article gives specific facts about

- a) the dangers of sniffing inhalants.
- b) withdrawal symptoms of sniffing.
- c) the kind of people who become sniffers.
- d) how sniffers can kick the habit.

c 3. According to this article, sniffing can cause

- a) fever and chills.
- b) diabetes.
- c) brain damage.
- d) depression.

d 4. The idea that sniffers will go on to use other drugs is
a) propaganda.
b) hard to believe.
c) untrue.
d) based on facts.

d 5. As used in this article, symptoms are
a) violent fits.
b) special circumstances.
c) creative ideas.
d) signs that something is wrong.

d 6. Aggressive, as used in this article, means
a) becoming sad.
b) acting silly.
c) acting in a mild manner.
d) acting in a hostile fashion.

III. Matching

<u>d</u> 1. aggressive	a. biased information
<u>e</u> 2. craze	b. dangerous
<u>c</u> 3. slurred	c. unclear
<u>b</u> 4. volatile	d. hostile
<u>a</u> 5. propaganda	e. popular activity

4 HEALTH RIP-OFFS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

serious swindlers misled rip-offs death form magic
revealed cures sold advertisements treatment

A report by the American Medical Association revealed that over one billion dollars has been spent each year by people who are looking for magic cures. These cures sometimes are known as health rip-offs.

Advertisements for these cures can be found in newspapers, flyers, pamphlets, and magazines. They are even sold door to door by salespeople. There are magic cures for cancer, arthritis, heart disease, and many other serious diseases.

Each year, millions of dollars are spent looking for quick cures for arthritis. There are bracelets, necklaces, potions, creams, and pills. The list can go on and on. In fact, arthritis is a favorite with the quick-cure swindlers.

Unfortunately, some cures can have devastating results. Some even lead to death. A person with a deadly form of cancer may decide to use one of these magic cures rather than a proven medical treatment.

Often, these cures are used out of a sense of fear, frustration, or desperation. A seriously ill person is often misled by promises of a miracle. Instead of being cured, he or she has put off medical treatment until it is too late.

II. Multiple choice.

- c 1. This article is mainly about
- a) magic-cure advertising.
 - b) health rip-offs.
 - c) how people are fooled by promises of magic cures.
 - d) how to become a quick-cure salesperson.
- d 2. According to this article, a favorite with the quick-cure swindler is
- a) headaches.
 - b) high blood pressure.
 - c) backaches.
 - d) arthritis.
- b 3. All of the following forms of advertising are mentioned except
- a) flyers.
 - b) TV commercials.
 - c) magazines.
 - d) newspapers.

b 4. You can infer from this article that

- a) magic cures can relieve arthritis.
- b) swindlers don't care about the seriously ill.
- c) people are losing faith in the medical profession.
- d) many people die needlessly each year.

d 5. In this article, if a person is misled, that person is

- a) supported.
- b) helped.
- c) confused.
- d) deceived.

b 6. In this article, a potion is a

- a) magic plant.
- b) liquid dose of medicine.
- c) copper bracelet.
- d) voodoo doll.

III. Matching

<u>c</u> 1. misled	a. liars
<u>d</u> 2. revealed	b. cheat
<u>a</u> 3. swindlers	c. deceived
<u>e</u> 4. form	d. showed
<u>b</u> 5. rip-off	e. type
<u>h</u> 6. potion	f. dangerous
<u>g</u> 7. put off	g. delayed
<u>f</u> 8. devastating	h. liquid dose

3 HAND WASHING - STUDY GUIDE UNIT 3

Possible Points 35 _____

I. Fill in the blanks using the words below.

thoroughly	faucet	asepsis	scrub	wrists	jewelry	fingers
contaminated	brush	disease	end	ill	assemble	suffering
complications	lather	flow	towel	procedure	hands	

People working in the health field must perform various asepsis procedures. One very important procedure is hand washing. Contaminated hands that have not been washed properly can cause serious complications in an already ill person. Clean hands also protect the health-care worker from illness and disease. Properly washed hands can alleviate unnecessary suffering.

The first thing to remember in hand washing is to remove all jewelry. If a watch is worn, it must also be removed. Next, assemble all supplies, such as soap, paper towels, a hand brush, and an orange stick.

Turn on the faucet and point both hands in a downward position. Lather well for at least one minute. Make sure to thoroughly wash between the fingers and around the wrists. Use the blunt end of the orange stick to clean under the nails.

Scrub the hands with the brush. Water should flow down and off the hands. With a paper towel, dry from the fingers to the wrists. Make certain that objects are not touched in the process. Use a paper towel to turn off the faucet.

II. Multiple choice.

- C 1. This article is mainly about
- how germs are spread from person to person.
 - hand washing.
 - the recommended method for washing hands.
 - supplies needed for hand washing.

- C 2. The article specifies that
- nails should be kept short.
 - warm water should be used.
 - jewelry should be removed.
 - soap should contain an alkali.

- a 3. To clean under the nails, use
- an orange stick.
 - a soft brush.
 - a nail.
 - a stiff brush.

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- c 4. From this article, you can infer that
- a) hot water kills more germs than warm water.
 - b) health-care workers can wear jewelry.
 - c) careful hand-washing procedures prevent the spread of germs.
 - d) hand washing is a nuisance.

- d 5. Contaminated refers to something that is
- a) pure.
 - b) dull.
 - c) ugly.
 - d) dirty.

- b 6. In this article, assemble means
- a) purchase.
 - b) gather together.
 - c) pull apart.
 - d) enlarge.

III. **Matching**

- | | |
|--------------------------|-------------------|
| <u>i</u> 1. assemble | a. full of germs |
| <u>h</u> 2. thoroughly | b. make less |
| <u>f</u> 3. procedure | c. bother |
| <u>g</u> 4. asepsis | d. wash well |
| <u>b</u> 5. alleviate | e. soap |
| <u>c</u> 6. nuisance | f. process |
| <u>d</u> 7. scrub | g. germ-free |
| <u>a</u> 8. contaminated | h. completely |
| <u>e</u> 9. lather | i. bring together |

4 INTERPERSONAL SKILLS - STUDY GUIDE UNIT 3

Possible Points 25 _____

I. Fill in the blanks using the words below.

colleagues stress cope enable individuals valuable recover
optimal interfere trust resistance confidence

Interpersonal skills are skills that develop a good relationship between individuals. The health-care worker needs these skills to establish a helpful relationship with patients. Knowledge alone is not enough to provide optimal care. All types of health-care workers consider interpersonal skills important in providing optimal care for patients.

Good interpersonal skills help the health-care worker interact with patients and other health-care workers. These skills also help the health-care worker cope with stress.

Warmth and active listening enable the health-care worker to develop a relationship of confidence with patients and colleagues. Finally, these skills can be used to help patients overcome personal problems that interfere with their health care.

Good interpersonal skills are valuable for many reasons. They can relax a patient during data gathering and promote the patient's trust in the health-care worker. Good interpersonal skills can also establish trust and reduce resistance to therapy. These skills can also improve the ability of the patient to cope with and recover from injury or illness.

II. Multiple choice.

- d 1. This article was written to
- describe what good interpersonal skills can do for health-care workers.
 - explain how to develop good interpersonal skills.
 - describe the importance of good interpersonal skills.
 - explain the value of good interpersonal skills for health-care workers.
- b 2. Patients will receive the best care when health-care workers use their interpersonal skills along with
- life histories.
 - knowledge.
 - treatment.
 - diagnosis.
- d 3. According to this article, a health-care worker who is warm and caring will
- be more accurate in patients' diagnoses.
 - spend too much time with individual patients.
 - become too involved in patients' personal problems.
 - develop a trusting relationship.

d 4. You can infer from this article that friendly, caring health-care workers help patients do all of the following except

- a) be relaxed.
- b) reduce resistance to therapy.
- c) be trusting.
- d) be worried and nervous.

a 5. Another word for optimal is

- a) best.
- b) biggest.
- c) longest.
- d) worst.

c 6. A colleague is someone who

- a) you live with.
- b) is in the hospital.
- c) you work with.
- d) is newly promoted.

III. **Matching**

- | | |
|----------------------------|-------------------|
| <u>d</u> 1. reduce | a. finding facts |
| <u>f</u> 2. cope | b. highest, most |
| <u>e</u> 3. enable | c. associate with |
| <u>g</u> 4. colleagues | d. diminish |
| <u>b</u> 5. optimal | e. allow |
| <u>c</u> 6. interact | f. deal with |
| <u>a</u> 7. data gathering | g. co-workers |

5 MEDICAL ASSISTANTS - STUDY GUIDE UNIT 3

Possible Points 21 _____

I. Fill in the blanks using the words below.

correspondence
administrative

promising
nursing

blood
treat

dressings
drawing

greeting
clinic

Medical assistants help doctors examine and treat patients. They perform most of the administrative duties necessary to keep an office running smoothly. This includes recording the height, weight, temperature, and blood pressure of patients.

Medical assistants also take down patients' medical histories and may perform basic laboratory tests. If necessary, medical assistants may also tell patients about medications and self-treatment. Some other responsibilities of a medical assistant may include drawing blood, taking x-rays, and applying dressings.

Other duties of a medical assistant include answering the phones and greeting patients, as well as recording and filling patients' medical records. Medical assistants also fill out medical reports and insurance forms, handle correspondence and schedule appointments. The responsibilities of a medical assistant are very important.

The work setting for medical assistants can be in a doctor's private practice, or in a hospital or clinic. Medical assistants can also work in nursing homes or in various other health-care facilities. Because of the growing number of doctors, group medical practices, and other health-care centers, the outlook for new workers in the medical-assistant field looks promising.

II. Multiple choice.

- a 1. This article is about
- a) the job responsibilities of medical assistants.
 - b) the work setting for medical assistants.
 - c) medical assistants.
 - d) training and salary possibilities for medical assistants.
- c 2. According to this article, the duties of a med. assist. include all of the following except
- a) drawing blood.
 - b) taking x-rays.
 - c) giving an EKG.
 - d) obtaining medical histories.
- b 3. One of the administrative duties performed by a medical assistant is
- a) performing minor surgery.
 - b) scheduling appointments.
 - c) writing prescriptions.
 - d) giving patients medication.

- b 4. You can infer from this article that over the next few years
- a) the number of people employed as medical assistants will decrease.
 - b) the number of people employed as medical assistants will grow.
 - c) more education and training will be required for medical assistants.
 - d) the salaries of medical assistants will rise quickly.

- c 5. The word drawing, used in this article, means
- a) sketching.
 - b) testing.
 - c) taking.
 - d) leaving.

- d 6. Dressings, as used in this article, refers to
- a) sauce put on salad.
 - b) rooms.
 - c) clothes.
 - d) bandages or medication.

III. Matching

- | | |
|----------------------------|-------------|
| <u>c</u> 1. outlook | a. mail |
| <u>e</u> 2. drawing | b. positive |
| <u>a</u> 3. correspondence | c. future |
| <u>d</u> 4. setting | d. place |
| <u>b</u> 5. promising | e. taking |

TESTS

Getting Ready to Be a Nursing Assistant

Test #1 (Units 1-5)

Part 1 - Multiple Choice

- Operations are often performed in a _____ .**
 - place
 - home
 - hospital
 - nursing home
- A nursing home is also called a _____ .**
 - veterans' hospital
 - psychiatric hospital
 - long-term health care facility
 - clinic
- A place that provides special health care for children is called a _____ .**
 - veterans' hospital
 - clinic
 - pediatric hospital
 - psychiatric hospital
- The health care team is made up of _____ .**
 - doctors only
 - patients
 - different kinds of professionals
 - nurses only
- A patient's vital signs _____ .**
 - never change
 - give information about his condition
 - do not need to be checked
 - are checked only by the doctor
- When a nurse dispenses medication, he _____ .**
 - decides which medication the patient needs
 - throws out the medicine
 - gives medicine to a patient
 - cleans out the medicine bottle

7. **The role of nursing assistants varies according to _____ .**
- a. the way they feel that day
 - b. how much they like their patients
 - c. the type of health care facility that employs them
 - d. how much money they are being paid
8. **Vital signs include temperature, pulse, and _____ .**
- a. blood pressure
 - b. blood color
 - c. mood
 - d. blood
9. **Mobility is another word for _____ .**
- a. living
 - b. breathing
 - c. sitting
 - d. moving
10. **Feeling ill and being away from home can make patients feel _____ .**
- a. happy
 - b. scared
 - c. healthy and well
 - d. secure
11. **A person who comes to work unbathed and with a dirty uniform can spread _____ .**
- a. health
 - b. germs
 - c. rules
 - d. uniforms
12. **Uniforms should be washed _____ .**
- a. once a week
 - b. only when they look dirty
 - c. after every shift
 - d. once a month

13. **Nursing assistants communicate with _____ .**
- a. patients only
 - b. patients' families only
 - c. co-workers only
 - d. all of the above
14. **Another term for communicating with words is _____ .**
- a. non-verbal communication
 - b. facial expressions
 - c. verbal communications
 - d. body language
15. **Another term for body language is _____ .**
- a. non-verbal communication
 - b. verbal communication
 - c. speech
 - d. effective

Test 1

Part 2 - Matching 1

- | | | | |
|--------------|-------------|----|---------------------------|
| <u>h</u> 1. | nutrition | a. | mental problems |
| <u>i</u> 2. | hygiene | b. | responsibilities |
| <u>f</u> 3. | pulse | c. | movement |
| <u>a</u> 4. | psychiatric | d. | armed forces |
| <u>c</u> 5. | mobility | e. | nervous |
| <u>j</u> 6. | vital signs | f. | pressure of blood |
| <u>b</u> 7. | duties | g. | children |
| <u>d</u> 8. | veterans | h. | eating well |
| <u>e</u> 9. | anxious | i. | cleanliness |
| <u>g</u> 10. | pediatric | j. | must be checked regularly |

Test 1

Part 2 continued - Matching 2

- | | | | |
|--------------|--------------------------|----|---------------------------------|
| <u>d</u> 1. | odors | a. | speaking and writing |
| <u>h</u> 2. | shift | b. | not serious |
| <u>i</u> 3. | safety | c. | body language |
| <u>e</u> 4. | break the ice | d. | smells |
| <u>f</u> 5. | well-groomed | e. | get to know someone |
| <u>a</u> 6. | verbal communication | f. | clean and neat |
| <u>j</u> 7. | dangling | g. | changes one language to another |
| <u>c</u> 8. | non-verbal communication | h. | work periods |
| <u>b</u> 9. | small talk | i. | CNA's main concern |
| <u>g</u> 10. | interpreter | j. | hanging down |

Getting Ready to Be a Nursing Assistant

Test #2 (Units 6-10)

Part 1 - Multiple Choice

- 1. Rules about what is right and wrong are called _____.**
 - a. discrimination
 - b. a code of ethics
 - c. reports
 - d. precious
- 2. The people who must follow the code of ethics are _____.**
 - a. the doctors only
 - b. the nursing assistants only
 - c. the entire health care team
 - d. the licensed practical nurses only
- 3. Confidentiality means _____.**
 - a. to keep information private
 - b. to tell secrets
 - c. to steal items from patients
 - d. to treat people differently
- 4. Fire safety is the responsibility of _____.**
 - a. doctors and nurses only
 - b. nursing assistants only
 - c. everyone who works in a health care facility
 - d. the patients
- 5. When people evacuate a facility, they _____.**
 - a. stay in their rooms
 - b. follow the escape routes on the evacuation plan
 - c. use a fire extinguisher
 - d. use the oxygen tanks
- 6. Fire prevention should be practiced _____.**
 - a. when supervisors are present
 - b. every day at work
 - c. only by nursing assistants
 - d. only if there is a fire

7. **Microbes are _____ .**
a. bodily fluids
b. very large
c. always harmful
 d. very small living beings
8. **Common colds are caused by a microbe that travels through _____ .**
a. soap
 b. the air
c. semen
d. gloves
9. **People who are ill are _____ to become infected by a microbe.**
a. less likely
 b. more likely
c. never going
d. always going
10. **When two people have conflicting ideas, they _____ .**
 a. do not agree about something
b. have similar ideas
c. agree about everything
d. cannot talk to each other
11. **Which reason is given for why teenagers and parents sometimes have conflicts? _____**
a. because teenagers worry about the way they look
 b. because parents treat teenagers like children
c. because teenagers want to use the car
d. because teenagers watch a lot of television
12. **In which stage do most people retire from working? _____**
a. early adulthood
 b. middle adulthood
c. adolescence
d. at 65

13. **The most basic physical needs** _____ .
- a. are the same for everyone
 - b. are not very important
 - c. cannot be met
 - d. are different for sick people
14. **An example of a physical need is** _____ .
- a. emotional support
 - b. love
 - c. sleep
 - d. entertainment
15. **If the side rails on a bed are secure, they** _____ .
- a. are very loose
 - b. move up and down easily
 - c. are up
 - d. cannot be moved easily

Test 2

Part 2 - Matching 1

- | | | | |
|--------------|-----------------|----|-----------------------------|
| <u>g</u> 1. | precious | a. | to treat people differently |
| <u>f</u> 2. | evacuate | b. | blood |
| <u>i</u> 3. | hazard | c. | rules of right and wrong |
| <u>c</u> 4. | ethics | d. | plan for emergency |
| <u>b</u> 5. | bodily fluids | e. | small living beings |
| <u>j</u> 6. | to stop | f. | follow escape plan |
| <u>a</u> 7. | discriminate | g. | worth very much |
| <u>e</u> 8. | microbes | h. | keeping private |
| <u>d</u> 9. | procedures | i. | danger |
| <u>h</u> 10. | confidentiality | j. | prevent |

Test 2

Part 2 continued - Matching 2

- | | | | |
|--------------|-------------|----|-----------------------------------|
| <u>h</u> 1. | sterile | a. | 12 - 20 years |
| <u>j</u> 2. | oral | b. | all employees |
| <u>i</u> 3. | limit | c. | passed from one person to another |
| <u>f</u> 4. | infected | d. | birth to 1 year |
| <u>b</u> 5. | personnel | e. | nourishment |
| <u>a</u> 6. | adolescence | f. | spread into |
| <u>c</u> 7. | contagious | g. | locked in place |
| <u>g</u> 8. | secure | h. | free of germs |
| <u>e</u> 9. | basic need | i. | keep below a certain amount |
| <u>d</u> 10. | infancy | j. | by mouth |

Getting Ready to Be a Nursing Assistant

Test #3 (Units 11-15)

Part 1 - Multiple Choice

1. **Too much stress _____ .**
 - a. helps people work harder
 - b. is necessary and good
 - c. can make it hard to do easy things
 - d. is important

2. **Denial is an example of _____ .**
 - a. a defensive behavior
 - b. a doctor's diagnosis
 - c. a good way to react to stress
 - d. repression

3. **When a person represses information, _____ .**
 - a. he uses the information
 - b. he repeats the information
 - c. he welcomes the information
 - d. he does not pay attention to the information

4. **Which of the following is a true statement about being a patient?**
 - a. Patients usually have no problem with stress.
 - b. Hospital workers help patients increase their stress.
 - c. Hospital patients are in a stressful situation.
 - d. It is not necessary for a nursing assistant to listen to a patient.

5. **Mr. Santos felt that the nursing assistants did not respect him because _____ .**
 - a. they left his door open
 - b. Carla called him the heart attack guy
 - c. they put him in room 105
 - d. Carla was going to take his pulse

6. **Another word for reassurance is _____ .**
 - a. respect
 - b. privacy
 - c. medicine
 - d. comfort

7. **One way that a patient might show fear directly is to _____.**
- a. get angry at the nursing assistant
 - b. say, "I am scared."
 - c. complain a lot
 - d. refuse to cooperate
8. **If a patient asks to see a clergyman, you should probably _____ .**
- a. explain what services are available at the hospital
 - b. ignore him
 - c. tell the patient which chaplain to see
 - d. refuse any help
9. **Cells are _____ .**
- a. easy to see
 - b. always the same shape
 - c. not very important in the body
 - d. a part of all living things
10. **An example of an organ is _____ .**
- a. tissue
 - b. a cell
 - c. the heart
 - d. the body
11. **The digestive system is _____ .**
- a. a type of organ
 - b. made up of organs
 - c. made up of one cell
 - d. the only system in the body
12. **An organ is part of a body _____ .**
- a. system
 - b. cell
 - c. tissue
 - d. stomach

13. **The major parts of a cell are _____ .**
- a. the tissue, the organ, and the system
 - b. the membrane, the cytoplasm, and the nucleus
 - c. the organelles
 - d. the nutrients and the waste materials
14. **The material inside the cell membrane is called the _____ .**
- a. cell tissue
 - b. cell systems
 - c. cytoplasm
 - d. structure
15. **The smallest cells in the body are the _____ .**
- a. brain cells
 - b. sperm cells
 - c. nerve cells
 - d. skin cells
16. **The cells in the body which have the shortest life are in the _____ .**
- a. nerves
 - b. blood
 - c. bones
 - d. skin
17. **When body organs work together to do a specific job, they make up _____ .**
- a. a cell
 - b. a system
 - c. a factory
 - d. the skeleton
18. **The gastrointestinal system is sometimes called the _____ .**
- a. stomach
 - b. musculoskeletal system
 - c. intestines
 - d. digestive system

19. When food is eliminated from the body, it _____.
- a. leaves the body
 - b. stays in the body
 - c. remains in the digestive system
 - d. is reproduced
20. The specific function of the gastrointestinal system is to _____.
- a. protect and support the body
 - b. allow the body to move
 - c. digest food
 - d. reproduce the species

Test 3

Part 2 - Matching 1

f 1. nucleus

h 2. repression

i 3. systems

b 4. cells

j 5. eliminate

a 6. stress

d 7. organs

e 8. reassurance

c 9. spiritual

g 10. cytoplasm

a. ups and downs of life

b. basic part of the body

c. pertaining to religion

d. make up systems

e. comfort

f. near the center of the cell

g. jelly-like substance

h. refusal to accept

i. make the body function

j. get rid of

Test 4

Part 2 continued - Matching 2

- | | | | | |
|----------|-----|-----------|----|-------------------------------|
| <u>i</u> | 1. | diagnose | a. | deal with |
| <u>j</u> | 2. | clergy | b. | to be alone |
| <u>h</u> | 3. | structure | c. | refusal to admit something |
| <u>g</u> | 4. | tissues | d. | look up to |
| <u>c</u> | 5. | denial | e. | alike |
| <u>e</u> | 6. | similar | f. | muscles attached to bones |
| <u>b</u> | 7. | privacy | g. | groups of cells |
| <u>a</u> | 8. | cope | h. | way something is put together |
| <u>d</u> | 9. | respect | i. | find out |
| <u>f</u> | 10. | tendons | j. | member of the church |

Getting Ready to Be a Nursing Assistant Test #4 (Units 16-20)

Part 1 - Multiple Choice

1. In the first paragraph, the body is compared to a bank because both _____ .
 - a. are of great value
 - b. are made up of separate parts
 - c. have several lines of defense
 - d. have microbes everywhere

2. The body's first line of defense is provided by _____ .
 - a. cuts in the skin
 - b. body openings such as the mouth and nose
 - c. the breathing system
 - d. unbroken skin and mucous membranes

3. Which of the following pairs have almost the same meaning _____ .
 - a. immunity and immune level
 - b. poor diet and poor hygiene
 - c. phagocytes and lymphocytes
 - d. microbes and white blood cells

4. Which of the following statements about immunity is false _____ .
 - a. Immunity is the body's third line of defense.
 - b. Phagocytes provide the body with an immune system.
 - c. Immunity is provided by antibodies.
 - d. A person's immune level can change from time to time.

5. Infection is the _____ stage of a disease.
 - a. first
 - b. second
 - c. third
 - d. fourth

6. Signs of illness _____ .
 - a. are possible to see
 - b. cannot be seen
 - c. are the same as symptoms
 - d. are not useful to doctors

7. A headache is an example of a _____.
- a. disease
 - b. sign
 - c. symptom
 - d. vital sign
8. Which of the following happens after the doctor chooses the treatment.
- a. The doctor asks about the symptoms.
 - b. The disease enters the incubation period.
 - c. The patient's vital signs are checked.
 - d. The patient recovers.
9. An example of a root word is _____.
- a. tachycardia
 - b. cardiologist
 - c. cardio-
 - d. heart
10. Which of the following words is probably related to the heart _____.
- a. tachycardia
 - b. hydrocephalus
 - c. polyurial
 - d. hemolysis
11. Which of the following words refers to some type of medical expert?
- a. psychology
 - b. neuropathy
 - c. hepatitis
 - d. nephrologist
12. Uniform means _____.
- a. different
 - b. the same
 - c. useful
 - d. important

13. **Observations are made with _____ .**
- a. the sense of touch only
 - b. the eyes only
 - c. all of the senses
 - d. none of the senses
14. **When observing a patient _____ .**
- a. the sense of smell is most important
 - b. medical professionals see what they want to see
 - c. all of the senses are used
 - d. swellings may lead to problems seeing
15. **Which of the following is an example of an objective observation?**
- a. Maria is not hungry.
 - b. Muhammed has a headache.
 - c. Mai is having difficulty breathing.
 - d. Mycko likes the breakfasts more than the lunches.
16. **Which of the following is not included in an observation report?**
- a. what the patient said
 - b. what the nursing assistant did
 - c. how the nursing assistant feels about a patient
 - d. how the patient was talking
17. **Which of the following is a true statement?**
- a. A nursing assistant does paperwork, but she does not make beds.
 - b. A nursing assistant does only one type of work all day long.
 - c. A nursing assistant has to document much of what she does.
 - d. Nursing assistants never make notes.
18. **A nursing assistant documents an observation by _____ .**
- a. telling someone about it
 - b. taking vital signs
 - c. helping patients
 - d. writing it down

19. If a patient's temperature is taken at four-hour intervals, it is taken _____ .
- a. four times an hour
 - b. twice a day
 - c. every four hours
 - d. every hour
20. A soap chart begins with _____ .
- a. a subjective statement
 - b. an objective description
 - c. an assessment
 - d. a plan of action

Test 4

Part 2 - Matching 1

- | | | | |
|--------------|-------------------|----|---------------------------------|
| <u>i</u> 1. | objective | a. | a vital sign |
| <u>h</u> 2. | mucous membranes | b. | surround and destroy microbes |
| <u>f</u> 3. | post | c. | used in observing a patient |
| <u>e</u> 4. | vaccinations | d. | different for all diseases |
| <u>j</u> 5. | document | e. | give immunity from disease |
| <u>d</u> 6. | incubation period | f. | after |
| <u>g</u> 7. | subjective | g. | based on feelings about facts |
| <u>b</u> 8. | phagocytes | h. | protect mouth, nose, eyes, ears |
| <u>a</u> 9. | breathing rate | i. | based on facts |
| <u>c</u> 10. | senses | j. | write down |

Test 4

Part 2 continued - Matching 2

- | | | | |
|--------------|---------------|----|------------------------------|
| <u>f</u> 1. | symptom | a. | time periods |
| <u>j</u> 2. | auto | b. | body's third line of defense |
| <u>i</u> 3. | lymphocytes | c. | check patient's condition |
| <u>h</u> 4. | antibodies | d. | protectors |
| <u>d</u> 5. | defenses | e. | can be seen |
| <u>a</u> 6. | intervals | f. | not seen, but real |
| <u>g</u> 7. | treatment | g. | plan to cure illness |
| <u>e</u> 8. | sign | h. | disease-fighting chemicals |
| <u>c</u> 9. | vital signs | i. | white blood cells |
| <u>b</u> 10. | immune system | j. | self |

Getting Ready to Be a Nursing Assistant

Test #1 (Units 1-5)

Part 1 - Multiple Choice

1. **Operations are often performed in a _____ .**
 - a. place
 - b. home
 - c. hospital
 - d. nursing home

2. **A nursing home is also called a _____ .**
 - a. veterans' hospital
 - b. psychiatric hospital
 - c. long-term health care facility
 - d. clinic

3. **A place that provides special health care for children is called a _____ .**
 - a. veterans' hospital
 - b. clinic
 - c. pediatric hospital
 - d. psychiatric hospital

4. **The health care team is made up of _____ .**
 - a. doctors only
 - b. patients
 - c. different kinds of professionals
 - d. nurses only

5. **A patient's vital signs _____.**
 - a. never change
 - b. give information about his condition
 - c. do not need to be checked
 - d. are checked only by the doctor

6. **When a nurse dispenses medication, he _____ .**
 - a. decides which medication the patient needs
 - b. throws out the medicine
 - c. gives medicine to a patient
 - d. cleans out the medicine bottle

7. **The role of nursing assistants varies according to _____ .**
- a. the way they feel that day
 - b. how much they like their patients
 - c. the type of health care facility that employs them
 - d. how much money they are being paid
8. **Vital signs include temperature, pulse, and _____ .**
- a. blood pressure
 - b. blood color
 - c. mood
 - d. blood
9. **Mobility is another word for _____ .**
- a. living
 - b. breathing
 - c. sitting
 - d. moving
10. **Feeling ill and being away from home can make patients feel _____ .**
- a. happy
 - b. scared
 - c. healthy and well
 - d. secure
11. **A person who comes to work unbathed and with a dirty uniform can spread _____ .**
- a. health
 - b. germs
 - c. rules
 - d. uniforms
12. **Uniforms should be washed _____ .**
- a. once a week
 - b. only when they look dirty
 - c. after every shift
 - d. once a month

13. **Nursing assistants communicate with _____ .**
- a. patients only
 - b. patients' families only
 - c. co-workers only
 - d. all of the above
14. **Another term for communicating with words is _____ .**
- a. non-verbal communication
 - b. facial expressions
 - c. verbal communications
 - d. body language
15. **Another term for body language is _____ .**
- a. non-verbal communication
 - b. verbal communication
 - c. speech
 - d. effective

Test 1

Part 2 - Matching 1

- | | | | |
|-------|-------------|----|---------------------------|
| — 1. | nutrition | a. | mental problem |
| — 2. | hygiene | b. | responsibilities |
| — 3. | pulse | c. | movement |
| — 4. | psychiatric | d. | armed forces |
| — 5. | mobility | e. | nervous |
| — 6. | vital signs | f. | pressure of blood |
| — 7. | duties | g. | children |
| — 8. | veterans | h. | eating well |
| — 9. | anxious | i. | cleanliness |
| — 10. | pediatric | j. | must be checked regularly |

Test 1

Part 2 continued - Matching 2

- | | | | |
|-------|--------------------------|----|---------------------------------|
| — 1. | odors | a. | speaking and writing |
| — 2. | shift | b. | not serious |
| — 3. | safety | c. | body language |
| — 4. | break the ice | d. | smells |
| — 5. | well-groomed | e. | get to know someone |
| — 6. | verbal communication | f. | clean and neat |
| — 7. | dangling | g. | changes one language to another |
| — 8. | non-verbal communication | h. | work periods |
| — 9. | small talk | i. | CNA's main concern |
| — 10. | interpreter | j. | hanging down |

Getting Ready to Be a Nursing Assistant

Test #2 (Units 6-10)

Part 1 - Multiple Choice

1. **Rules about what is right and wrong are called _____.**
 - a. discrimination
 - b. a code of ethics
 - c. reports
 - d. precious

2. **The people who must follow the code of ethics are _____.**
 - a. the doctors only
 - b. the nursing assistants only
 - c. the entire health care team
 - d. the licensed practical nurses only

3. **Confidentiality means _____.**
 - a. to keep information private
 - b. to tell secrets
 - c. to steal items from patients
 - d. to treat people differently

4. **Fire safety is the responsibility of _____.**
 - a. doctors and nurses only
 - b. nursing assistants only
 - c. everyone who works in a health care facility
 - d. the patients

5. **When people evacuate a facility, they _____.**
 - a. stay in their rooms
 - b. follow the escape routes on the evacuation plan
 - c. use a fire extinguisher
 - d. use the oxygen tanks

6. **Fire prevention should be practiced _____.**
 - a. when supervisors are present
 - b. every day at work
 - c. only by nursing assistants
 - d. only if there is a fire

7. **Microbes are _____ .**
a. bodily fluids
b. very large
c. always harmful
d. very small living beings
8. **Common colds are caused by a microbe that travels through _____ .**
a. soap
b. the air
c. semen
d. gloves
9. **People who are ill are _____ to become infected by a microbe.**
a. less likely
b. more likely
c. never going
d. always going
10. **When two people have conflicting ideas, they _____ .**
a. do not agree about something
b. have similar ideas
c. agree about everything
d. cannot talk to each other
11. **Which reason is given for why teenagers and parents sometimes have conflicts? _____**
a. because teenagers worry about the way they look
b. because parents treat teenagers like children
c. because teenagers want to use the car
d. because teenagers watch a lot of television
12. **In which stage do most people retire from working? _____**
a. early adulthood
b. middle adulthood
c. adolescence
d. at 65

- 13. The most basic physical needs _____ .**
- a. are the same for everyone
 - b. are not very important
 - c. cannot be met
 - d. are different for sick people
- 14. An example of a physical need is _____ .**
- a. emotional support
 - b. love
 - c. sleep
 - d. entertainment
- 15. If the side rails on a bed are secure, they _____ .**
- a. are very loose
 - b. move up and down easily
 - c. are up
 - d. cannot be moved easily

Test 2

Part 2 - Matching 1

- | | |
|-----------------------|--------------------------------|
| — 1. precious | a. to treat people differently |
| — 2. evacuate | b. blood |
| — 3. hazard | c. rules of right and wrong |
| — 4. ethics | d. plan for emergency |
| — 5. bodily fluids | e. small living beings |
| — 6. to stop | f. follow escape plan |
| — 7. discriminate | g. worth very much |
| — 8. microbes | h. keeping private |
| — 9. procedures | i. danger |
| — 10. confidentiality | j. prevent |

Test 2

Part 2 continued - Matching 2

- | | | | |
|-------|-------------|----|-----------------------------------|
| — 1. | sterile | a. | 12 - 20 years |
| — 2. | oral | b. | all employees |
| — 3. | limit | c. | passed from one person to another |
| — 4. | infected | d. | birth to 1 year |
| — 5. | personnel | e. | nourishment |
| — 6. | adolescence | f. | spread into |
| — 7. | contagious | g. | locked in place |
| — 8. | secure | h. | free of germs |
| — 9. | basic need | i. | keep below a certain amount |
| — 10. | infancy | j. | by mouth |

Getting Ready to Be a Nursing Assistant Test #3 (Units 11-15)

Part 1 - Multiple Choice

1. **Too much stress _____ .**
 - a. helps people work harder
 - b. is necessary and good
 - c. can make it hard to do easy things
 - d. is important

2. **Denial is an example of _____ .**
 - a. a defensive behavior
 - b. a doctor's diagnosis
 - c. a good way to react to stress
 - d. repression

3. **When a person represses information, _____ .**
 - a. he uses the information
 - b. he repeats the information
 - c. he welcomes the information
 - d. he does not pay attention to the information

4. **Which of the following is a true statement about being a patient?**
 - a. Patients usually have no problem with stress.
 - b. Hospital workers help patients increase their stress.
 - c. Hospital patients are in a stressful situation.
 - d. It is not necessary for a nursing assistant to listen to a patient.

5. **Mr. Santos felt that the nursing assistants did not respect him because _____ .**
 - a. they left his door open
 - b. Carla called him the heart attack guy
 - c. they put him in room 105
 - d. Carla was going to take his pulse

6. **Another word for reassurance is _____ .**
 - a. respect
 - b. privacy
 - c. medicine
 - d. comfort

7. **One way that a patient might show fear directly is to _____.**
- a. get angry at the nursing assistant
 - b. say, "I am scared."
 - c. complain a lot
 - d. refuse to cooperate
8. **If a patient asks to see a clergyman, you should probably _____ .**
- a. explain what services are available at the hospital
 - b. ignore him
 - c. tell the patient which chaplain to see
 - d. refuse any help
9. **Cells are _____ .**
- a. easy to see
 - b. always the same shape
 - c. not very important in the body
 - d. a part of all living things
10. **An example of an organ is _____ .**
- a. tissue
 - b. a cell
 - c. the heart
 - d. the body
11. **The digestive system is _____ .**
- a. a type of organ
 - b. made up of organs
 - c. made up of one cell
 - d. the only system in the body
12. **An organ is part of a body _____ .**
- a. system
 - b. cell
 - c. tissue
 - d. stomach

13. **The major parts of a cell are _____ .**
a. the tissue, the organ, and the system
b. the membrane, the cytoplasm, and the nucleus
c. the organelles
d. the nutrients and the waste materials
14. **The material inside the cell membrane is called the _____ .**
a. cell tissue
b. cell systems
c. cytoplasm
d. structure
15. **The smallest cells in the body are the _____ .**
a. brain cells
b. sperm cells
c. nerve cells
d. skin cells
16. **The cells in the body which have the shortest life are in the _____ .**
a. nerves
b. blood
c. bones
d. skin
17. **When body organs work together to do a specific job, they make up _____ .**
a. a cell
b. a system
c. a factory
d. the skeleton
18. **The gastrointestinal system is sometimes called the _____ .**
a. stomach
b. musculoskeletal system
c. intestines
d. digestive system

19. **When food is eliminated from the body, it _____.**
- a. leaves the body
 - b. stays in the body
 - c. remains in the digestive system
 - d. is reproduced
20. **The specific function of the gastrointestinal system is to _____.**
- a. protect and support the body
 - b. allow the body to move
 - c. digest food
 - d. reproduce the species

Test 3

Part 2 - Matching 1

- | | | | |
|-------|-------------|----|-----------------------------|
| — 1. | nucleus | a. | ups and downs of life |
| — 2. | repression | b. | basic part of the body |
| — 3. | systems | c. | pertaining to religion |
| — 4. | cells | d. | make up systems |
| — 5. | eliminate | e. | comfort |
| — 6. | stress | f. | near the center of the cell |
| — 7. | organs | g. | jelly-like substance |
| — 8. | reassurance | h. | refusal to accept |
| — 9. | spiritual | i. | make the body function |
| — 10. | cytoplasm | j. | get rid of |

Test 4

Part 2 continued - Matching 2

- | | | | |
|-------|-----------|----|-------------------------------|
| — 1. | diagnose | a. | deal with |
| — 2. | clergy | b. | to be alone |
| — 3. | structure | c. | refusal to admit something |
| — 4. | tissues | d. | look up to |
| — 5. | denial | e. | alike |
| — 6. | similar | f. | muscles attached to bones |
| — 7. | privacy | g. | groups of cells |
| — 8. | cope | h. | way something is put together |
| — 9. | respect | i. | find out |
| — 10. | tendons | j. | member of the church |

Getting Ready to Be a Nursing Assistant Test #4 (Units 16-20)

Part 1 - Multiple Choice

1. **In the first paragraph, the body is compared to a bank because both _____ .**
 - a. are of great value
 - b. are made up of separate parts
 - c. have several lines of defense
 - d. have microbes everywhere

2. **The body's first line of defense is provided by _____ .**
 - a. cuts in the skin
 - b. body openings such as the mouth and nose
 - c. the breathing system
 - d. unbroken skin and mucous membranes

3. **Which of the following pairs have almost the same meaning _____ .**
 - a. immunity and immune level
 - b. poor diet and poor hygiene
 - c. phagocytes and lymphocytes
 - d. microbes and white blood cells

4. **Which of the following statements about immunity is false _____ .**
 - a. Immunity is the body's third line of defense.
 - b. Phagocytes provide the body with an immune system.
 - c. Immunity is provided by antibodies.
 - d. A person's immune level can change from time to time.

5. **Infection is the _____ stage of a disease.**
 - a. first
 - b. second
 - c. third
 - d. fourth

6. **Signs of illness _____ .**
 - a. are possible to see
 - b. cannot be seen
 - c. are the same as symptoms
 - d. are not useful to doctors

7. **A headache is an example of a _____.**
- a. disease
 - b. sign
 - c. symptom
 - d. vital sign
8. **Which of the following happens after the doctor chooses the treatment.**
- a. The doctor asks about the symptoms.
 - b. The disease enters the incubation period.
 - c. The patient's vital signs are checked.
 - d. The patient recovers.
9. **An example of a root word is _____ .**
- a. tachycardia
 - b. cardiologist
 - c. cardio-
 - d. heart
10. **Which of the following words is probably related to the heart _____ .**
- a. tachycardia
 - b. hydrocephalus
 - c. polyurial
 - d. hemolysis
11. **Which of the following words refers to some type of medical expert?**
- a. psychology
 - b. neuropathy
 - c. hepatitis
 - d. nephrologist
12. **Uniform means _____ .**
- a. different
 - b. the same
 - c. useful
 - d. important

13. **Observations are made with _____ .**
- a. the sense of touch only
 - b. the eyes only
 - c. all of the senses
 - d. none of the senses
14. **When observing a patient _____ .**
- a. the sense of smell is most important
 - b. medical professionals see what they want to see
 - c. all of the senses are used
 - d. swellings may lead to problems seeing
15. **Which of the following is an example of an objective observation?**
- a. Maria is not hungry.
 - b. Muhammed has a headache.
 - c. Mai is having difficulty breathing.
 - d. Mycko likes the breakfasts more than the lunches.
16. **Which of the following is not included in an observation report?**
- a. what the patient said
 - b. what the nursing assistant did
 - c. how the nursing assistant feels about a patient
 - d. how the patient was talking
17. **Which of the following is a true statement?**
- a. A nursing assistant does paperwork, but she does not make beds.
 - b. A nursing assistant does only one type of work all day long.
 - c. A nursing assistant has to document much of what she does.
 - d. Nursing assistants never make notes.
18. **A nursing assistant documents an observation by _____ .**
- a. telling someone about it
 - b. taking vital signs
 - c. helping patients
 - d. writing it down

19. If a patient's temperature is taken at four-hour intervals, it is taken _____ .
- a. four times an hour
 - b. twice a day
 - c. every four hours
 - d. every hour
20. A soap chart begins with _____ .
- a. a subjective statement
 - b. an objective description
 - c. an assessment
 - d. a plan of action

Test 4

Part 2 - Matching 1

- | | |
|------------------------|------------------------------------|
| — 1. objective | a. a vital sign |
| — 2. mucous membranes | b. surround and destroy microbes |
| — 3. post | c. used in observing a patient |
| — 4. vaccinations | d. different for all diseases |
| — 5. document | e. give immunity from disease |
| — 6. incubation period | f. after |
| — 7. subjective | g. based on feelings about facts |
| — 8. phagocytes | h. protect mouth, nose, eyes, ears |
| — 9. breathing rate | i. based on facts |
| — 10. senses | j. write down |

Test 4

Part 2 continued - Matching 2

- | | |
|---------------------|---------------------------------|
| — 1. symptom | a. time periods |
| — 2. auto | b. body's third line of defense |
| — 3. lymphocytes | c. check patient's condition |
| — 4. antibodies | d. protectors |
| — 5. defenses | e. can be seen |
| — 6. intervals | f. not seen, but real |
| — 7. treatment | g. plan to cure illness |
| — 8. sign | h. disease-fighting chemicals |
| — 9. vital signs | i. white blood cells |
| — 10. immune system | j. self |

ANSWER KEYS

DK-21054
Unit 3

READING IN THE WORKPLACE
Health Care

CATEGORIZING

Under each list of words, write the health procedure for each category. Use the word box to aid you. Some letters have already been provided for you.

WORD BOX

admitting a patient	bed making	oral hygiene
back rub	cleaning a patient's unit	shaving
bed bath	hand washing	

1. paper towel
soap
waste can
running water
h a n d w a s h i n g

2. soap
brush
disinfectant
cleaning clothes
c l e a n i n g
p a t i e n t u n i t

3. spread
blanket
sheets
mattress pad
b e d m a k i n g

4. bath thermometer
washcloth
soap
bath blanket
b e d b a t h

5. basin
mouthwash
toothpaste
cup
o r a l h y g i e n e

6. towel
screen
back powder
lotion
b a c k r u b

7. mirror
face towel
basin of water
razor
s h a v i n g

8. pad and pencil
patient's chart
identification bracelet
weight and height
a d m i t t i n g
p a i n t

Name _____ Class _____ Date _____

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READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following paragraphs. Fill in each blank space with the correct word from the word box.

WORD BOX FOR PARAGRAPH #1

courteously	especially	forbidden	practice	salary
discouraged	extended	patient	religion	services

PARAGRAPH #1

Sometimes a patient will offer a "little gift" to a nurse or nurse aide who has been especially helpful or kind. This practice is frowned upon by most hospitals. Patients are charged for the services they receive. These services are extended to everyone. It does not depend on the patient's color, race, religion, or wealth. Health-care workers are paid a salary to provide this care. Therefore, tipping is discouraged. In fact, in some hospitals it is forbidden. Tips must be courteously refused.

WORD BOX FOR PARAGRAPH #2

attitudes	interact	person	satisfaction	worker
coworkers	kind	relationships	skill	workplace

PARAGRAPH #2

An interpersonal relationship refers to how people interact with each other. Getting along with our coworkers is an important job skill. Good relationships in the workplace begin with your own attitudes and personality. If you are a kind, accepting, and giving person, others will help you to find satisfaction in your job as a health-care worker.

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Health Care

USING CONTENT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

abnormal	desperation	laboratory	pressure
compassion	dietitian	pediatrics	specimen
cope	fatalities	possessions	sterilize
crucial	hygiene	precision	

1. Nurses are taught how to sterilize instruments so that they are germ free.

2. The nurse aide was told to collect a urine specimen.

3. Wearing rubber gloves as a precaution against contagious diseases is extremely important in the health field.

4. Health-care workers must learn to cope with emergencies.

5. The dietitian prepared a salt-free diet for the heart patient.

6. Wearing clean, fresh garments to work is a part of a person's personal hygiene.

7. The doctor used a sphygmomanometer to measure the patient's blood pressure.

8. Careful nursing care is crucial in the coronary-care unit.

9. The patient's family was impressed by the compassion shown by the nursing staff.

10. The nurse aide was told to collect all of the patient's personal possessions.

11. Special nursing care was needed for the patient with the abnormal heart rhythm.

12. The man was sent to the laboratory for a blood test.

13. Many fatalities occur each year due to accidents caused by drunk drivers.

14. The parents felt a sense of desperation when the doctor told them that there was no chance of recovery for their child.

15. The young nurse decided to specialize in pediatrics because she loves young children.

Name _____ Class _____ Date _____

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USING CONTENT CLUES

Read the following classified advertisements. Each advertisement has a word box written above it. The word box contains the words that you will use to fill in the blank spaces in the ads. Each ad will make sense when all the words have been filled in correctly.

WORD BOX FOR AD #1

equal	experience	extension	facility	shifts	working
-------	------------	-----------	----------	--------	---------

LAB TECHNICIANS. Immediate openings. One weekend per month day and night shifts available. Hematology experience req. Test by Mrs. McCarthy at 358-2341. extension 200. Smoke-free facility. An equal opportunity employer.

WORD BOX FOR AD #2

arrange	benefits	care	competitive	management	opportunity
---------	----------	------	-------------	------------	-------------

CHARGE NURSE. Great opportunity for the right person at our long-term care facility. Beginning management training offered. We also offer a competitive salary and an attractive benefits package. To arrange an interview, call James Davis at 269-0111.

WORD BOX FOR AD #3

ambitious	application	center	certified	directions	preferable
-----------	-------------	--------	-----------	------------	------------

NURSING ASSISTANTS. Sterling Manor Nursing center needs caring ambitious nursing assistants. Must be certified. Experience preferable but not necessary. Come in and fill out an application for directions to our center. 555-8736.

Name _____ Class _____ Date _____

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ANSWER KEYS

DK-21054
Unit 3

READING IN THE WORKPLACE
Health Care

USING CONTEXT CLUES

Read the following sentences. Fill in each blank space with the correct word from the word box.

WORD BOX

autopsy	exposure	minimized	respiratory
cooperate	immunization	monitored	stillbirth
correspondence	inhaled	orange stick	symptoms
cultural	medications	precautions	

- Observe all safety precautions to prevent falls.
- Avoid unnecessary exposure of a patient's body.
- The operating nurse used an orange stick to clean under his nails.
- The people in the area had to be reminded that immunization helps to stop the spread of disease.
- They performed an autopsy on the man because of the strange circumstances surrounding his death.
- The young woman was taking several medications to treat her illness.
- Because the nurse aides had learned to cooperate with each other, they were able to finish their work quickly.
- People do not want to feel that their illnesses are being minimized by others.
- The child had so many symptoms that the doctor was sure the child had a bladder infection.
- Because his fever was high, he was monitored throughout the night.
- If you have a respiratory disease, it can be difficult to breathe.
- After their first child died in infancy, it was hard to accept another stillbirth.
- The teenager died of sudden sniffing death because he inhaled a harmful substance.
- Sometimes a home health-care worker is asked to handle the patient's bills and correspondence.
- It is important to understand a patient's cultural needs as well as his or her physical and emotional needs.

Name _____ Class _____ Date _____

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Unit 3

READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 20 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

abnormal	crucial	hygiene	resistance
arterial	cultural	inhalant	routine
asepsis	data	interpersonal	standards
compassionate	encounter	precaution	thorough
cope	fetus	promote	uterus

Name _____ Class _____ Date _____

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READING IN THE WORKPLACE
Health Care

HIDDEN WORD PUZZLE

The 13 vocabulary words are hidden in this puzzle. They are written across, down, diagonally up or down, or backwards. Find each word and circle it.

WORD BOX

anesthesia	laboratory	solutions	syndrome
autopsies	miscarry	sphygmomanometer	terminology
compassion	normal	sterilize	treatment
dietician	pediatrics	stillbirth	
governing	relate	symptom	

Name _____ Class _____ Date _____

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READING IN THE WORKPLACE
Health Care

ALPHA ORDER

Put the following groups of health-related words in alphabetical order. Put one word on each line to the right of each group.

- | | | | |
|------------|-------------------|----------------|-----------------------|
| asepsis | <u>abnormal</u> | correspondence | <u>compassion</u> |
| arterial | <u>anesthesia</u> | compassionate | <u>compassionate</u> |
| abnormal | <u>arterial</u> | cope | <u>cope</u> |
| autopsies | <u>asepsis</u> | crucial | <u>correspondence</u> |
| anesthesia | <u>autopsies</u> | compassion | <u>crucial</u> |
- | | | | |
|------------|-------------------|----------------|-----------------------|
| fetus | <u>fatalities</u> | interpersonal | <u>inhalant</u> |
| fracture | <u>febrile</u> | irregularities | <u>instruments</u> |
| forceps | <u>fetus</u> | inhalant | <u>interpersonal</u> |
| fever | <u>fever</u> | isolation | <u>irregularities</u> |
| fatalities | <u>forceps</u> | instruments | <u>isolation</u> |
- | | | | |
|------------|-------------------|------------|-------------------|
| solution | <u>solution</u> | precaution | <u>pediatrics</u> |
| sterilize | <u>sterilize</u> | prescribed | <u>precaution</u> |
| syndrome | <u>stillbirth</u> | procedures | <u>prescribed</u> |
| symptom | <u>symptom</u> | pediatrics | <u>procedures</u> |
| stillbirth | <u>syndrome</u> | promote | <u>promote</u> |
- | | | | |
|--------------|---------------------|--------------|---------------------|
| treatment | <u>temperature</u> | reproductive | <u>reproductive</u> |
| temperature | <u>terminology</u> | routine | <u>respiratory</u> |
| transfusion | <u>transcribing</u> | retention | <u>retention</u> |
| terminology | <u>transfusion</u> | respiratory | <u>rotation</u> |
| transcribing | <u>treatment</u> | rotation | <u>routine</u> |
- | | | | |
|-------------|--------------------|---------------|----------------------|
| health | <u>malpractice</u> | hallucination | <u>hallucination</u> |
| medication | <u>medication</u> | hygiene | <u>health</u> |
| malpractice | <u>minimized</u> | hemorrhage | <u>heart</u> |
| miscarriage | <u>miscarriage</u> | heart | <u>hemorrhage</u> |
| minimized | <u>miscarry</u> | hallucination | <u>hygiene</u> |
- | | | | |
|--------------|--------------------|--------------|---------------------|
| iodine | <u>data</u> | immunization | <u>immunization</u> |
| immunization | <u>desperation</u> | infection | <u>infection</u> |
| infection | <u>diet</u> | intravenous | <u>intestine</u> |
| intravenous | <u>dietician</u> | infection | <u>intravenous</u> |
| intestine | <u>desperation</u> | intestine | <u>iodine</u> |
| | <u>diet</u> | | |
| | <u>dietician</u> | | |
| | <u>desperation</u> | | |
| | <u>digestion</u> | | |
| | <u>digestion</u> | | |

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ANSWER KEYS

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WORD MATCH

Match the words in Column A with their definitions in Column B. Put the letter of each definition on the line in front of the word it defines.

Column A	Column B
1. <u>g</u> alleviate	a. to make free from germs
2. <u>k</u> asepsis	b. extremely important
3. <u>s</u> compassionate	c. a set way of doing things
4. <u>j</u> cope	d. a feeling that leaves you with no hope
5. <u>b</u> crucial	e. false perceptions; delusions
6. <u>d</u> desperation	f. a place for doing tests
7. <u>m</u> dietitian	g. to watch
8. <u>o</u> exened	h. rules about the way something should be done
9. <u>e</u> hallucinations	i. practices that promote cleanliness
10. <u>i</u> hygiene	j. to deal with a difficult situation
11. <u>f</u> laboratory	k. a procedure followed to prevent the spread of germs
12. <u>g</u> monitor	l. steps taken to prevent injury
13. <u>i</u> precautions	m. a specialist in the area of what people should eat
14. <u>c</u> routine	n. a baby that is dead at birth
15. <u>h</u> standards	o. put forth an effort
16. <u>a</u> sterilize	p. words specific to a certain field
17. <u>n</u> stillbirth	q. to ease
18. <u>p</u> terminology	r. explosive
19. <u>t</u> transcribing	s. having feelings of pity for another person
20. <u>r</u> volatile	t. writing out what someone has said

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SPELLING BEE

In each group of three words, circle the one word that is spelled correctly.

1. temperature	tempature	<u>temperature</u>
2. <u>precaution</u>	precaction	percaution
3. medication	medicasion	<u>medication</u>
4. routeen	<u>routine</u>	rutine
5. inhelent	<u>inhalant</u>	inhelant
6. higene	hygene	<u>hygiene</u>
7. <u>crucial</u>	crushul	crusial
8. <u>operate</u>	oparate	opperate
9. atopsies	autopsees	<u>autopsies</u>
10. <u>fetus</u>	fetes	fetas
11. simptoms	syptoms	<u>symptoms</u>
12. misscary	<u>miscary</u>	misscary
13. halucination	<u>hallucination</u>	hellucination
14. <u>alleviate</u>	aleviate	alleveate
15. treatmant	treatmunt	<u>treatment</u>

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SYNONYM SEARCH

Circle a word from the three words in Column B that means the same as the word in Column A.

Column A	Column B
1. crucial	merciful <u>important</u> clever
2. compassionate	<u>carine</u> humble careful
3. standards	degree strength <u>rules</u>
4. precaution	prediction choice <u>warning</u>
5. medication	<u>drug</u> food crash
6. sanitary	repulsive <u>clean</u> sarca-tic
7. abnormal	<u>irregular</u> normal perfect
8. correspondence	advice price <u>letters</u>
9. symptom	<u>indication</u> accident speech
10. syndrome	kindness <u>disease</u> skill
11. nutritious	<u>nourishing</u> harmful orderly
12. possessions	<u>belongings</u> rewards games
13. environment	model situation <u>surrounding</u>
14. contaminated	new <u>unclean</u> pure
15. alleviate	<u>relieve</u> suspend delay
16. complication	scrape award <u>difficulty</u>
17. volatile	movable <u>explosive</u> talkative
18. monitor	<u>watch</u> reveal give
19. hallucination	<u>delusion</u> struggle terror
20. panic	sorrow <u>fear</u> examination

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SCRAMBLED SENTENCES

Unscramble the words to make complete sentences. Write the new sentences in the space below each group of words.

- whole doctor's ward the clerk afternoon notes the spent transcribing the
The ward clerk spent the whole afternoon transcribing the doctor's notes.
- were free the them sterilized to instruments germ make
The instruments were sterilized to make them germ free.
- types a lose anesthesia certain of to consciousness causes person
Certain types of anesthesia cause a person to lose consciousness.
- pulse close an surface to arterial felt skin the can of be the
An arterial pulse can be felt close to the surface of the skin.
- taken sample man's of blood a was laboratory the at the
A sample of the man's blood was taken at the laboratory.
- hard sometimes cope to it dying with is death and
Sometimes it is hard to cope with death and dying.
- was the hospital hallucinations admitted to was from suffering when man he the
When the man was admitted to the hospital, he was suffering from hallucinations.
- become it pain to is certain medication easy addicted types of to
It is easy to become addicted to certain types of medications.
- man's indicated throat young symptoms the strep had that he
The young man's symptoms indicated that he had strep throat.
- from distress the suffered patient respiratory
The patient suffered from respiratory distress.

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ANSWER KEYS

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SCRAMBLED WORDS

Unscramble the words and fill in the blanks.

- deyrnms s y n d r o m e
- aemtrtn t r e a t m e n t
- cdiadtde a d d i c t e d
- oepncrta p r e c a u t i o n
- ineyegh h y g i e n e
- lztseire s t e r i l i z e
- tmpysmo s y m p t o m
- búrtshil s t i l l b i r t h
- rsiapidete p e d i a t r i c s
- aeomcindit m e d i c a t i o n
- eydkni k i d n e y

Use the letters that appear inside the circles above to write the mystery word.

..... **???MYSTERY WORD???**

A small stick with a blunt end used for cleaning under nails is called an:

o r a n g e s t i c k

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VOCABULARY

Match each word in the word box with its meaning. Then write the word on the blank lines. Put one letter on each line.

WORD BOX

autopsy	infection	midwife	stillbirth
fetus	laboratory	miscarry	symptom
hygiene	medication	sterilize	treatment

- a place for doing tests l a b o r a t o r y
- an examination of a dead person's body a u t o p s y
- a person who assists women during childbirth m i d w i f e
- a baby that is dead at birth s t i l l b i r t h
- a disease in part of the body i n f e c t i o n
- the use of something to cure an illness or disease t r e a t m e n t
- a sign that something is wrong s y m p t o m
- things a person does to be clean and healthy h y g i e n e
- to make free from germs s t e r i l i z e
- to bring forth a developing baby too early, causing the end of the pregnancy m i s c a r r y
- a developing baby in the body of its mother f e t u s
- a drug used to treat disease or injury m e d i c a t i o n

Use the letters that appear inside the circles above to write the mystery word.

..... **???MYSTERY WORD???**

When babies weigh under the normal birth weight of five pounds, it is called a:

l o w b i r t h r a t e

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WORD PERCEPTIONS

Look at each word in the first column. Moving your eyes quickly across the line, circle the word each time it appears on the same line.

1. anesthesia	angish	encounter	inaction	lacranted	solutions	striking	medication	terminology	hydrant	routine	comfoter	digest	miscarry	vital	assent
2. encounter	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
3. inhalant	anesthesia	encounter	inhabit	laconically	solitude	sterilize	temporal	hybrid	routine	commence	dictation	miscarriage	volatile	assess	
4. laboratory	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
5. solutions	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
6. acetilize	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
7. medication	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
8. terminology	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
9. lusciane	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
10. routine	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
11. compassion	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
12. dictation	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
13. miscarry	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
14. volatile	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	
15. acetis	anesthesia	entrepise	inherent	laboratory	studious	merciless	technique	hygiene	route	compassionate	dispression	miscarriage	volatile	assess	

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Crossword Puzzle

Continued

See Worksheet #16 for Crossword Clues

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WORKING AS A NURSING ASSISTANT

Test #1 (Units 1-5)

Part 1 - Multiple Choice

1. Three of the main career paths in nursing are nursing assistant, registered nurse, and _____ .
 - a. medical doctor
 - b. licensed practical nurse
 - c. GED
 - d. high school graduate
2. In nursing, *home care* means _____ .
 - a. taking care of someone's house
 - b. overnight stays in the hospital
 - c. nursing care in the homes of ill people
 - d. personal hygiene
3. Another word for *outlook* is _____ .
 - a. see
 - b. future
 - c. outside
 - d. travel
4. The term *personal care* refers to _____ .
 - a. bathing
 - b. brushing the teeth
 - c. fingernail care
 - d. all of the above
5. Another term for the elimination of solid wastes from the body is _____ .
 - a. urination
 - b. bowel movements
 - c. circulation
 - d. bedpan
6. A _____ is a device that some patients use instead of a toilet.
 - a. back rub
 - b. tub
 - c. bedpan
 - d. circulation

7. **Another word that refers to the flow of blood through the body is _____ .**
- a. circulation
 - b. bedpan
 - c. urination
 - d. back rub
8. **When you study body mechanics, you learn _____ .**
- a. how to move fast
 - b. how to move things without hurting yourself
 - c. how to lift using your back and not your knees
 - d. how to communicate
9. **One rule of good body mechanics is _____ .**
- a. to stand with feet close together
 - b. to lift using the back
 - c. to stand with feet a shoulders' width apart
 - d. to keep knees straight when lifting
10. **When pushing or pulling an object, you should _____ .**
- a. use the weight of your entire body
 - b. use just your arms
 - c. use just your back
 - d. keep your knees and back straight
11. **Another word for *stable* is _____ .**
- a. heavy
 - b. secure
 - c. happy
 - d. unusual
12. **People eat special diets _____ .**
- a. for religious reasons only
 - b. because of special health conditions only
 - c. to lose weight only
 - d. for religious reasons, special health conditions, and weight loss

13. People with diabetes must avoid _____ .
- a. vegetables
 - b. fruits
 - c. sugar
 - d. grains
14. Patients with kidney failure or heart problems are usually put on _____ .
- a. a diabetic diet
 - b. a sodium-restricted diet
 - c. a special religious diet
 - d. a high calorie diet
15. Which of the following means nearly the same as *holistic care*? _____
- a. care that provides for a patient's physical needs only
 - b. care that treats the whole person
 - c. care provided by more than one person
 - d. care that provides only for the emotional needs of a patient

Test 1

Part 2 - Matching 1

- | | | | |
|---------|----------------|----|---------------------|
| ___ 1. | outlook | a. | secure |
| ___ 2. | wide | b. | complete |
| ___ 3. | stable | c. | hurt |
| ___ 4. | backbone | d. | change a little |
| ___ 5. | strained | e. | flow of blood |
| ___ 6. | holistic | f. | future |
| ___ 7. | rules | g. | correct positioning |
| ___ 8. | adjust | h. | basics |
| ___ 9. | circulation | i. | spine |
| ___ 10. | body mechanics | j. | broad |

Test 1

Part 2 continued - Matching 2

- | | | | |
|---------|-------------------|----|--------------------------|
| ___ 1. | diabetic | a. | salt |
| ___ 2. | document | b. | limited amount |
| ___ 3. | therapeutic | c. | correctly |
| ___ 4. | I.V. | d. | used for carrying |
| ___ 5. | mechanical device | e. | medical treatment |
| ___ 6. | restriction | f. | through the blood stream |
| ___ 7. | urination | g. | sugar restricted |
| ___ 8. | properly | h. | emptying of bladder |
| ___ 9. | sodium | i. | write down |
| ___ 10. | stretcher | j. | machine |

WORKING AS A NURSING ASSISTANT

Test #2 (Units 6-10)

Part 1 - Multiple Choice

1. **Environment means _____ .**
 - a. the area in which you live or stay
 - b. the blood in our bodies
 - c. things that cause other things to be dirty
 - d. peace and quiet

2. **Air circulation can be regulated by _____ .**
 - a. keeping the room temperature at 70°
 - b. turning down a television
 - c. turning down the lights
 - d. opening and closing windows

3. **You can keep noise to a minimum by _____ .**
 - a. speaking quietly
 - b. banging food trays
 - c. turning on the TV
 - d. opening the windows

4. **When describing the location of body parts, medical personnel _____ .**
 - a. imagine the patient in the anatomic position
 - b. move the patient into the anatomic position
 - c. imagine the patient lying down
 - d. consider the patient's left their left

5. **Which of the following is anterior? _____**
 - a. the back
 - b. the skeleton
 - c. most body organs
 - d. the face

6. **Medial parts are _____ .**
 - a. on the front of the body
 - b. away from the middle
 - c. near the middle
 - d. next to the ears

7. Which statement is *not* true about plasma? _____
- a. It is a liquid.
 - b. It is made up of red blood cells.
 - c. It carries nutrients.
 - d. It is one part of blood.
8. Three types of blood vessels are _____ .
- a. oxygen, nutrients, and carbon dioxide
 - b. plasma, red blood cells, and white blood cells
 - c. hearts, tubing, and pulses
 - d. arteries, capillaries, and veins
9. In the fourth paragraph, the blood system is called *complex* because _____ .
- a. it is organized along a transverse plane
 - b. it has many parts
 - c. it has a total of three blood vessels
 - d. it is easy to describe
10. Which of the following is a characteristic of atherosclerosis? _____
- a. flexible arteries
 - b. clogged arteries
 - c. good circulation
 - d. cardiovascular health
11. People may be considered at a high risk for a heart attack if they _____ .
- a. are in good health
 - b. do not smoke
 - c. get regular exercise
 - d. are overweight
12. Another term for the heart is the _____ .
- a. coronary muscle
 - b. circulatory system
 - c. angina
 - d. atherosclerosis

- 13. The treatment of cardiovascular problems _____ .**
- a. is not the same for all patients
 - b. depends only on the age of the patient
 - c. has not changed in the past twenty years
 - d. is rarely successful
- 14. Bypass surgery is a solution for patients with _____ .**
- a. an irregular heartbeat
 - b. healthy arteries
 - c. open arteries
 - d. atherosclerosis
- 15. Jarvik-7 is _____ .**
- a. the name of the first artificial heart patient
 - b. a drug to keep patients from rejecting new hearts
 - c. a heart transplant team
 - d. an artificial heart

Test 2

Part 2 - Matching 1

- | | | | |
|-------|-------------|----|---------------------|
| — 1. | environment | a. | low level |
| — 2. | transverse | b. | sick to the stomach |
| — 3. | posterior | c. | dead air |
| — 4. | regulate | d. | front |
| — 5. | dimmer | e. | change a little |
| — 6. | adjust | f. | surroundings |
| — 7. | minimum | g. | less bright |
| — 8. | anterior | h. | back |
| — 9. | nauseated | i. | control |
| — 10. | stuffy | j. | above and below |

Test 2

Part 2 continued - Matching 2

- | | | | |
|---------|-------------------|----|---------------------------------|
| ___ 1. | circulatory | a. | many parts |
| ___ 2. | red blood cells | b. | a type of blood vessel |
| ___ 3. | transplant | c. | help fight disease |
| ___ 4. | plasma | d. | vessel |
| ___ 5. | bypass | e. | thin tube |
| ___ 6. | complex | f. | move organ to another body |
| ___ 7. | catheter | g. | a body system |
| ___ 8. | capillaries | h. | go around |
| ___ 9. | vascular | i. | carry oxygen and carbon dioxide |
| ___ 10. | white blood cells | j. | yellow liquid |

WORKING AS A NURSING ASSISTANT

Test #3 (Units 11-15)

Part 1 - Multiple Choice

1. **Geriatrics is _____ .**
 - a. a kind of drug
 - b. a branch of medicine that deals with germs
 - c. a branch of medicine that deals with the elderly
 - d. another word for long-term care facility

2. **_____ offer 24-hour emergency care.**
 - a. Acute care hospitals
 - b. Intermediate care facilities
 - c. Long-term care facilities
 - d. Convalescent homes

3. **If someone has a debilitating sickness, he will _____ .**
 - a. be aged by it
 - b. die of it
 - c. be weakened by it
 - d. have a youthful outlook

4. **A common change to the cardiovascular system of the elderly is that their _____ .**
 - a. blood vessels become too elastic
 - b. blood vessels become clogged
 - c. blood pressure drops
 - d. heartbeat becomes regular

5. **Which of the following is a true statement about a stroke? _____**
 - a. It can destroy brain tissue.
 - b. It affects only the heart.
 - c. It is corrected by a pacemaker.
 - d. It reduces blood flow to the heart.

6. **Most diabetics _____ .**
 - a. are smokers
 - b. are men
 - c. get the disease while they are quite young
 - d. weigh more than they should

7. **Emphysema** _____ .
- a. is caused by dust only
 - b. is a drug
 - c. is a machine that sends oxygen into the lungs
 - d. is a serious illness
8. **The best definition for cartilage is** _____ .
- a. a type of osteoarthritis
 - b. a tough, flexible tissue connecting bones
 - c. the pain in a person's joints
 - d. a tissue found only in the legs
9. **Ambulation equipment includes** _____ .
- a. postural adjustments and prosthetic joints
 - b. pain killers and heat pads
 - c. wheelchairs and walkers
 - d. bus steps and street curbs
10. **Ambulating patients means** _____ .
- a. making their postural adjustments
 - b. helping them walk
 - c. assisting them in social activities
 - d. giving them appropriate care
11. **People express frustration** _____ .
- a. by crying
 - b. in different ways
 - c. by getting angry
 - d. in the same way
12. **When a person withdraws, he** _____ .
- a. talks a lot
 - b. gets frustrated
 - c. does not communicate
 - d. becomes part of a support system

13. **Aggressive and demanding behavior is a way of expressing _____ .**
- a. self-esteem
 - b. withdrawal
 - c. emotional support
 - d. frustration
14. **A Nursing Assistant can be an emotional support for patients by _____ .**
- a. taking their vital signs often
 - b. wearing a clean uniform every day
 - c. allowing them to make decisions when possible
 - d. knowing fire evacuation procedures
15. **Aging is _____ .**
- a. very frustrating
 - b. not easy for anyone
 - c. often connected with pain
 - d. all of the above

Test 3

Part 2 - Matching 1

- | | | | |
|-------|------------------|----|---|
| — 1. | stimuli | a. | branch of medicine concerned with elderly |
| — 2. | glaucoma | b. | friends and relatives |
| — 3. | rehabilitate | c. | aging |
| — 4. | limitation | d. | weakening |
| — 5. | debilitating | e. | causing activity |
| — 6. | myth | f. | restore |
| — 7. | institutionalize | g. | eye disease |
| — 8. | geriatrics | h. | put into a facility |
| — 9. | senescence | i. | something that holds us back |
| — 10. | support system | j. | not based on fact |

Test 3

Part 2 continued - Matching 2

- | | | | |
|---------|-------------------------|----|-------------------------------|
| ___ 1. | arthritis | a. | may affect brain |
| ___ 2. | chronically ill | b. | convalescent home |
| ___ 3. | acute care | c. | periods of life |
| ___ 4. | agressive behavior | d. | emergency |
| ___ 5. | stages | e. | may be caused by smoking |
| ___ 6. | irregular | f. | tissue which joins bones |
| ___ 7. | long-term care facility | g. | bone disease |
| ___ 8. | emphysema | h. | ill for a long time |
| ___ 9. | cartilage | i. | not normal |
| ___ 10. | stroke | j. | way of expressing frustration |

WORKING AS A NURSING ASSISTANT

Test #4 (Units 16-20)

Part 1 - Multiple Choice

1. **Gestures are _____ .**
 - a. the way to express feeling cold
 - b. the way to express feeling sleepy
 - c. body movements that have meaning
 - d. the only way to say hello

2. **People from different countries _____ .**
 - a. act the same in all situations
 - b. have different habits and ways of living
 - c. use the same gestures
 - d. use the same facial expression

3. **Patients who do not speak English have added difficulty because _____ .**
 - a. they are ill
 - b. they are afraid about being in the hospital
 - c. they may not understand what is happening to them
 - d. they are in a health care facility

4. **Which of the following statements about communication is true? _____**
 - a. We communicate with words only.
 - b. We communicate with gestures only.
 - c. Communication using gestures is not possible.
 - d. We can communicate using words and gestures.

5. **Abbreviations are used in health care facilities because _____ .**
 - a. they make it easier and quicker to name things and places
 - b. they make it easier to tell where we have been on vacation
 - c. they are like learning another language
 - d. they help patients find their way around the facility

6. **Patients who are in the intensive care unit are _____ .**
 - a. receiving operations
 - b. about to be discharged
 - c. not watched very carefully
 - d. in critical condition

7. The abbreviation *q* means _____.
- every
 - every hour
 - every two hours
 - every day
8. If a patient needs a procedure done every two hours, a nurse will write _____.
- q
 - qh
 - q2h
 - qh2
9. A *hospice* is _____.
- another word for *hospital*
 - a long-term care facility
 - a place where nursing assistants do not work
 - a place for terminally ill patients
10. The word *realistic* means _____.
- seeing things the way we wish them to be
 - the inability to get a job
 - seeing things as they are, not as we wish them to be
 - the ability to own a piece of land
11. Another word for *attitude* is _____.
- outlook
 - positive
 - negative
 - employer
12. A word that means *something that holds us back from doing things* is _____.
- hospices
 - employers
 - limitation
 - realistic

13. One of the things included in most *fringe benefits packages* is _____.
- a. your schedule
 - b. health insurance coverage
 - c. personnel
 - d. resignation
14. Another term for *punctual* is _____.
- a. put off
 - b. turn off
 - c. on line
 - d. on time
15. You should follow directions _____.
- a. only when you understand the reasons behind them
 - b. all the time
 - c. when you feel like it
 - d. not all the time

Test 4

Part 2 - Matching 1

- | | | | |
|-------|--------------|----|------------------|
| — 1. | consists of | a. | body movements |
| — 2. | critical | b. | respiratory |
| — 3. | q2h | c. | four times a day |
| — 4. | apprehensive | d. | outlook |
| — 5. | personnel | e. | acceptable |
| — 6. | gestures | f. | employees |
| — 7. | appropriate | g. | every two hours |
| — 8. | breathing | h. | made up of |
| — 9. | attitude | i. | very serious |
| — 10. | q. i. d. | j. | scared |

Test 4

Part 2 continued - Matching 2

- | | | | |
|---------|------------------|----|---------------------------|
| ___ 1. | interpreter | a. | facility for the dying |
| ___ 2. | comprehend | b. | things that hold you back |
| ___ 3. | look directly at | c. | answers |
| ___ 4. | hospice | d. | short forms |
| ___ 5. | strengths | e. | fill out |
| ___ 6. | history | f. | background |
| ___ 7. | limitations | g. | translator |
| ___ 8. | abbreviations | h. | good qualities |
| ___ 9. | complete | i. | eye contact |
| ___ 10. | solutions | j. | understand |

WORKING AS A NURSING ASSISTANT

Test #1 (Units 1-5)

Part 1 - Multiple Choice

1. **Three of the main career paths in nursing are nursing assistant, registered nurse, and _____ .**
 - a. medical doctor
 - b. licensed practical nurse
 - c. GED
 - d. high school graduate
2. **In nursing, *home care* means _____ .**
 - a. taking care of someone's house
 - b. overnight stays in the hospital
 - c. nursing care in the homes of ill people
 - d. personal hygiene
3. **Another word for *outlook* is _____ .**
 - a. see
 - b. future
 - c. outside
 - d. travel
4. **The term *personal care* refers to _____ .**
 - a. bathing
 - b. brushing the teeth
 - c. fingernail care
 - d. all of the above
5. **Another term for the elimination of solid wastes from the body is _____ .**
 - a. urination
 - b. bowel movements
 - c. circulation
 - d. bedpan
6. **A _____ is a device that some patients use instead of a toilet.**
 - a. back rub
 - b. tub
 - c. bedpan
 - d. circulation

7. Another word that refers to the flow of blood through the body is _____ .
- a. circulation
 - b. bedpan
 - c. urination
 - d. back rub
8. When you study body mechanics, you learn _____ .
- a. how to move fast
 - b. how to move things without hurting yourself
 - c. how to lift using your back and not your knees
 - d. how to communicate
9. One rule of good body mechanics is _____ .
- a. to stand with feet close together
 - b. to lift using the back
 - c. to stand with feet a shoulders' width apart
 - d. to keep knees straight when lifting
10. When pushing or pulling an object, you should _____ .
- a. use the weight of your entire body
 - b. use just your arms
 - c. use just your back
 - d. keep your knees and back straight
11. Another word for *stable* is _____ .
- a. heavy
 - b. secure
 - c. happy
 - d. unusual
12. People eat special diets _____ .
- a. for religious reasons only
 - b. because of special health conditions only
 - c. to lose weight only
 - d. for religious reasons, special health conditions, and weight loss

13. People with diabetes must avoid _____ .
- a. vegetables
 - b. fruits
 - c. sugar
 - d. grains
14. Patients with kidney failure or heart problems are usually put on _____ .
- a. a diabetic diet
 - b. a sodium-restricted diet
 - c. a special religious diet
 - d. a high calorie diet
15. Which of the following means nearly the same as *holistic care*? _____
- a. care that provides for a patient's physical needs only
 - b. care that treats the whole person
 - c. care provided by more than one person
 - d. care that provides only for the emotional needs of a patient

Test 1

Part 2 - Matching 1

- | | | |
|----------|--------------------|------------------------|
| <u>f</u> | 1. outlook | a. secure |
| <u>j</u> | 2. wide | b. complete |
| <u>a</u> | 3. stable | c. hurt |
| <u>i</u> | 4. backbone | d. change a little |
| <u>c</u> | 5. strained | e. flow of blood |
| <u>b</u> | 6. holistic | f. future |
| <u>h</u> | 7. rules | g. correct positioning |
| <u>d</u> | 8. adjust | h. basics |
| <u>e</u> | 9. circulation | i. spine |
| <u>g</u> | 10. body mechanics | j. broad |

Test 1

Part 2 continued - Matching 2

- | | | | | |
|----------|-----|-------------------|----|--------------------------|
| <u>g</u> | 1. | diabetic | a. | salt |
| <u>i</u> | 2. | document | b. | limited amount |
| <u>e</u> | 3. | therapeutic | c. | correctly |
| <u>f</u> | 4. | I.V. | d. | used for carrying |
| <u>j</u> | 5. | mechanical device | e. | medical treatment |
| <u>b</u> | 6. | restriction | f. | through the blood stream |
| <u>h</u> | 7. | urination | g. | sugar restricted |
| <u>c</u> | 8. | properly | h. | emptying of bladder |
| <u>a</u> | 9. | sodium | i. | write down |
| <u>d</u> | 10. | stretcher | j. | machine |

WORKING AS A NURSING ASSISTANT

Test #2 (Units 6-10)

Part 1 - Multiple Choice

- 1. Environment means _____ .**
 - a. the area in which you live or stay
 - b. the blood in our bodies
 - c. things that cause other things to be dirty
 - d. peace and quiet
- 2. Air circulation can be regulated by _____ .**
 - a. keeping the room temperature at 70°
 - b. turning down a television
 - c. turning down the lights
 - d. opening and closing windows
- 3. You can keep noise to a minimum by _____ .**
 - a. speaking quietly
 - b. banging food trays
 - c. turning on the TV
 - d. opening the windows
- 4. When describing the location of body parts, medical personnel _____ .**
 - a. imagine the patient in the anatomic position
 - b. move the patient into the anatomic position
 - c. imagine the patient lying down
 - d. consider the patient's left their left
- 5. Which of the following is anterior? _____**
 - a. the back
 - b. the skeleton
 - c. most body organs
 - d. the face
- 6. Medial parts are _____ .**
 - a. on the front of the body
 - b. away from the middle
 - c. near the middle
 - d. next to the ears

7. Which statement is *not* true about plasma? _____
- a. It is a liquid.
 - b. It is made up of red blood cells.
 - c. It carries nutrients.
 - d. It is one part of blood.
8. Three types of blood vessels are _____ .
- a. oxygen, nutrients, and carbon dioxide
 - b. plasma, red blood cells, and white blood cells
 - c. hearts, tubing, and pulses
 - d. arteries, capillaries, and veins
9. In the fourth paragraph, the blood system is called *complex* because _____ .
- a. it is organized along a transverse plane
 - b. it has many parts
 - c. it has a total of three blood vessels
 - d. it is easy to describe
10. Which of the following is a characteristic of atherosclerosis? _____
- a. flexible arteries
 - b. clogged arteries
 - c. good circulation
 - d. cardiovascular health
11. People may be considered at a high risk for a heart attack if they _____ .
- a. are in good health
 - b. do not smoke
 - c. get regular exercise
 - d. are overweight
12. Another term for the heart is the _____ .
- a. coronary muscle
 - b. circulatory system
 - c. angina
 - d. atherosclerosis

13. **The treatment of cardiovascular problems _____ .**
- a. is not the same for all patients
 - b. depends only on the age of the patient
 - c. has not changed in the past twenty years
 - d. is rarely successful
14. **Bypass surgery is a solution for patients with _____ .**
- a. an irregular heartbeat
 - b. healthy arteries
 - c. open arteries
 - d. atherosclerosis
15. **Jarvik-7 is _____ .**
- a. the name of the first artificial heart patient
 - b. a drug to keep patients from rejecting new hearts
 - c. a heart transplant team
 - d. an artificial heart

Test 2

Part 2 - Matching 1

- | | | | |
|--------------|-------------|----|---------------------|
| <u>f</u> 1. | environment | a. | low level |
| <u>j</u> 2. | transverse | b. | sick to the stomach |
| <u>h</u> 3. | posterior | c. | dead air |
| <u>i</u> 4. | regulate | d. | front |
| <u>g</u> 5. | dimmer | e. | change a little |
| <u>e</u> 6. | adjust | f. | surroundings |
| <u>a</u> 7. | minimum | g. | less bright |
| <u>d</u> 8. | anterior | h. | back |
| <u>b</u> 9. | nauseated | i. | control |
| <u>c</u> 10. | stuffy | j. | above and below |

Test 2

Part 2 continued - Matching 2

- | | | | | |
|----------|-----|-------------------|----|---------------------------------|
| <u>g</u> | 1. | circulatory | a. | many parts |
| <u>i</u> | 2. | red blood cells | b. | a type of blood vessel |
| <u>f</u> | 3. | transplant | c. | help fight disease |
| <u>j</u> | 4. | plasma | d. | vessel |
| <u>h</u> | 5. | bypass | e. | thin tube |
| <u>a</u> | 6. | complex | f. | move organ to another body |
| <u>e</u> | 7. | catheter | g. | a body system |
| <u>b</u> | 8. | capillaries | h. | go around |
| <u>d</u> | 9. | vascular | i. | carry oxygen and carbon dioxide |
| <u>c</u> | 10. | white blood cells | j. | yellow liquid |

WORKING AS A NURSING ASSISTANT

Test #3 (Units 11-15)

Part 1 - Multiple Choice

1. **Geriatrics is _____ .**
 - a. a kind of drug
 - b. a branch of medicine that deals with germs
 - c. a branch of medicine that deals with the elderly
 - d. another word for long-term care facility

2. **_____ offer 24-hour emergency care.**
 - a. Acute care hospitals
 - b. Intermediate care facilities
 - c. Long-term care facilities
 - d. Convalescent homes

3. **If someone has a debilitating sickness, he will _____ .**
 - a. be aged by it
 - b. die of it
 - c. be weakened by it
 - d. have a youthful outlook

4. **A common change to the cardiovascular system of the elderly is that their _____ .**
 - a. blood vessels become too elastic
 - b. blood vessels become clogged
 - c. blood pressure drops
 - d. heartbeat becomes regular

5. **Which of the following is a true statement about a stroke? _____**
 - a. It can destroy brain tissue.
 - b. It affects only the heart.
 - c. It is corrected by a pacemaker.
 - d. It reduces blood flow to the heart.

6. **Most diabetics _____ .**
 - a. are smokers
 - b. are men
 - c. get the disease while they are quite young
 - d. weigh more than they should

7. **Emphysema** _____ .
- a. is caused by dust only
 - b. is a drug
 - c. is a machine that sends oxygen into the lungs
 - d. is a serious illness
8. **The best definition for cartilage is** _____ .
- a. a type of osteoarthritis
 - b. a tough, flexible tissue connecting bones
 - c. the pain in a person's joints
 - d. a tissue found only in the legs
9. **Ambulation equipment includes** _____ .
- a. postural adjustments and prosthetic joints
 - b. pain killers and heat pads
 - c. wheelchairs and walkers
 - d. bus steps and street curbs
10. **Ambulating patients means** _____ .
- a. making their postural adjustments
 - b. helping them walk
 - c. assisting them in social activities
 - d. giving them appropriate care
11. **People express frustration** _____ .
- a. by crying
 - b. in different ways
 - c. by getting angry
 - d. in the same way
12. **When a person withdraws, he** _____ .
- a. talks a lot
 - b. gets frustrated
 - c. does not communicate
 - d. becomes part of a support system

13. **Aggressive and demanding behavior is a way of expressing _____ .**
- a. self-esteem
 - b. withdrawal
 - c. emotional support
 - d. frustration
14. **A Nursing Assistant can be an emotional support for patients by _____ .**
- a. taking their vital signs often
 - b. wearing a clean uniform every day
 - c. allowing them to make decisions when possible
 - d. knowing fire evacuation procedures
15. **Aging is _____ .**
- a. very frustrating
 - b. not easy for anyone
 - c. often connected with pain
 - d. all of the above

Test 3

Part 2 - Matching 1

- | | | | |
|--------------|------------------|----|---|
| <u>e</u> 1. | stimuli | a. | branch of medicine concerned with elderly |
| <u>g</u> 2. | glaucoma | b. | friends and relatives |
| <u>f</u> 3. | rehabilitate | c. | aging |
| <u>i</u> 4. | limitation | d. | weakening |
| <u>d</u> 5. | debilitating | e. | causing activity |
| <u>j</u> 6. | myth | f. | restore |
| <u>h</u> 7. | institutionalize | g. | eye disease |
| <u>a</u> 8. | geriatrics | h. | put into a facility |
| <u>c</u> 9. | senescence | i. | something that holds us back |
| <u>b</u> 10. | support system | j. | not based on fact |

Test 3

Part 2 continued - Matching 2

- | | | | |
|--------------|-------------------------|----|-------------------------------|
| <u>g</u> 1. | arthritis | a. | may affect brain |
| <u>h</u> 2. | chronically ill | b. | convalescent home |
| <u>d</u> 3. | acute care | c. | periods of life |
| <u>j</u> 4. | agressive behavior | d. | emergency |
| <u>c</u> 5. | stages | e. | may be caused by smoking |
| <u>i</u> 6. | irregular | f. | tissue which joins bones |
| <u>b</u> 7. | long-term care facility | g. | bone disease |
| <u>e</u> 8. | emphysema | h. | ill for a long time |
| <u>f</u> 9. | cartilage | i. | not normal |
| <u>a</u> 10. | stroke | j. | way of expressing frustration |

WORKING AS A NURSING ASSISTANT

Test #4 (Units 16-20)

Part 1 - Multiple Choice

1. **Gestures are** _____ .
 - a. the way to express feeling cold
 - b. the way to express feeling sleepy
 - c. body movements that have meaning
 - d. the only way to say hello

2. **People from different countries** _____ .
 - a. act the same in all situations
 - b. have different habits and ways of living
 - c. use the same gestures
 - d. use the same facial expression

3. **Patients who do not speak English have added difficulty because** _____ .
 - a. they are ill
 - b. they are afraid about being in the hospital
 - c. they may not understand what is happening to them
 - d. they are in a health care facility

4. **Which of the following statements about communication is true?** _____
 - a. We communicate with words only.
 - b. We communicate with gestures only.
 - c. Communication using gestures is not possible.
 - d. We can communicate using words and gestures.

5. **Abbreviations are used in health care facilities because** _____ .
 - a. they make it easier and quicker to name things and places
 - b. they make it easier to tell where we have been on vacation
 - c. they are like learning another language
 - d. they help patients find their way around the facility

6. **Patients who are in the intensive care unit are** _____ .
 - a. receiving operations
 - b. about to be discharged
 - c. not watched very carefully
 - d. in critical condition

7. The abbreviation *q* means _____.
- a. every
 - b. every hour
 - c. every two hours
 - d. every day
8. If a patient needs a procedure done every two hours, a nurse will write _____.
- a. q
 - b. qh
 - c. q2h
 - d. qh2
9. A *hospice* is _____.
- a. another word for *hospital*
 - b. a long-term care facility
 - c. a place where nursing assistants do not work
 - d. a place for terminally ill patients
10. The word *realistic* means _____.
- a. seeing things the way we wish them to be
 - b. the inability to get a job
 - c. seeing things as they are, not as we wish them to be
 - d. the ability to own a piece of land
11. Another word for *attitude* is _____.
- a. outlook
 - b. positive
 - c. negative
 - d. employer
12. A word that means *something that holds us back from doing things* is _____.
- a. hospices
 - b. employers
 - c. limitation
 - d. realistic

13. One of the things included in most *fringe benefits packages* is _____.
- a. your schedule
 - b. health insurance coverage
 - c. personnel
 - d. resignation
14. Another term for *punctual* is _____.
- a. put off
 - b. turn off
 - c. on line
 - d. on time
15. You should follow directions _____.
- a. only when you understand the reasons behind them
 - b. all the time
 - c. when you feel like it
 - d. not all the time

Test 4

Part 2 - Matching 1

- | | | | | |
|----------|-----|--------------|----|------------------|
| <u>h</u> | 1. | consists of | a. | body movements |
| <u>i</u> | 2. | critical | b. | respiratory |
| <u>g</u> | 3. | q2h | c. | four times a day |
| <u>j</u> | 4. | apprehensive | d. | outlook |
| <u>f</u> | 5. | personnel | e. | acceptable |
| <u>a</u> | 6. | gestures | f. | employees |
| <u>e</u> | 7. | appropriate | g. | every two hours |
| <u>b</u> | 8. | breathing | h. | made up of |
| <u>d</u> | 9. | attitude | i. | very serious |
| <u>c</u> | 10. | q. i. d. | j. | scared |

Test 4

Part 2 continued - Matching 2

- | | | |
|----------|---------------------|------------------------------|
| <u>g</u> | 1. interpreter | a. facility for the dying |
| <u>j</u> | 2. comprehend | b. things that hold you back |
| <u>i</u> | 3. look directly at | c. answers |
| <u>a</u> | 4. hospice | d. short forms |
| <u>h</u> | 5. strengths | e. fill out |
| <u>f</u> | 6. history | f. background |
| <u>b</u> | 7. limitations | g. translator |
| <u>d</u> | 8. abbreviations | h. good qualities |
| <u>e</u> | 9. complete | i. eye contact |
| <u>c</u> | 10. solutions | j. understand |

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.

A good guess for the missing word is "crossed."

She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 1: Home Away From Home

Where can you get better rest-in a stuffy, noisy, and dirty room or in an airy, quiet, and clean room? The answer is easy, Patients need a clean and _____ environment so that they can get their rest. This _____ be easy for a nursing assistant to forget on _____ busy day at work when there is a lot _____ do in a short period of time. But finding _____ to make the patient's environment comfortable and pleasant is _____ important.

A hot, stuffy room is terrible, especially if the _____ is feeling sick. It is important to make sure _____ the temperature in a patient's room is comfortable. Different _____ prefer different temperatures, so check with the patient. A _____ rule of thumb is to keep the room at 70 _____. Movement of fresh air, or air circulation, in the _____ is also necessary. Air circulation can be adjusted by _____ or closing top and bottom windows. At the same _____, protect patients from drafts by using screens or curtains.

The _____ staff can also regulate, or control, the light in _____ patient's room. Sleeping under a bright light can be _____ difficult. If a patient is resting, lights should be _____, or turned down low so that the patient can _____. However, there should be enough light so that staff _____ move around the room easily.

Noise is difficult to _____ on a hospital floor. There is the noise of _____ talking, televisions blaring, and food trays clattering. It is _____ to keep noise to a minimum, especially around patients _____ are resting. One way to keep the noise to _____ minimum is to speak quietly whenever possible. Another way _____ to make sure that a patient's television is not _____ loud that it bothers others. Also, preventing food trays _____ banging against other surfaces helps to cut down on _____. A quiet environment will allow a patient to rest.

Score = _____

28

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
 A good guess for the missing word is "crossed."
 She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 2: Our Lifeblood

This unit and the three that follow are an introduction to the **circulatory system**, one of nine systems in the body. The circulatory system transports, or carries, blood to every _____ in the body. More than 100,000 times per day, a _____ pushes blood through this system.

Blood is made up _____ plasma and blood cells. Plasma, a yellow liquid, carries _____ and some waste products. The heavier, solid parts of _____ are blood cells. Most blood cells are red blood _____. These cells carry oxygen to the body cells and _____ carbon dioxide away from them. Besides red blood cells, _____ are white blood cells, which help fight disease. Other _____ help to stop bleeding.

There are three types of **blood vessels**, or tubing, in the circulatory system:

1. **Arteries** carry blood from the heart to the rest _____ the body. Arteries are the thickest blood vessels because _____ carry blood under pressure. Because of this pressure, you _____ feel a pulse on an artery. As arteries lead _____ from the heart to the body cells, they branch _____ and become smaller.
2. **Capillaries** carry blood from the arteries to body cells. Capillaries _____ the smallest blood vessels with the thinnest walls. Oxygen _____ nutrients flow through capillary walls into the cells. Carbon _____ and waste materials flow from the cells into the _____.
3. **Veins** receive blood from the capillaries and transport it _____ to the heart. As they lead back to the _____, smaller veins join to form larger ones. As a _____, veins near the heart are almost as large as _____ near the heart.

The blood vessel system in the body is very _____, as shown below. It transports blood away from the _____ and then back to the heart. More than 50,000 _____ of tubing in our bodies make up this system.

Nursing assistants work with human beings—very complex organisms. _____ human being is made up of systems that work _____ to keep the organism alive. The circulatory system is one of those systems.

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.

A good guess for the missing word is "crossed."

She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 3: Have a Heart

Rita is a nursing assistant who works with patients with cardiovascular problems. Each patient's treatment depends on several things. It depends _____ part on the type of cardiovascular problem the patient _____. Angina, atherosclerosis, and clogged coronary arteries are all treated _____. Treatment also depends on the patient's general condition. Age _____ physical and mental health determine what is and is _____ possible. Rita is involved in each patient's treatment. She _____ interested in and concerned about each of her patients.

Joanne _____ an irregular heartbeat because the part of her heart _____ controls the heartbeat, is not working correctly. The different _____ of the heart are not working together. Doctors can _____ Joanne's problem with an artificial, or man-made, pacemaker. They will place this electronic _____ under her chest muscles. Small wires will then carry _____ into her coronary muscle.

Another patient Rita is concerned _____ is Gerald. He had open-heart surgery to correct _____ atherosclerosis. His coronary arteries were so clogged that the doctor _____ to replace them. Blood vessels from Gerald's legs were _____ to **bypass**, or go around, his coronary arteries in three _____. This type of open-heart surgery is called triple-_____ surgery.

Some of Rita's patients receive a treatment called angioplasty. _____ means remodeling of a blood vessel. A surgeon can _____ a clogged blood vessel by putting a tube called _____ catheter into that blood vessel. When the catheter reaches _____ clogged area, the surgeon uses a hand pump to _____ up a balloon inside the catheter. The balloon opens _____ blood vessel, allowing blood to flow more freely.

Some _____ with cardiovascular problems may need a heart transplant. The _____ transplant was done in 1967. The heart of a _____ woman killed in a car accident was transplanted into _____ chest of a 57-year-old man. He lived _____ 18 days. The second patient to receive a heart _____ lived for 19 months. In 1984, the heart of _____ baboon was transplanted into the chest of a baby. _____ baby, called Baby Fae, lived for 21 days. A _____ in all transplants is **organ rejection**. A patient's body _____ the transplanted heart as a foreign object, and his _____ system fights against it. _____s are used to keep _____ body from rejecting the new heart. However, these drugs _____ decrease the body's ability to fight off disease and _____.

Doctors are experimenting to see whether artificial hearts might _____ the body avoid organ rejection. The first successful artificial _____, called the Jarvik-7, was placed in the chest of _____ patient in 1982. It was made of aluminum and plastic and was _____ by air. The patient lived for 112 days.

The _____ of heart ailments has changed a lot in recent years. As a nursing assistant, Rita has seen many patients who have been helped by these new types of treatment.

Score = _____
43

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
 A good guess for the missing word is "crossed."
 She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 4: Myths about the Elderly

Geriatrics is a branch of medicine that is concerned with the medical problems and care of the elderly. A nursing assistant who is especially trained _____ work with the elderly is called a _____ nursing assistant. In this unit, you will _____ some information that will be useful to _____ if you work with elderly patients.

People _____ all stages of life are highly individual; _____ is, no two people are alike. This _____ especially true of the elderly. It is _____ to see through the many myths about _____ people. Myths are false stories or ideas; _____ are not based on fact. Myths about _____ elderly are a problem because people, both _____ assistants and the elderly themselves, begin to _____ as though the ideas are true. For _____, if an elderly person is told that _____ is helpless, he may begin to make _____ helpless. Other myths about the elderly are:

- People become old at a certain age, such as 65.
- They cannot take care of themselves.
- They cannot make decisions.
- They have no interest in life, work, or other activities.
- They have nothing to contribute to society.
- They are unable to learn.
- They all live in poverty.
- They are neglected by family, friends, and society.

Facts show that these ideas are false. _____ example, "old" is not really a question _____ age. It is a question of health, _____, and state of mind. It is a _____ that people are active and healthy into _____ 80's. It is a fact that many older _____ have few on-the-job accidents and _____ miss work. They also get great satisfaction _____ their jobs and are willing to learn _____ skills. It is also a fact that 95% _____ the people over 65 live in their _____ homes, live independent lives, and look forward _____ 10 or 15 more years of life. _____ 80% of this group is mobile.

Only _____ 5% of people over 65 are institutionalized, _____ living in special facilities. However, this 5% _____ in a variety of settings. The amount _____ care these elderly people need varies. A _____ assistant's role varies according to the type _____ institution.

Score = _____

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.

A good guess for the missing word is "crossed."

She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 5: Chronic Facts of Life

About 80% of all people over 65 have one or more chronic diseases. These diseases are a fact of life for _____ elderly people. This lesson discusses four common _____ among people in late adulthood. A nursing _____ who knows something about each of these _____ is better able to help patients who _____ from these conditions.

Diane has **osteoporosis**. This _____ gives her back pain and headaches. She _____ tired easily and is quite afraid while _____. This is because the disease has made _____ bones thin and weak. If she falls, _____ will easily break a bone. Since beginning _____ treatment, Diane has used braces for support. _____ has also been helped to get the _____ kind of exercise. Her special diet has _____ her added vitamin C and D and calcium.

Donald _____ diabetes. Almost half of all diabetes cases occur _____ people who are over 40. Donald's diabetes _____ not recognized until he was 64. As _____ true for 90% of all diabetics, Donald _____ a little overweight. He was diagnosed as _____ diabetes after he went to see his _____ about pain in his fingers. Now he _____ to give himself daily **insulin** shots. Insulin _____ a drug that helps his body use _____. In a healthy body, insulin is produced _____. It is not produced in medication alone. Diabetics might also be _____ on a strict diet. This special diet _____ help them to control the effects of _____ disease and to control their body weight.

Mrs. Gomez has lost most of her _____ because of **glaucoma**. This disease is caused _____ fluid collecting in and around the eyeball. _____ fluid puts pressure on the nerve between _____ eye and the brain. This pressure hurts. _____ can eventually damage that nerve. Besides losing _____ sight, she also has severe pain. Surgery _____ sometimes used to treat glaucoma, but Mrs. Gomez _____ being treated with a variety of drugs.

Paul _____ **emphysema**. For men over 40, emphysema is _____ only to heart attack as the leading _____ of death. Paul worked in a dusty _____ for many years. He also smoked for 50 _____. Both of these conditions may have led _____ his emphysema. As smoking has become more _____ among women, so have cases of emphysema _____ women. Treatment of this disease focuses on _____ the lung passages. In extreme cases, oxygen _____ a drug is forced into Paul's lungs. _____ drug opens the lung passages. When the _____ passages are open, the person can breathe _____ easily. Further treatment is not possible.

Residents and patients at a long-term _____ facility may suffer from a variety of _____ conditions. Geriatric nursing assistants learn to perform support roles for people with these different ailments.

Score = _____
53

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
 A good guess for the missing word is "crossed."
 She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 1: Home Away From Home

Where can you get better rest—in a stuffy, noisy, and dirty room or in an airy, quiet, and clean room? The answer is easy, Patients need a clean and comfortable environment so that they can get their rest. This may be easy for a nursing assistant to forget on a busy day at work when there is a lot to do in a short period of time. But finding ways to make the patient's environment comfortable and pleasant is very important.

A hot, stuffy room is terrible, especially if the patient is feeling sick. It is important to make sure that the temperature in a patient's room is comfortable. Different people prefer different temperatures, so check with the patient. A good rule of thumb is to keep the room at 70 degrees. Movement of fresh air, or air circulation, in the room is also necessary. Air circulation can be adjusted by opening or closing top and bottom windows. At the same time, protect patients from drafts by using screens or curtains.

The nursing staff can also regulate, or control, the light in a patient's room. Sleeping under a bright light can be very difficult. If a patient is resting, lights should be dimmed, or turned down low so that the patient can sleep. However, there should be enough light so that staff can move around the room easily.

Noise is difficult to control on a hospital floor. There is the noise of people talking, televisions blaring, and food trays clattering. It is important to keep noise to a minimum, especially around patients who are resting. One way to keep the noise to a minimum is to speak quietly whenever possible. Another way is to make sure that a patient's television is not so loud that it bothers others. Also, preventing food trays from banging against other surfaces helps to cut down on noise. A quiet environment will allow a patient to rest.

Score = _____

28

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
A good guess for the missing word is "crossed."
She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 2: Our Lifeblood

This unit and the three that follow are an introduction to the **circulatory system**, one of nine systems in the body. The circulatory system transports, or carries, blood to every cell in the body. More than 100,000 times per day, a heartbeat pushes blood through this system.

Blood is made up of plasma and blood cells. Plasma, a yellow liquid, carries nutrients and some waste products. The heavier, solid parts of blood are blood cells. Most blood cells are red blood cells. These cells carry oxygen to the body cells and take carbon dioxide away from them. Besides red blood cells, there are white blood cells, which help fight disease. Other cells help to stop bleeding.

There are three types of blood vessels, or tubing, in the circulatory system:

1. **Arteries** carry blood from the heart to the rest of the body. Arteries are the thickest blood vessels because they carry blood under pressure. Because of this pressure, you can feel a pulse on an artery. As arteries lead away from the heart to the body cells, they branch out and become smaller.
2. **Capillaries** carry blood from the arteries to body cells. Capillaries are the smallest blood vessels with the thinnest walls. Oxygen and nutrients flow through capillary walls into the cells. Carbon dioxide and waste materials flow from the cells into the capillaries.
3. **Veins** receive blood from the capillaries and transport it back to the heart. As they lead back to the heart, smaller veins join to form larger ones. As a result, veins near the heart are almost as large as arteries near the heart.

The blood vessel system in the body is very complex, as shown below. It transports blood away from the heart and then back to the heart. More than 50,000 miles of tubing in our bodies make up this system.

Nursing assistants work with human beings—very complex organisms. A human being is made up of systems that work together to keep the organism alive. The circulatory system is one of those systems.

Score = _____

27

Accept other answers which make sense,

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
 A good guess for the missing word is "crossed."
 She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 3: Have a Heart

Rita is a nursing assistant who works with patients with cardiovascular problems. Each patient's treatment depends on several things. It depends in part on the type of cardiovascular problem the patient has. Angina, atherosclerosis, and clogged coronary arteries are all treated differently. Treatment also depends on the patient's general condition. Age and physical and mental health determine what is and is not possible. Rita is involved in each patient's treatment. She is interested in and concerned about each of her patients.

Joanne has an irregular heartbeat because the part of her heart that controls the heartbeat, is not working correctly. The different parts of the heart are not working together. Doctors can correct Joanne's problem with an artificial, or man-made, pacemaker. They will place this electronic device under her chest muscles. Small wires will then carry electricity into her coronary muscle.

Another patient Rita is concerned about is Gerald. He had open-heart surgery to correct his atherosclerosis. His coronary arteries were so clogged that the doctor decided to replace them. Blood vessels from Gerald's legs were used to bypass, or go around, his coronary arteries in three places. This type of open-heart surgery is called triple-bypass surgery.

Some of Rita's patients receive a treatment called angioplasty. Angioplasty means remodeling of a blood vessel. A surgeon can open a clogged blood vessel by putting a tube called a catheter into that blood vessel. When the catheter reaches the clogged area, the surgeon uses a hand pump to blow up a balloon inside the catheter. The balloon opens the blood vessel, allowing blood to flow more freely.

Some patients with cardiovascular problems may need a heart transplant. The first transplant was done in 1967. The heart of a young woman killed in a car accident was transplanted into the chest of a 57-year-old man. He lived for 18 days. The second patient to receive a heart transplant lived for 19 months. In 1984, the heart of a baboon was transplanted into the chest of a baby. The baby, called Baby Fae, lived for 21 days. A problem in all transplants is organ rejection. A patient's body recognizes the transplanted heart as a foreign object, and his immune system fights against it. Drugs are used to keep the body from rejecting the new heart. However, these drugs also decrease the body's ability to fight off disease and infection.

Doctors are experimenting to see whether artificial hearts might help the body avoid organ rejection. The first successful artificial heart, called the Jarvik-7, was placed in the chest of a patient in 1982. It was made of aluminum and plastic and was powered by air. The patient lived for 112 days.

The treatment of heart ailments has changed a lot in recent years. As a nursing assistant, Rita has seen many patients who have been helped by these new types of treatment.

Score = _____

43

Accept other answers which make sense.

457

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
A good guess for the missing word is "crossed."
She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 4: Myths about the Elderly

Geriatrics is a branch of medicine that is concerned with the medical problems and care of the elderly. A nursing assistant who is especially trained to work with the elderly is called a geriatric nursing assistant. In this unit, you will read some information that will be useful to you if you work with elderly patients.

People in all stages of life are highly individual; that is, no two people are alike. This is especially true of the elderly. It is important to see through the many myths about elderly people. Myths are false stories or ideas; they are not based on fact. Myths about the elderly are a problem because people, both nursing assistants and the elderly themselves, begin to act as though the ideas are true. For example, if an elderly person is told that he is helpless, he may begin to make himself helpless. Other myths about the elderly are:

- People become old at a certain age, such as 65.
- They cannot take care of themselves.
- They cannot make decisions.
- They have no interest in life, work, or other activities.
- They have nothing to contribute to society.
- They are unable to learn.
- They all live in poverty.
- They are neglected by family, friends, and society.

Facts show that these ideas are false. For example, "old" is not really a question of age. It is a question of health, activity, and state of mind. It is a fact that people are active and healthy into their 80's. It is a fact that many older workers have few on-the-job accidents and rarely miss work. They also get great satisfaction from their jobs and are willing to learn new skills. It is also a fact that 95% of the people over 65 live in their own homes, live independent lives, and look forward to 10 or 15 more years of life. Over 80% of this group is mobile.

Only about 5% of people over 65 are institutionalized, or living in special facilities. However, this 5% lives in a variety of settings. The amount of care these elderly people need varies. A nursing assistant's role varies according to the type of institution.

458

Score = _____

Accept other answers which make sense.

34

CLOZE Exercise

In a cloze exercise, you try to guess which words are missing. This exercise determines if you can comprehend the passage.

She looked before she _____ the street.
 A good guess for the missing word is "crossed."
 She looked before she crossed the street.

In the story below, try to guess and replace the missing words. Be sure to read the whole sentence before guessing. Don't expect to get them all. Some are nearly impossible.

Exercise 5: Chronic Facts of Life

About 80% of all people over 65 have one or more chronic diseases. These diseases are a fact of life for many elderly people. This lesson discusses four common diseases among people in late adulthood. A nursing assistant who knows something about each of these diseases is better able to help patients who suffer from these conditions.

Diane has osteoporosis. This disease gives her back pain and headaches. She gets tired easily and is quite afraid while walking. This is because the disease has made her bones thin and weak. If she falls, she will easily break a bone. Since beginning her treatment, Diane has used braces for support. She has also been helped to get the right kind of exercise. Her special diet has given her added vitamin C and D and calcium.

Donald has diabetes. Almost half of all diabetes cases occur in people who are over 40. Donald's diabetes was not recognized until he was 64. As is true for 90% of all diabetics, Donald was a little overweight. He was diagnosed as having diabetes after he went to see his doctor about pain in his fingers. Now he has to give himself daily insulin shots. Insulin is a drug that helps his body use sugar. In a healthy body, insulin is produced naturally. It is not produced in medication alone. Diabetics might also be put on a strict diet. This special diet can help them to control the effects of the disease and to control their body weight.

Mrs. Gomez has lost most of her vision because of glaucoma. This disease is caused by fluid collecting in and around the eyeball. This fluid puts pressure on the nerve between the eye and the brain. This pressure hurts. It can eventually damage that nerve. Besides losing her sight, she also has severe pain. Surgery is sometimes used to treat glaucoma, but Mrs. Gomez is being treated with a variety of drugs.

Paul has emphysema. For men over 40, emphysema is second only to heart attack as the leading cause of death. Paul worked in a dusty factory for many years. He also smoked for 50 years. Both of these conditions may have led to his emphysema. As smoking has become more common among women, so have cases of emphysema among women. Treatment of this disease focuses on opening the lung passages. In extreme cases, oxygen and a drug is forced into Paul's lungs. The drug opens the lung passages. When the lung passages are open, the person can breathe more easily. Further treatment is not possible.

Residents and patients at a long-term care facility may suffer from a variety of chronic conditions. Geriatric nursing assistants learn to perform support roles for people with these different ailments.

Score = _____
53

Accept other answers which make sense.

VOCABULARY LESSONS 1 - 14 TEST

Choose the meaning that is closest to the underlined word.

- _____ 1. They must abandon it.
- a. fight against
 - b. earn
 - c. descend upon
 - d. try to reach
 - e. leave
- _____ 2. a keen sense of smell
- a. not expensive
 - b. sharp
 - c. shiny
 - d. funny
 - e. uneven
- _____ 3. She is jealous.
- a. poor
 - b. fed
 - c. robbed
 - d. envious
 - e. needed
- _____ 4. He concealed it.
- a. squeezed
 - b. enjoyed
 - c. designed
 - d. turned inside out
 - e. hid
- _____ 5. the vacant lot
- a. not natural
 - b. empty
 - c. sagging
 - d. wrong
 - e. beautiful
- _____ 6. the gallant man
- a. brave
 - b. very old
 - c. lighted up
 - d. unfriendly
 - e. timid
- _____ 7. They did shriek.
- a. get smaller
 - b. fly off
 - c. scream
 - d. try to hide
 - e. leave
- _____ 8. in great peril
- a. sickness
 - b. accident
 - c. miser
 - d. crime
 - e. danger
- _____ 9. the sinister-looking man
- a. surprised
 - b. evil
 - c. loved
 - d. wrong
 - e. expensive
- _____ 10. I blend it.
- a. mix together
 - b. no vision
 - c. wrap tightly
 - d. dance
 - e. run off

- _____ 11. it was **dense**
- a. shiny
 - b. ugly
 - c. thick
 - d. cracked
 - e. open
- _____ 12. They will **commence**.
- a. join
 - b. start
 - c. business
 - d. notice
 - e. familiar
- _____ 13. It can **gleam**.
- a. glide
 - b. burst
 - c. shine
 - d. get larger
 - e. cool off
- _____ 14. a great **urgency**
- a. confusion
 - b. tendency
 - c. government office
 - d. control
 - e. immediate need
- _____ 15. It was **preserved**.
- a. picked early
 - b. liked best
 - c. presented
 - d. turned loose
 - e. protected
- _____ 16. They gathered **data**.
- a. proof
 - b. small pieces
 - c. information
 - d. calendar
 - e. machinery
- _____ 17. the **massive** man
- a. heavy
 - b. dangerous
 - c. unfriendly
 - d. strained
 - e. military
- _____ 18. to the **opponent**
- a. power
 - b. neighbor
 - c. plumpness
 - d. flavor
 - e. foe
- _____ 19. I **evade** it.
- a. evaporate
 - b. shadow
 - c. alternate
 - d. protect
 - e. avoid
- _____ 20. the **rural** life
- a. dense
 - b. humid
 - c. dangerous
 - d. country
 - e. city
- _____ 21. They **probe** it.
- a. carry
 - b. examine
 - c. comprehend
 - d. assemble
 - e. deceive
- _____ 22. Will he **consent**?
- a. delay
 - b. violate
 - c. agree
 - d. narrate
 - e. pursue

- _____ 23. It was **gloomy**.
- a. dark
 - b. amateur
 - c. secure
 - d. dirty
 - e. shiny
- _____ 24. the **mediocre** actor
- a. massive
 - b. obvious
 - c. weird
 - d. average
 - e. foolish
- _____ 25. a **valid** reason
- a. miniature
 - b. true
 - c. different
 - d. angry
 - e. false
- _____ 26. It was **obvious**.
- a. unwilling
 - b. disgusting
 - c. important
 - d. plain
 - e. average
- _____ 27. could not **conclude**
- a. finish
 - b. oppose
 - c. happen
 - d. condemn
 - e. disturb
- _____ 28. a **lack** of
- a. amount
 - b. be without
 - c. part
 - d. end
 - e. source
- _____ 29. in the **vicinity**
- a. challenge
 - b. large city
 - c. neighborhood
 - d. crowd
 - e. speed
- _____ 30. She was a **menace**.
- a. threat
 - b. client
 - c. puzzle
 - d. leader
 - e. tiger
- _____ 31. They **dread** it.
- a. repeat
 - b. answer
 - c. fear
 - d. hide
 - e. protect
- _____ 32. for **numerous** reasons
- a. weak
 - b. amateur
 - c. wrong
 - d. secret
 - e. several
- _____ 33. It was **absurd**.
- a. foolish
 - b. recent
 - c. visible
 - d. warmed up
 - e. neglected
- _____ 34. our first **glimpse**
- a. disagreement
 - b. response
 - c. thought
 - d. view
 - e. balloon

- _____ 35. a **solitary** person
- a. real
 - b. wonderful
 - c. single
 - d. mad
 - e. hard
- _____ 37. It was **urgent**.
- a. confusing
 - b. strong-smelling
 - c. violent
 - d. important
 - e. weird
- _____ 39. a great **famine**
- a. starvation
 - b. group
 - c. writer
 - d. woman
 - e. war
- _____ 41. gets a **gleam**
- a. cough
 - b. fight
 - c. color
 - d. flash
 - e. smile
- _____ 43. saw a **brawl**
- a. opponent
 - b. dish
 - c. vision
 - d. fight
 - e. agreement
- _____ 45. was **bewildered** by
- a. weakened
 - b. seen
 - c. postponed
 - d. confused
 - e. protected
- _____ 36. was very **frank**
- a. carefree
 - b. honest
 - c. tricky
 - d. dirty
 - e. worried
- _____ 38. an **adequate** amount
- a. old
 - b. exact
 - c. strong
 - d. sufficient
 - e. invisible
- _____ 40. It was **hazy**.
- a. shiny
 - b. inexpensive
 - c. unclear
 - d. weak
 - e. tired
- _____ 42. became **unruly**
- a. puzzled
 - b. evil
 - c. suspicious
 - d. hard to control
 - e. happy
- _____ 44. He is **whirling**.
- a. finished
 - b. spinning
 - c. changing
 - d. employed
 - e. confused

VOCABULARY TEST II Chapters 15 - 28

Choose the meaning that is closest to the underlined word.

_____ 1. will pursue him

- a. watch
- b. chase
- c. scowl
- d. demand
- e. accuse

_____ 2. an accurate aim

- a. bold
- b. timed
- c. pointed
- d. exact
- e. slow

_____ 3. to nourish her

- a. wake up
- b. feed
- c. varnish
- d. love
- e. know

_____ 4. a strange misfortune

- a. wish
- b. bit of bad luck
- c. kind of song
- d. mission
- e. ending

_____ 5. He should appeal.

- a. follow the rules
- b. plead
- c. be sorry
- d. show up
- e. applaud

_____ 6. They were threatened.

- a. asked to pay
- b. given a present
- c. left alone
- d. promised harm
- e. threaded

_____ 7. It has been absorbed.

- a. stirred up
- b. abused
- c. squeezed
- d. taken in
- e. kept away

_____ 8. They were uneasy.

- a. unaware
- b. not ready
- c. not smooth
- d. tired
- e. restless

_____ 9. Can you estimate?

- a. alarm
- b. honor
- c. guess
- d. cheat
- e. relate

_____ 10. the jagged piece

- a. unfriendly
- b. uneven
- c. metal
- d. bouncy
- e. worn-out

- ___ 11. to **devour** it
- devise
 - grind
 - scour out
 - eat up
 - roar
- ___ 12. an important **captive**
- narrative
 - prisoner
 - enemy force
 - leader
 - loss
- ___ 13. She spoke **rarely**.
- recently
 - without warning
 - not often
 - by chance
 - for certain
- ___ 14. tried to **respond**
- attack
 - ignore
 - reply
 - describe
 - respect
- ___ 15. with **severity**
- restriction
 - harshness
 - sadness
 - weakness
 - enjoyment
- ___ 16. would be **unanimous**
- promised
 - estimated
 - returned
 - unknown
 - all in agreement
- ___ 17. They will **revise** it.
- respect
 - expand
 - order
 - alter
 - review
- ___ 18. an **accurate** look
- exact
 - approximate
 - enormous
 - happening
 - fortunate
- ___ 19. will **surpass**
- change
 - lose
 - excel
 - duplicate
 - decrease
- ___ 20. They **doubt** her.
- persuade
 - destroy
 - ask
 - disbelieve
 - believe
- ___ 21. an **ingenious** way
- magic
 - clever
 - economical
 - horrid
 - reckless
- ___ 22. to be a **pedestrian**
- brawl
 - doctor
 - platform
 - walker
 - minority

_____ 23. was **defiant** of

- a. challenging
- b. afraid
- c. reckless
- d. doubtful
- e. grateful

_____ 25. They **collided**.

- a. celebrated
- b. agreed
- c. departed
- d. crashed
- e. argued

_____ 27. we **anticipate** that

- a. approach
- b. expect
- c. like
- d. fear
- e. wonder

_____ 29. She was **scowling**.

- a. demonstrating
- b. scrubbing
- c. skating
- d. waddling
- e. frowning

_____ 31. only a **trifle**

- a. little bit
- b. quantity
- c. decrease
- d. duplicate
- e. minority

_____ 33. He **squandered** it.

- a. stepped on
- b. purchased
- c. finished
- d. wasted
- e. questioned

_____ 24. his **crafty** mind

- a. prosperous
- b. excited
- c. tricky
- d. vigorous
- e. confused

_____ 26. had the **dilemma** of

- a. answer
- b. capacity
- c. decision
- d. difficult choice
- e. quantity

_____ 28. They will **penalize** him.

- a. congratulate
- b. expect
- c. confirm
- d. punish
- e. question

_____ 30. at his **fierce** foe

- a. weary
- b. relieved
- c. neutral
- d. savage
- e. nimble

_____ 32. He **detested** it.

- a. voted for
- b. ate
- c. hated
- d. encouraged
- e. anticipated

_____ 34. the great **calamity**

- a. combination
- b. campus
- c. debate
- d. vicinity
- e. misfortune

_____ 35. with her baggage
a. diplomas
b. guide
c. suitcases
d. disaster
e. juvenile

_____ 37. tried to pacify
a. answer
b. calm
c. water
d. encourage
e. consider

_____ 39. disrupt the class
a. disagree with
b. devour
c. resent
d. upset
e. preserve

_____ 41. being miserly with
a. unhappy
b. truthful
c. exhausted
d. happy
e. stingy

_____ 43. Who is the culprit?
a. minister
b. offender
c. victor
d. loser
e. client

_____ 45. for the disaster
a. dilemma
b. vocation
c. misfortune
d. delinquent
e. detour

_____ 36. to compel him
a. guide
b. doubt
c. relieve
d. point
e. force

_____ 38. It was awesome.
a. accurate
b. cautious
c. causing wonder
d. absurd
e. expensive

_____ 40. the thrifty man
a. saving
b. restless
c. anxious
d. careless
e. careful

_____ 42. an excessive amount
a. insufficient
b. awkward
c. extreme
d. fierce
e. slender

_____ 44. to be juvenile
a. born
b. guided
c. mature
d. young
e. bewildered

VOCABULARY TEST III Chapters 29 - 42

Choose the meaning that is closest to the underlined word.

_____ 1. to be commended

- a. finished
- b. praised
- c. expected
- d. started
- e. proven

_____ 2. They will be exempt.

- a. tired of
- b. alone
- c. tested
- d. freed from
- e. fortunate

_____ 3. to maim her

- a. cripple
- b. nourish
- c. awaken
- d. revive
- e. remember

_____ 4. the site of

- a. view
- b. dilemma
- c. place
- d. blunder
- e. disaster

_____ 5. he would roam

- a. repeat
- b. wander
- c. pierce
- d. observe
- e. identify

_____ 6. to confine it

- a. dispute
- b. begin
- c. mix
- d. confirm
- e. keep in

_____ 7. the man's valor

- a. anger
- b. quota
- c. vigor
- d. bravery
- e. response

_____ 8. the dispute about

- a. disagreement
- b. reluctance
- c. confusion
- d. tradition
- e. discussion

_____ 9. the idle boy

- a. awkward
- b. awesome
- c. lazy
- d. bewildered
- e. sacred

_____ 10. of his loyalty

- a. anger
- b. happiness
- c. fear
- d. faithfulness
- e. misery

_____ 11. to **torment** them

- a. worry
- b. persuade
- c. trick
- d. decrease
- e. detect

_____ 13. to **abuse** him

- a. fool
- b. make laugh
- c. treat badly
- d. cheat
- e. refuse

_____ 15. to **retain** it

- a. exchange
- b. stay
- c. refuse
- d. keep
- e. resell

_____ 17. continued to **mumble**

- a. speak hurriedly
- b. be amazed
- c. encourage
- d. speak unclearly
- e. apologize

_____ 19. the **untidy** room

- a. gleaming
- b. neat
- c. thrifty
- d. greedy
- e. messy

_____ 21. were **soothed** by

- a. devoured
- b. lost
- c. raised
- d. comforted
- e. flattened

_____ 12. they can't **flee**

- a. hold back
- b. run into
- c. jail
- d. run away
- e. adopt

_____ 14. the **mute** child

- a. fearful
- b. silent
- c. lonely
- d. healthy
- e. noisy

_____ 16. the **radical** style

- a. confusing
- b. extreme
- c. boring
- d. irritating
- e. unacceptable

_____ 18. to **skim** it

- a. read carefully
- b. boil
- c. read quickly
- d. remove
- e. peel the outside

_____ 20. try to **obtain** it

- a. reject
- b. get
- c. detour
- d. confirm
- e. thrust

_____ 22. a **hasty** glance

- a. harsh
- b. fierce
- c. feeble
- d. sticky
- e. quick

- _____ 23. to **scorch** it
- a. burn
 - b. save
 - c. moisten
 - d. unite
 - e. forbid
- _____ 24. the most **majestic**
- a. patriotic
 - b. fertile
 - c. noble
 - d. jagged
 - e. simple
- _____ 25. of the **drought**
- a. finance
 - b. uncertain
 - c. weather
 - d. dryness
 - e. argument
- _____ 26. at the **summit**
- a. culprit
 - b. exhibit
 - c. top
 - d. total
 - e. fugitive
- _____ 27. to **drench** him
- a. defraud
 - b. scare
 - c. threaten
 - d. amuse
 - e. soak
- _____ 28. He was **dejected**.
- a. sad
 - b. turned down
 - c. confused
 - d. requested
 - e. valiant
- _____ 29. to **recede** from
- a. elevate
 - b. go forward
 - c. say
 - d. withdraw
 - e. discard
- _____ 30. It was **legible**.
- a. legal
 - b. safe
 - c. reckless
 - d. readable
 - e. easy
- _____ 31. a **customary** thing
- a. deliberate
 - b. foreign
 - c. simple
 - d. unstable
 - e. usual
- _____ 32. **placards** were placed
- a. utensils
 - b. posters
 - c. candidates
 - d. suggestions
 - e. dishes
- _____ 33. in the **tumult**
- a. danger
 - b. uproar
 - c. quiet
 - d. vault
 - e. position
- _____ 34. was a **transparent** case
- a. vague
 - b. decisive
 - c. severe
 - d. clear
 - e. dangerous

_____ 35. for her **obesity**

- a. problem
- b. fatness
- c. disaster
- d. vacation
- e. position

_____ 37. would **jeopardize** it

- a. overcome
- b. risk
- c. condemn
- d. magnify
- e. disrupt

_____ 39. on a **wasp**

- a. idea
- b. insect
- c. novel
- d. verse
- e. clinic

_____ 41. in the **multitude**

- a. harvest
- b. problem
- c. charity
- d. crowd
- e. computer

_____ 43. it will **endure**

- a. begin
- b. appoint
- c. last
- d. attract
- e. complete

_____ 45. are **exposed** to

- a. addicted
- b. opposed
- c. related
- d. laid open
- e. resigned

_____ 36. is a **vital** need

- a. difficult to use
- b. nourishing
- c. necessary to life
- d. free of charge
- e. frustrating

_____ 38. was so **complacent**

- a. obedient
- b. angry
- c. difficult
- d. self-satisfied
- e. attracted

_____ 40. to **rehabilitate** them

- a. construct
- b. cool
- c. destroy
- d. restore
- e. refinish

_____ 42. to her **potential**

- a. calculation
- b. necessary
- c. document
- d. possibility
- e. location

_____ 44. They **amended** it.

- a. removed
- b. signed
- c. published
- d. corrected
- e. printed

VOCABULARY LESSONS 1 - 14 TEST

Choose the meaning that is closest to the underlined word.

- e 1. They must abandon it.
 a. fight against
 b. earn
 c. descend upon
 d. try to reach
 e. leave
- b 2. a keen sense of smell
 a. not expensive
 b. sharp
 c. shiny
 d. funny
 e. uneven
- d 3. She is jealous.
 a. poor
 b. fed
 c. robbed
 d. envious
 e. needed
- e 4. He concealed it.
 a. squeezed
 b. enjoyed
 c. designed
 d. turned inside out
 e. hid
- b 5. the vacant lot
 a. not natural
 b. empty
 c. sagging
 d. wrong
 e. beautiful
- a 6. the gallant man
 a. brave
 b. very old
 c. lighted up
 d. unfriendly
 e. timid
- c 7. They did shriek.
 a. get smaller
 b. fly off
 c. scream
 d. try to hide
 e. leave
- e 8. in great peril
 a. sickness
 b. accident
 c. miser
 d. crime
 e. danger
- b 9. the sinister-looking man
 a. surprised
 b. evil
 c. loved
 d. wrong
 e. expensive
- a 10. I blend it.
 a. mix together
 b. no vision
 c. wrap tightly
 d. dance
 e. run off

- c 11. it was **dense**
- a. shiny
 - b. ugly
 - c. thick
 - d. cracked
 - e. open
- c 13. It can **gleam**.
- a. glide
 - b. burst
 - c. shine
 - d. get larger
 - e. cool off
- e 15. It was **preserved**.
- a. picked early
 - b. liked best
 - c. presented
 - d. turned loose
 - e. protected
- a 17. the **massive** man
- a. heavy
 - b. dangerous
 - c. unfriendly
 - d. strained
 - e. military
- e 19. I **evade** it.
- a. evaporate
 - b. shadow
 - c. alternate
 - d. protect
 - e. avoid
- b 21. They **probe** it.
- a. carry
 - b. examine
 - c. comprehend
 - d. assemble
 - e. deceive
- b 12. They will **commence**.
- a. join
 - b. start
 - c. business
 - d. notice
 - e. familiar
- e 14. a great **urgency**
- a. confusion
 - b. tendency
 - c. government office
 - d. control
 - e. immediate need
- c 16. They gathered **data**.
- a. proof
 - b. small pieces
 - c. information
 - d. calendar
 - e. machinery
- e 18. to the **opponent**
- a. power
 - b. neighbor
 - c. plumpness
 - d. flavor
 - e. foe
- d 20. the **rural** life
- a. dense
 - b. humid
 - c. dangerous
 - d. country
 - e. city
- c 22. Will he **consent**?
- a. delay
 - b. violate
 - c. agree
 - d. narrate
 - e. pursue

a 23. It was **gloomy**.

- a. dark
- b. amateur
- c. secure
- d. dirty
- e. shiny

b 25. a **valid** reason

- a. miniature
- b. true
- c. different
- d. angry
- e. false

a 27. could not **conclude**

- a. finish
- b. oppose
- c. happen
- d. condemn
- e. disturb

c 29. in the **vicinity**

- a. challenge
- b. large city
- c. neighborhood
- d. crowd
- e. speed

c 31. They **dread** it.

- a. repeat
- b. answer
- c. fear
- d. hide
- e. protect

a 33. It was **absurd**.

- a. foolish
- b. recent
- c. visible
- d. warmed up
- e. neglected

d 24. the **mediocre** actor

- a. massive
- b. obvious
- c. weird
- d. average
- e. foolish

d 26. It was **obvious**.

- a. unwilling
- b. disgusting
- c. important
- d. plain
- e. average

b 28. a **lack** of

- a. amount
- b. be without
- c. part
- d. end
- e. source

a 30. She was a **menace**.

- a. threat
- b. client
- c. puzzle
- d. leader
- e. tiger

e 32. for **numerous** reasons

- a. weak
- b. amateur
- c. wrong
- d. secret
- e. several

d 34. our first **glimpse**

- a. disagreement
- b. response
- c. thought
- d. view
- e. balloon

c 35. a **solitary** person

- a. real
- b. wonderful
- c. single
- d. mad
- e. hard

b 36. was very **frank**

- a. carefree
- b. honest
- c. tricky
- d. dirty
- e. worried

d 37. It was **urgent**.

- a. confusing
- b. strong-smelling
- c. violent
- d. important
- e. weird

d 38. an **adequate** amount

- a. old
- b. exact
- c. strong
- d. sufficient
- e. invisible

a 39. a great **famine**

- a. starvation
- b. group
- c. writer
- d. woman
- e. war

c 40. It was **hazy**.

- a. shiny
- b. inexpensive
- c. unclear
- d. weak
- e. tired

d 41. gets a **gleam**

- a. cough
- b. fight
- c. color
- d. flash
- e. smile

d 42. became **unruly**

- a. puzzled
- b. evil
- c. suspicious
- d. hard to control
- e. happy

d 43. saw a **brawl**

- a. opponent
- b. dish
- c. vision
- d. fight
- e. agreement

b 44. He is **whirling**.

- a. finished
- b. spinning
- c. changing
- d. employed
- e. confused

d 45. was **bewildered** by

- a. weakened
- b. seen
- c. postponed
- d. confused
- e. protected

VOCABULARY TEST II Chapters 15 - 28

Choose the meaning that is closest to the underlined word.

b 1. will pursue him
a. watch
b. chase
c. scowl
d. demand
e. accuse

d 2. an accurate aim
a. bold
b. timed
c. pointed
d. exact
e. slow

b 3. to nourish her
a. wake up
b. feed
c. varnish
d. love
e. know

b 4. a strange misfortune
a. wish
b. bit of bad luck
c. kind of song
d. mission
e. ending

b 5. He should appeal.
a. follow the rules
b. plead
c. be sorry
d. show up
e. applaud

d 6. They were threatened.
a. asked to pay
b. given a present
c. left alone
d. promised harm
e. threaded

d 7. It has been absorbed.
a. stirred up
b. abused
c. squeezed
d. taken in
e. kept away

e 8. They were uneasy.
a. unaware
b. not ready
c. not smooth
d. tired
e. restless

c 9. Can you estimate?
a. alarm
b. honor
c. guess
d. cheat
e. relate

b 10. the jagged piece
a. unfriendly
b. uneven
c. metal
d. bouncy
e. worn-out

d 11. to **devour** it

- a. devise
- b. grind
- c. scour out
- d. eat up
- e. roar

b 12. an important **captive**

- a. narrative
- b. prisoner
- c. enemy force
- d. leader
- e. loss

c 13. She spoke **rarely**.

- a. recently
- b. without warning
- c. not often
- d. by chance
- e. for certain

c 14. tried to **respond**

- a. attack
- b. ignore
- c. reply
- d. describe
- e. respect

b 15. with **severity**

- a. restriction
- b. harshness
- c. sadness
- d. weakness
- e. enjoyment

e 16. would be **unanimous**

- a. promised
- b. estimated
- c. returned
- d. unknown
- e. all in agreement

d 17. They will **revise** it.

- a. respect
- b. expand
- c. order
- d. alter
- e. review

a 18. an **accurate** look

- a. exact
- b. approximate
- c. enormous
- d. happening
- e. fortunate

c 19. will **surpass**

- a. change
- b. lose
- c. excel
- d. duplicate
- e. decrease

d 20. They **doubt** her.

- a. persuade
- b. destroy
- c. ask
- d. disbelieve
- e. believe

b 21. an **ingenious** way

- a. magic
- b. clever
- c. economical
- d. horrid
- e. reckless

d 22. to be a **pedestrian**

- a. brawl
- b. doctor
- c. platform
- d. walker
- e. minority

a 23. was **defiant** of

- a. challenging
- b. afraid
- c. reckless
- d. doubtful
- e. grateful

d 25. They **collided**.

- a. celebrated
- b. agreed
- c. departed
- d. crashed
- e. argued

b 27. we **anticipate** that

- a. approach
- b. expect
- c. like
- d. fear
- e. wonder

e 29. She was **scowling**.

- a. demonstrating
- b. scrubbing
- c. skating
- d. waddling
- e. frowning

a 31. only a **trifle**

- a. little bit
- b. quantity
- c. decrease
- d. duplicate
- e. minority

d 33. He **squandered** it.

- a. stepped on
- b. purchased
- c. finished
- d. wasted
- e. questioned

c 24. his **crafty** mind

- a. prosperous
- b. excited
- c. tricky
- d. vigorous
- e. confused

d 26. had the **dilemma** of

- a. answer
- b. capacity
- c. decision
- d. difficult choice
- e. quantity

d 28. They will **penalize** him.

- a. congratulate
- b. expect
- c. confirm
- d. punish
- e. question

d 30. at his **fierce** foe

- a. weary
- b. relieved
- c. neutral
- d. savage
- e. nimble

c 32. He **detested** it.

- a. voted for
- b. ate
- c. hated
- d. encouraged
- e. anticipated

e 34. the great **calamity**

- a. combination
- b. campus
- c. debate
- d. vicinity
- e. misfortune

C 35. with her baggage

- a. diplomas
- b. guide
- c. suitcases
- d. disaster
- e. juvenile

b 37. tried to pacify

- a. answer
- b. calm
- c. water
- d. encourage
- e. consider

d 39. disrupt the class

- a. disagree with
- b. devour
- c. resent
- d. upset
- e. preserve

e 41. being miserly with

- a. unhappy
- b. truthful
- c. exhausted
- d. happy
- e. stingy

b 43. Who is the culprit?

- a. minister
- b. offender
- c. victor
- d. loser
- e. client

C 45. for the disaster

- a. dilemma
- b. vocation
- c. misfortune
- d. delinquent
- e. detour

e 36. to compel him

- a. guide
- b. doubt
- c. relieve
- d. point
- e. force

C 38. It was awesome.

- a. accurate
- b. cautious
- c. causing wonder
- d. absurd
- e. expensive

a 40. the thrifty man

- a. saving
- b. restless
- c. anxious
- d. careless
- e. careful

C 42. an excessive amount

- a. insufficient
- b. awkward
- c. extreme
- d. fierce
- e. slender

d 44. to be juvenile

- a. born
- b. guided
- c. mature
- d. young
- e. bewildered

VOCABULARY TEST III Chapters 29 - 42

Choose the meaning that is closest to the underlined word.

b 1. to be commended

- a. finished
- b. praised
- c. expected
- d. started
- e. proven

d 2. They will be exempt.

- a. tired of
- b. alone
- c. tested
- d. freed from
- e. fortunate

a 3. to maim her

- a. cripple
- b. nourish
- c. awaken
- d. revive
- e. remember

c 4. the site of

- a. view
- b. dilemma
- c. place
- d. blunder
- e. disaster

b 5. he would roam

- a. repeat
- b. wander
- c. pierce
- d. observe
- e. identify

e 6. to confine it

- a. dispute
- b. begin
- c. mix
- d. confirm
- e. keep in

d 7. the man's valor

- a. anger
- b. quota
- c. vigor
- d. bravery
- e. response

a 8. the dispute about

- a. disagreement
- b. reluctance
- c. confusion
- d. tradition
- e. discussion

c 9. the idle boy

- a. awkward
- b. awesome
- c. lazy
- d. bewildered
- e. sacred

d 10. of his loyalty

- a. anger
- b. happiness
- c. fear
- d. faithfulness
- e. misery

a 11. to **torment** them

- a. worry
- b. persuade
- c. trick
- d. decrease
- e. detect

d 12. they can't **flee**

- a. hold back
- b. run into
- c. jail
- d. run away
- e. adopt

c 13. to **abuse** him

- a. fool
- b. make laugh
- c. treat badly
- d. cheat
- e. refuse

b 14. the **mute** child

- a. fearful
- b. silent
- c. lonely
- d. healthy
- e. noisy

d 15. to **retain** it

- a. exchange
- b. stay
- c. refuse
- d. keep
- e. resell

b 16. the **radical** style

- a. confusing
- b. extreme
- c. boring
- d. irritating
- e. unacceptable

d 17. continued to **mumble**

- a. speak hurriedly
- b. be amazed
- c. encourage
- d. speak unclearly
- e. apologize

c 18. to **skim** it

- a. read carefully
- b. boil
- c. read quickly
- d. remove
- e. peel the outside

e 19. the **untidy** room

- a. gleaming
- b. neat
- c. thrifty
- d. greedy
- e. messy

b 20. try to **obtain** it

- a. reject
- b. get
- c. detour
- d. confirm
- e. thrust

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- c. raised
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- b. appoint
- c. last
- d. attract
- e. complete

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- a. removed
- b. signed
- c. published
- d. corrected
- e. printed

d 45. are **exposed** to

- a. addicted
- b. opposed
- c. related
- d. laid open
- e. resigned



**Hope this test
doesn't
Drive You Up a
Wall!**

IDIOMS TEST 1

Score = 50 _____

I. Matching

- | | |
|--------------------------------------|-------------------------------------|
| _____ 1. cat got your tongue? | a. lead him on dishonestly |
| _____ 2. not have a leg to stand on | b. feel that something is wrong |
| _____ 3. drive (me) up a wall | c. betray him |
| _____ 4. take the bull by the horns | d. bother me |
| _____ 5. stick out (your) neck | e. abandon us |
| _____ 6. sell (him) down the river | f. annoy you greatly |
| _____ 7. smell a rat | g. quite a different matter |
| _____ 8. shoot off (her) mouth | h. take a risk |
| _____ 9. string (him) along | i. fooling me |
| _____ 10. let the cat out of the bag | j. can't talk? |
| _____ 11. get in (my) hair | k. express her opinions loudly |
| _____ 12. leave (us) high and dry | l. insincere talk |
| _____ 13. horse of a different color | m. decide to take action |
| _____ 14. pulling (my) leg | n. inform beforehand |
| _____ 15. snow job | o. no good defense for your actions |

II. Matching

- | | |
|---|----------------------------------|
| _____ 16. go to the dogs | a. uninteresting and meaningless |
| _____ 17. tongue-in-cheek | b. from a reliable source |
| _____ 18. all thumbs | c. pay too high a price |
| _____ 19. straight from the horse's mouth | d. strange and suspicious |
| _____ 20. jump down (my) throat | e. play around |
| _____ 21. sell (her) short | f. become angry with me |
| _____ 22. for the birds | g. insincere talk |
| _____ 23. pay through the nose | h. not serious |
| _____ 24. spill the beans | i. hurry! |
| _____ 25. horse around | j. improvise as you go along |
| _____ 26. snow job | k. clumsy |
| _____ 27. shake a leg | l. become run-down |
| _____ 28. fishy | m. underestimate her |
| _____ 29. play it by ear | n. deceive her |
| _____ 30. feed (her) a line | o. reveal a secret |

III. Which idiom would you use?

1. Their house is in serious need of repair.

It has really _____.

2. I don't think he was telling her the truth.

I think he was _____.
(2 possible answers)

3. Let's decide what to do as we go along.

We'll _____.

4. My mother-in-law is bothering me and making me angry.

She's _____.
(2 possible answers)

5. I'd like to help you with that but I'm clumsy and awkward at typing.

I'm _____.

6. John has no facts to support his story of the robbery,

so he _____ in court.

7. The boss left her alone with a lot of work and no extra help.

He _____.

8. The lady talked about olympic skating as if she knew everything about it.

She was really _____.

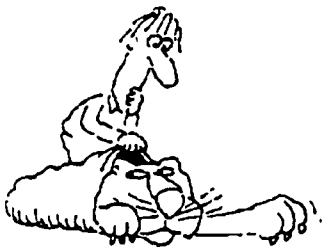
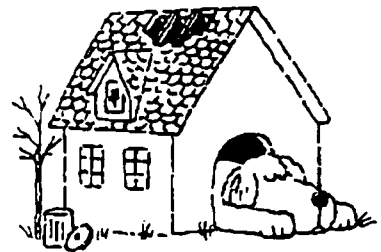
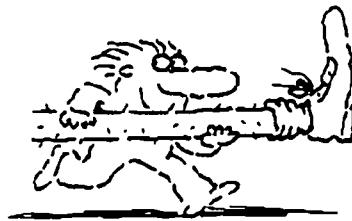
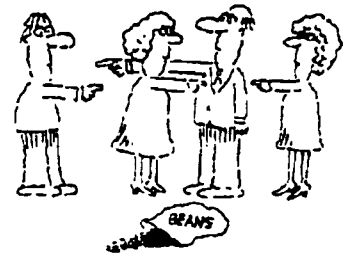
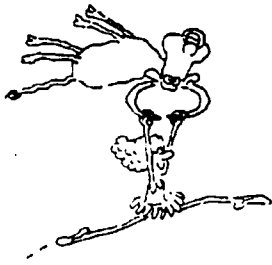
9. My mother knows she's taking a great risk in loaning my brother the money

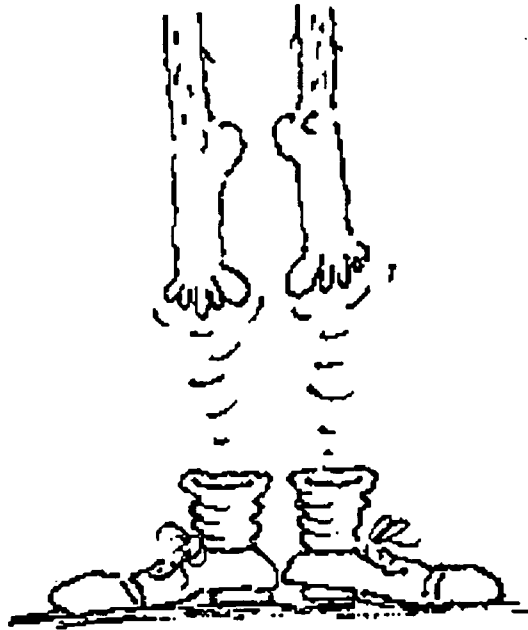
but she's decided to _____.

10. People underestimate the little boy.

Because he's so quiet, they _____.

IV. Write the correct idiom for the following pictures.





This test will
Knock Your Socks
Off!

IDIOMS TEST 2

Score = 60 _____

I. Matching

- | | |
|--|--------------------------------|
| _____ 1. on ice | a. wake up in a bad mood |
| _____ 2. wet blanket | b. wear (your) finest clothes |
| _____ 3. lemon | c. concealed |
| _____ 4. shoot the breeze | d. make a getaway |
| _____ 5. keep under (your) hat | e. give unwillingly |
| _____ 6. out of the woods | f. out of danger |
| _____ 7. bite the dust | g. enthuse and excite |
| _____ 8. up (his) sleeve | h. dull or boring person |
| _____ 9. get up on the wrong side of the bed | i. get dismissed, fired |
| _____ 10. bend over backwards | j. keep something a secret |
| _____ 11. dressed to kill | k. try very hard |
| _____ 12. out on a limb | l. set aside for future use |
| _____ 13. hit the hay | m. bothering or worrying (you) |
| _____ 14. give (him) the slip | n. go down in defeat |
| _____ 15. eating (you) | o. to be hasty |
| _____ 16. cough up | p. something defective |
| _____ 17. knock (your) socks off | q. go to bed |
| _____ 18. get the ax | r. in a risky position |
| _____ 19. jump the gun | s. chat informally |

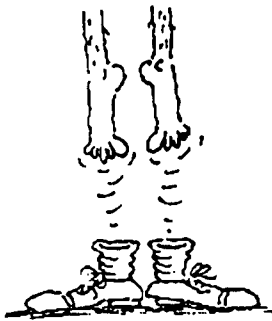
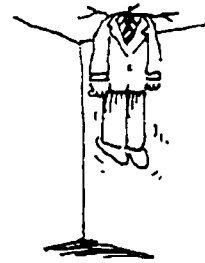
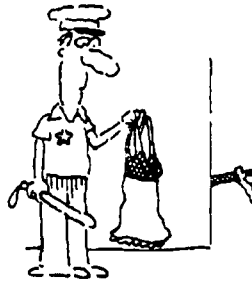
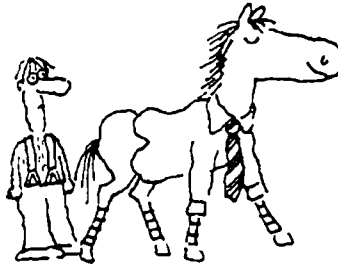
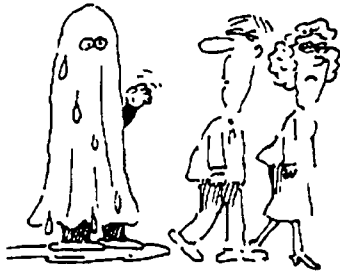
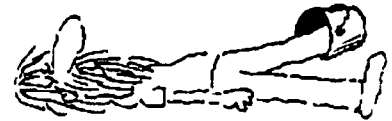
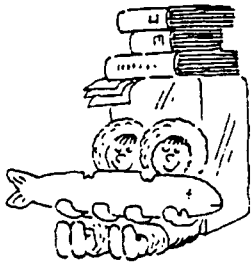
II. Matching

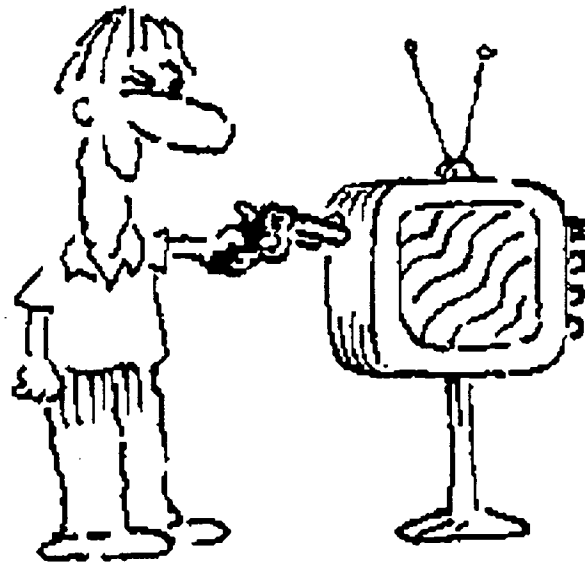
- | | |
|--------------------------------------|------------------------------------|
| _____ 1. talking through (her) hat | a. laughing very hard |
| _____ 2. in the hole | b. hand over |
| _____ 3. scratch (my) back | c. at the limit of coping |
| _____ 4. lose (your) shirt | d. disgust him |
| _____ 5. bite the bullet | e. fail at something |
| _____ 6. hit the ceiling | f. lose a lot of money |
| _____ 7. in stitches | g. sick and failing |
| _____ 8. face the music | h. die |
| _____ 9. fork over | i. accept the consequences |
| _____ 10. dressed to the teeth | j. return a favor |
| _____ 11. blow it | k. protest strongly |
| _____ 12. turn (him) off | l. endure in a difficult situation |
| _____ 13. at the end of (their) rope | m. in danger of being lost |
| _____ 14. go fly a kite | n. in debt |
| _____ 15. on (its) last legs | o. extremely angry |
| _____ 16. kick the bucket | p. go away! |
| _____ 17. hot under the collar | q. become very angry |
| _____ 18. raise a stink | r. make foolish statements |
| _____ 19. on the line | s. dressed elegantly |

III. Which idiom would you use?

1. The man asked the doctor if his wife was out of danger but the doctor told him his wife was not _____ yet.
2. They got tired of the project and decided to set it aside for a month or so. They _____ awhile.
3. If you borrow your brother's car without asking him, he'll probably _____ and protest very strongly.
4. John thought she had concealed his plan about the surprise birthday party but Susan knew he had something _____.
5. You sure woke up in a bad mood this morning. Did you _____?
6. Did you hear Harry _____? They dismissed him from his job with no warning at all.
7. When Mr. Smith's business went bankrupt, his family had to _____ and endure a very difficult situation.
8. You'll be so excited when you hear this new group play! They'll _____!
9. When my friend asked me to babysit her children I said sure if you'll _____, I'll _____. She said she'd be glad to return the favor.
10. Mary's very funny. She had us laughing so hard our sides hurt. We were _____.
11. She's really _____ to help us raise the money. I'm pleased that she's trying so hard.
12. The woman with six children and no job doesn't know whether she'll be able to cope with the situation or not. She's really _____.

IV. Write the correct idiom for the following pictures.





Give this test
Your Best shot!

IDIOMS TEST 3

Score = 50 _____

I. Matching

- | | |
|---|--|
| _____ 1. for a song | a. don't bother trouble |
| _____ 2. toot (your) own horn | b. be successful and happy |
| _____ 3. money talks | c. behave properly or leave |
| _____ 4. make a splash | d. boast |
| _____ 5. stick to (his) guns | e. in a fortunate position |
| _____ 6. let sleeping dogs lie | f. persevere |
| _____ 7. have the world by the tail | g. everyone has different interests/tastes |
| _____ 8. get the ball rolling | h. maintain (his) position |
| _____ 9. shape up or ship out | i. celebrate |
| _____ 10. sitting pretty | j. feel wonderful |
| _____ 11. mind your P's and Q's | k. money can influence people |
| _____ 12. if the shoe fits, wear it | l. admit the truth |
| _____ 13. feel like a million dollars | m. for very little money |
| _____ 14. hang on | n. take care in speech and action |
| _____ 15. different strokes for different folks | o. initiate action |
| _____ 16. kick up (her) heels | p. be successful and attract attention |

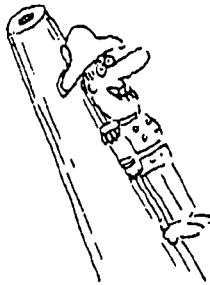
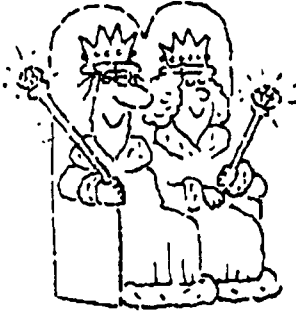
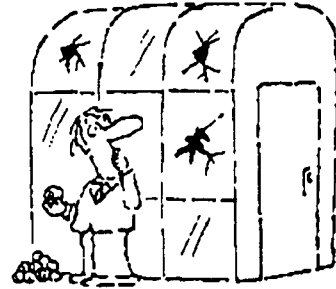
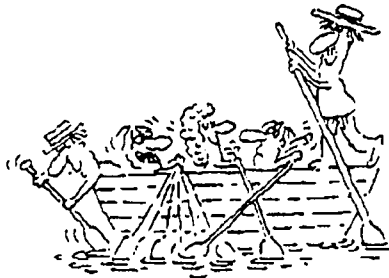
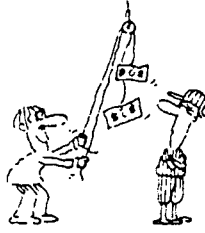
II. Matching

- | | |
|---|---|
| _____ 1. bury the hatchet | a. take more food than you can eat |
| _____ 2. give it (your) best shot | b. don't criticize when you're at fault too |
| _____ 3. bark is worse than (his) bite | c. follow through with a stated intention |
| _____ 4. paint the town red | d. try hard |
| _____ 5. make ends meet | e. exert influence |
| _____ 6. eyes are bigger than (your) stomach | f. become involved in too many activities |
| _____ 7. get away clean | g. pay (your) bills |
| _____ 8. get the jump on (him) | h. escape punishment |
| _____ 9. put your money where your mouth is | i. easy, effortless |
| _____ 10. come alive | j. carouse and have a good time |
| _____ 11. pull strings | k. get the advantage over him |
| _____ 12. the early bird catches the worm | l. not as bad-tempered as he appears |
| _____ 13. spread (yourself) too thin | m. a successful outcome is worth the effort |
| _____ 14. people who live in glass houses
shouldn't throw stones | n. make peace |
| _____ 15. go to bat for someone | o. arriving early gives (you) an advantage |
| _____ 16. duck soup | p. brighten up and become active |
| _____ 17. all's well that ends well | q. help out and support someone |

III. Which idiom would you use?

1. We really got a good deal on that used car.
We bought it _____.
2. She'd better _____ on that project -
she'd better start it right now.
3. The boss told the new staff they'd better improve their work or they'd all be fired.
" _____ !" he warned.
4. The brothers had had bitter feelings toward one another for years. Finally they decided
to make peace with each other and _____.
5. It's your birthday! Let's celebrate! Let's kick up our heels!
Let's _____!
6. Taking a big test? Well, try your hardest and be sure to
_____.
7. The mother was afraid that her teenage daughter was involved in so many activities
that she wasn't doing a good job of any of them and was _____.

IV. Write the correct idiom for the following pictures.





**Hope this test
doesn't
Drive You Up a
Wall!**

IDIOMS TEST 1

Score = 50 _____

I. Matching

- | | | |
|-------------|--------------------------------|-------------------------------------|
| <u>j</u> | 1. cat got your tongue? | a. lead him on dishonestly |
| <u>o</u> | 2. not have a leg to stand on | b. feel that something is wrong |
| <u>f, d</u> | 3. drive (me) up a wall | c. betray him |
| <u>m</u> | 4. take the bull by the horns | d. bother me |
| <u>b</u> | 5. stick out (your) neck | e. abandon us |
| <u>c</u> | 6. sell (him) down the river | f. annoy you greatly |
| <u>b</u> | 7. smell a rat | g. quite a different matter |
| <u>k</u> | 8. shoot off (her) mouth | h. take a risk |
| <u>a</u> | 9. string (him) along | i. fooling me |
| <u>n</u> | 10. let the cat out of the bag | j. can't talk? |
| <u>d, f</u> | 11. get in (my) hair | k. express her opinions loudly |
| <u>e</u> | 12. leave (us) high and dry | l. insincere talk |
| <u>g</u> | 13. horse of a different color | m. decide to take action |
| <u>i</u> | 14. pulling (my) leg | n. inform beforehand |
| <u>l</u> | 15. snow job | o. no good defense for your actions |

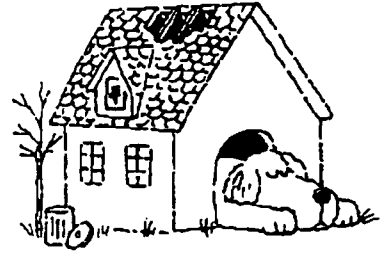
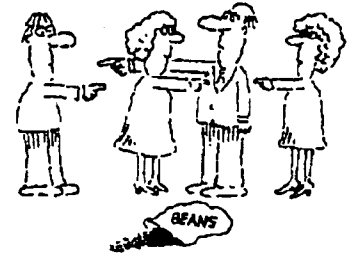
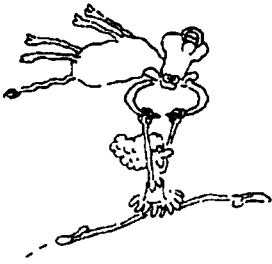
II. Matching

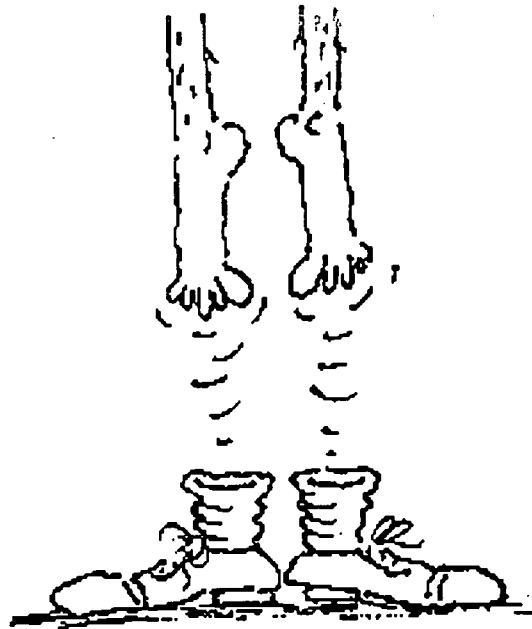
- | | | |
|----------|-------------------------------------|----------------------------------|
| <u>l</u> | 16. go to the dogs | a. uninteresting and meaningless |
| <u>h</u> | 17. tongue-in-cheek | b. from a reliable source |
| <u>K</u> | 18. all thumbs | c. pay too high a price |
| <u>b</u> | 19. straight from the horse's mouth | d. strange and suspicious |
| <u>f</u> | 20. jump down (my) throat | e. play around |
| <u>m</u> | 21. sell (her) short | f. become angry with me |
| <u>a</u> | 22. for the birds | g. insincere talk |
| <u>c</u> | 23. pay through the nose | h. not serious |
| <u>o</u> | 24. spill the beans | i. hurry! |
| <u>e</u> | 25. horse around | j. improvise as you go along |
| <u>g</u> | 26. snow job | k. clumsy |
| <u>i</u> | 27. shake a leg | l. become run-down |
| <u>d</u> | 28. fishy | m. underestimate her |
| <u>j</u> | 29. play it by ear | n. deceive her |
| <u>n</u> | 30. feed (her) a line | o. reveal a secret |

III. Which idiom would you use?

1. Their house is in serious need of repair.
It has really gone to the dogs.
2. I don't think he was telling her the truth.
I think he was stringing her along feeding her a line
(2 possible answers)
3. Let's decide what to do as we go along.
We'll play it by ear.
4. My mother-in-law is bothering me and making me angry.
She's driving me up a wall getting in my hair
(2 possible answers)
5. I'd like to help you with that but I'm clumsy and awkward at typing.
I'm all thumbs.
6. John has no facts to support his story of the robbery,
so he doesn't have a leg to stand on in court.
7. The boss left her alone with a lot of work and no extra help.
He left her high and dry.
8. The lady talked about Olympic skating as if she knew everything about it.
She was really shooting off her mouth.
9. My mother knows she's taking a great risk in loaning my brother the money
but she's decided to stick out her neck.
10. People underestimate the little boy.
Because he's so quiet, they sell him short.

IV. Write the correct idiom for the following pictures.





This test will
Knock Your socks
Off!

IDIOMS TEST 2

Score = 60 _____

I. Matching

- | | | |
|----------|--|--------------------------------|
| <u>l</u> | 1. on ice | a. wake up in a bad mood |
| <u>h</u> | 2. wet blanket | b. wear (your) finest clothes |
| <u>p</u> | 3. lemon | c. concealed |
| <u>s</u> | 4. shoot the breeze | d. make a getaway |
| <u>j</u> | 5. keep under (your) hat | e. give unwillingly |
| <u>f</u> | 6. out of the woods | f. out of danger |
| <u>n</u> | 7. bite the dust | g. enthuse and excite |
| <u>c</u> | 8. up (his) sleeve | h. dull or boring person |
| <u>a</u> | 9. get up on the wrong side of the bed | i. get dismissed, fired |
| <u>k</u> | 10. bend over backwards | j. keep something a secret |
| <u>b</u> | 11. dressed to kill | k. try very hard |
| <u>r</u> | 12. out on a limb | l. set aside for future use |
| <u>q</u> | 13. hit the hay | m. bothering or worrying (you) |
| <u>d</u> | 14. give (him) the slip | n. go down in defeat |
| <u>m</u> | 15. eating (you) | o. to be hasty |
| <u>e</u> | 16. cough up | p. something defective |
| <u>g</u> | 17. knock (your) socks off | q. go to bed |
| <u>i</u> | 18. get the ax | r. in a risky position |
| <u>o</u> | 19. jump the gun | s. chat informally |

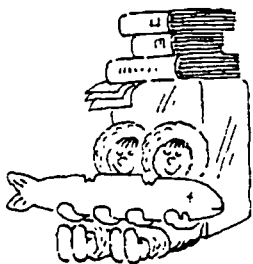
II. Matching

- | | | |
|-------------|--------------------------------|------------------------------------|
| <u>r</u> | 1. talking through (her) hat | a. laughing very hard |
| <u>n</u> | 2. in the hole | b. hand over |
| <u>j</u> | 3. scratch (my) back | c. at the limit of coping |
| <u>f</u> | 4. lose (your) shirt | d. disgust him |
| <u>l</u> | 5. bite the bullet | e. fail at something |
| <u>q, o</u> | 6. hit the ceiling | f. lose a lot of money |
| <u>a</u> | 7. in stitches | g. sick and failing |
| <u>i</u> | 8. face the music | h. die |
| <u>b</u> | 9. fork over | i. accept the consequences |
| <u>s</u> | 10. dressed to the teeth | j. return a favor |
| <u>e</u> | 11. blow it | k. protest strongly |
| <u>d</u> | 12. turn (him) off | l. endure in a difficult situation |
| <u>c</u> | 13. at the end of (their) rope | m. in danger of being lost |
| <u>p</u> | 14. go fly a kite | n. in debt |
| <u>g</u> | 15. on (its) last legs | o. extremely angry |
| <u>h</u> | 16. kick the bucket | p. go away! |
| <u>a, q</u> | 17. hot under the collar | q. become very angry |
| <u>k</u> | 18. raise a stink | r. make foolish statements |
| <u>m</u> | 19. on the line | s. dressed elegantly |

III. Which idiom would you use?

1. The man asked the doctor if his wife was out of danger but the doctor told him his wife was not out of the woods yet.
2. They got tired of the project and decided to set it aside for a month or so. They put it on ice awhile.
3. If you borrow your brother's car without asking him, he'll probably raise a stink and protest very strongly.
4. John thought she had concealed his plan about the surprise birthday party but Susan knew he had something up his sleeve.
5. You sure woke up in a bad mood this morning. Did you get up on the wrong side of the bed?
6. Did you hear Harry got the ax? They dismissed him from his job with no warning at all.
7. When Mr. Smith's business went bankrupt, his family had to bite the bullet and endure a very difficult situation.
8. You'll be so excited when you hear this new group play! They'll knock your socks off!
9. When my friend asked me to babysit her children I said sure if you'll scratch my back, I'll scratch yours. She said she'd be glad to return the favor.
10. Mary's very funny. She had us laughing so hard our sides hurt. We were in stitches.
11. She's really bent over backwards to help us raise the money. I'm pleased that she's trying so hard.
12. The woman with six children and no job doesn't know whether she'll be able to cope with the situation or not. She's really at the end of her rope.

IV. Write the correct idiom for the following pictures.



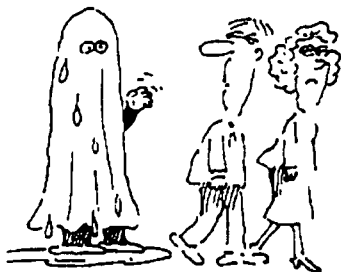
on ice



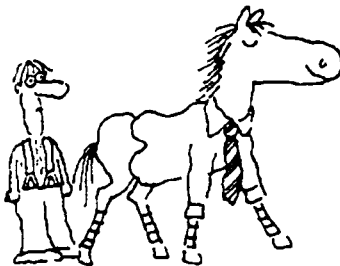
hit the hay



Kick the bucket



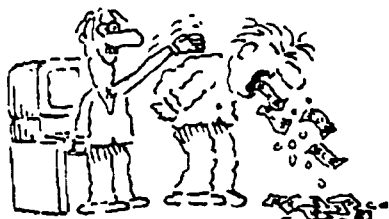
Wet blanket



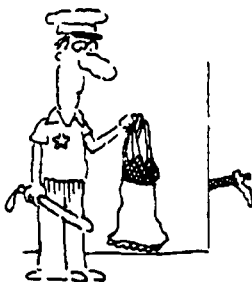
lose (your) shirt



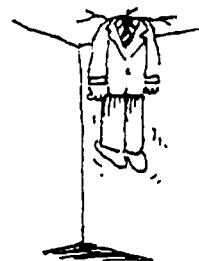
raise a stink



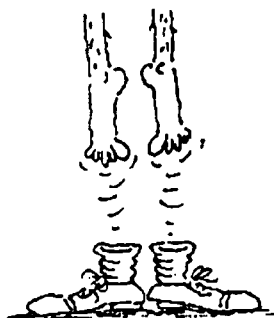
cough up



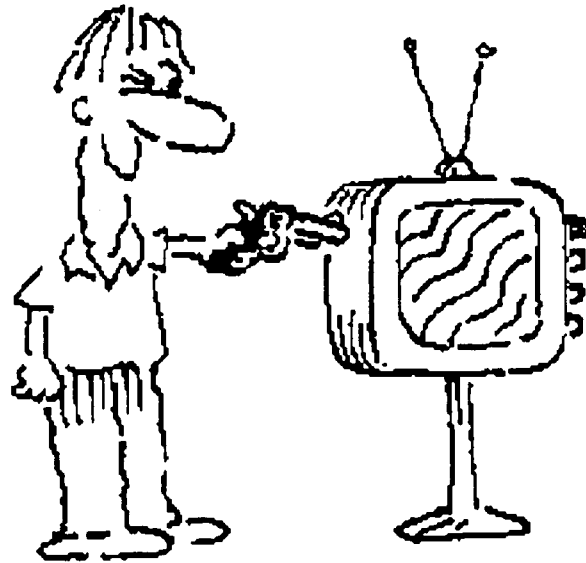
give (him) the slip



hit the ceiling



Knock your socks off



Give this test
Your Best shot!

IDIOMS TEST 3

Score = 50 _____

I. Matching

- | | | |
|------------|---|--|
| <u>m</u> | 1. for a song | a. don't bother trouble |
| <u>d</u> | 2. toot (your) own horn | b. be successful and happy |
| <u>K</u> | 3. money talks | c. behave properly or leave |
| <u>p</u> | 4. make a splash | d. boast |
| <u>f-h</u> | 5. stick to (his) guns | e. in a fortunate position |
| <u>a</u> | 6. let sleeping dogs lie | f. persevere |
| <u>b</u> | 7. have the world by the tail | g. everyone has different interests/tastes |
| <u>o</u> | 8. get the ball rolling | h. maintain (his) position |
| <u>c</u> | 9. shape up or ship out | i. celebrate |
| <u>e</u> | 10. sitting pretty | j. feel wonderful |
| <u>n</u> | 11. mind your P's and Q's | k. money can influence people |
| <u>l</u> | 12. if the shoe fits, wear it | l. admit the truth |
| <u>j</u> | 13. feel like a million dollars | m. for very little money |
| <u>h-f</u> | 14. hang on | n. take care in speech and action |
| <u>g</u> | 15. different strokes for different folks | o. initiate action |
| <u>i</u> | 16. kick up (her) heels | p. be successful and attract attention |

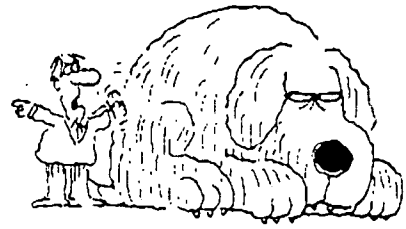
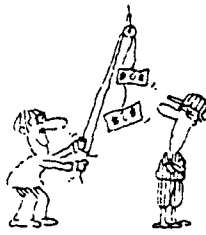
II. Matching

- | | | |
|----------|--|---|
| <u>n</u> | 1. bury the hatchet | a. take more food than you can eat |
| <u>d</u> | 2. give it (your) best shot | b. don't criticize when you're at fault too |
| <u>l</u> | 3. bark is worse than (his) bite | c. follow through with a stated intention |
| <u>j</u> | 4. paint the town red | d. try hard |
| <u>g</u> | 5. make ends meet | e. exert influence |
| <u>a</u> | 6. eyes are bigger than (your) stomach | f. become involved in too many activities |
| <u>h</u> | 7. get away clean | g. pay (your) bills |
| <u>k</u> | 8. get the jump on (him) | h. escape punishment |
| <u>c</u> | 9. put your money where your mouth is | i. easy, effortless |
| <u>p</u> | 10. come alive | j. carouse and have a good time |
| <u>e</u> | 11. pull strings | k. get the advantage over him |
| <u>o</u> | 12. the early bird catches the worm | l. not as bad-tempered as he appears |
| <u>f</u> | 13. spread (yourself) too thin | m. a successful outcome is worth the effort |
| <u>b</u> | 14. people who live in glass houses shouldn't throw stones | n. make peace |
| <u>q</u> | 15. go to bat for someone | o. arriving early gives (you) an advantage |
| <u>i</u> | 16. duck soup | p. brighten up and become active |
| <u>m</u> | 17. all's well that ends well | q. help out and support someone |

III. Which idiom would you use?

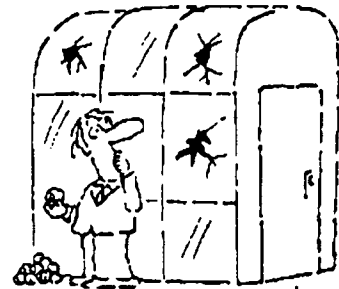
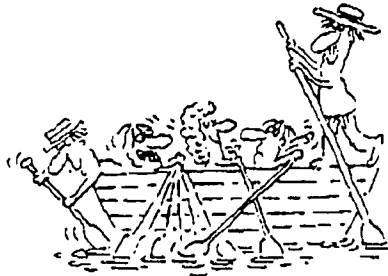
1. We really got a good deal on that used car.
We bought it _____.
2. She'd better _____ on that project -
she'd better start it right now.
3. The boss told the new staff they'd better improve their work or they'd all be fired.
" _____ !" he warned.
4. The brothers had had bitter feelings toward one another for years. Finally they decided
to make peace with each other and _____.
5. It's your birthday! Let's celebrate! Let's kick up our heels!
Let's _____!
6. Taking a big test? Well, try your hardest and be sure to
_____.
7. The mother was afraid that her teenage daughter was involved in so many activities
that she wasn't doing a good job of any of them and was _____.

IV. Write the correct idiom for the following pictures.



have the world by the tail pull strings

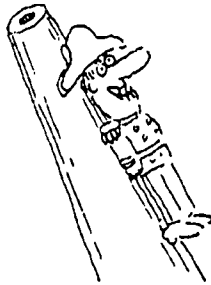
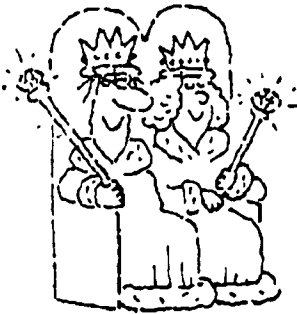
let sleeping dogs lie



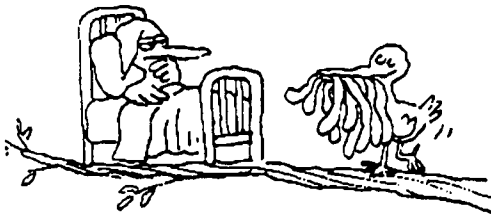
if the shoe fits, wear it

different strokes for
different folks

people who live in glass houses
shouldn't throw stones



sitting pretty stick to one's guns go to bat for someone



the early bird catches the worm

Texts Used:

CNA

Getting Ready To Be A Nursing Assistant (Robert Ventre Associate)

Del Mar Publishers Inc. (1990)

Working As A Nursing Assistant (Robert Ventre Associate)

Del Mar Publishers Inc. (1990)

Reading In The Workplace/Health Care (Davis, Meng, Reese)

Educational Activities Inc. (1992)

Job Preparation (Ellen Coleman/Nancy Goodman)

Prentice-Hall, Inc. (1990)

Getting A Job And Filling Out Forms (Carolyn Starkey/Norgina Penn)

National Textbook Co. (1989)

Reading Attainment System (Crowell/Mosenfelder)

Educational Design, Inc. (1987) (selected health-related chapters)

Raising Your Reading Test Scores (Dr. Stuart Margulies)

Educational Design, Inc. (1992)

504 Absolutely Essential Words, 3rd Edition (Murray Bromberg)

Educational Series, Inc. (1988)

101 American English Idioms (Harry Collis)

NTC Publishing Group (1992)

MLA

Mathematics For Health Occupations (Kathi Dunlap)

Del Mar Publishers (1991)

Reading In The Workplace/Health Care (Davis, Meng, Reese)

Educational Activities Inc. (1992)

Mary's Story: A Curriculum For Teaching Medical Terminology (Priscilla Carman)

Penn State University (1992)

The Math Problem Solver (Myrna Manley)

Contemporary Books Inc. (1993)

Fundamental Mathematics For Health Careers (J. Hayden/H. Davis)

Del Mar Publishers (1990)

Worksheets, Tests, Etc. (some created by us)

CNA

Tests: *Getting Ready To Be A Nursing Assistant*
4 Tests

Working As A Nursing Assistant
4 Tests

OTAN

VESL/Workplace

Clearinghouse

(619) 265-3458: Medical Vocabulary Terms

Medical Glossary

VESL Vocabulary Exercises: Medical Terminology

Test on all vocabulary words

Record sheets for all students (folders)

Medical idioms on walls

3 tests on these idioms

Games, puzzles, exercises (Cloze)/health related

Computer sheets/math, reading, language arts

Reading comprehension - related short stories, exercises, etc.

Tests on non-medical vocabulary words

Computer-generated health care study units

Instructor-generated health care study units

Computer Software

CNA

Reading In The Workplace/Health Care (3 Units) (Davis, Meng, Reese)
Educational Activities Inc. (1992)

Basic Literacy Skills Reading (Network)
TRO/PLATO Education Services

Basic Literacy Skills Language Arts (Network)
TRO/PLATO Education Services

Advanced Literacy Skills Reading (Network)
TRO/PLATO Education Services

MLA

Reading In The Workplace/Health Care (3 Units) (Davis, Meng, Reese)
Educational Activities Inc. (1992)

Basic Literacy Skills Mathematics (Network)
TRO/PLATO Education Services

Advanced Literacy Skills Mathematics (Network)
TRO/PLATO Education Services



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