

MODULE 5

◆◆◆ PUBLIC HEALTH SERVICES ◆◆◆

COMPONENTS

	Page
◆ TEACHER NOTES.....	198
◆ PICTURES	
• Pictures for Vocabulary Development .....	202
• Pictures for Language Experience .....	213
• Pictures for Group Story Writing .....	218
◆ READING PASSAGE	
• Pre-Reading Activity.....	221
• Reading Passage.....	222
• Vocabulary Activity 1-A.....	225
• Vocabulary Activity 1-B .....	226
• Vocabulary Activity 2-A.....	227
• Vocabulary Activity 2-B .....	228
• Comprehension Check.....	229
◆ EXTENSION ACTIVITIES	
• Dialogue 1: <i>Calling a Clinic for Immunization Information</i> .....	230
• Dialogue 2: <i>Calling the County for Dental Services</i> .....	231
• Dialogue 3: <i>Reporting Domestic Violence</i> .....	232
• Dialogue 4: <i>Calling the Hospital for Information</i> .....	233
• Dialogue 5: <i>Making a Doctor's Appointment</i> .....	234
• Action Research Activity: <i>Health Care in Your Community</i> .....	235
• Writing Activity: <i>Patient Information Form</i> .....	236
• Pair Activity: <i>Health Care Providers</i> .....	237
• Cultural Comparison Activity: <i>Health Care Services</i> .....	238
◆ EXPERIENTIAL ACTIVITIES .....	239

## TEACHER NOTES

Before beginning this module, familiarize yourself with the health care facilities in your students' communities. Explore the web sites of the community hospitals, the city/county department of public health, and social service agencies that provide help for domestic abuse, substance abuse, and mental health problems. Brochures and newsletters describing community health care services are available from the township office, city hall, public schools, clinics, and community hospitals. Brochures that you collect may be used in class to initiate discussion about the different types of health care available in the United States.

Introduce the topic of public health services by asking who provides health care in students' native countries. If there are both private and public health care systems, ask students how they are different (e.g., better facilities, newer equipment, specialists, doctors with more recent training, etc.). Ask students who pays for the costs of health care in their countries – individuals, the government, employers, etc. Ask also if anyone is excluded from health care services in their native countries.

### COMPETENCIES FOR MODULE 5

Students will learn to:

1. Explain the differences between private and public health care.
2. Locate public and private health care providers in their community.
3. Identify community resources for wellness programs (including prenatal care, immunizations, and screenings) and crisis services (including domestic violence, child abuse, and substance abuse).
4. Check eligibility requirements for public health care services.
5. Make an appointment for health care services.
6. Complete a patient information/medical history form.

### THE VOCABULARY ACTIVITIES AND THE READING PASSAGE

The Reading Passage contains a large number of vocabulary words that may be unfamiliar to students. To facilitate the teaching of this module, Vocabulary Activities 1-A and 1-B correspond to the first part of the Reading Passage only (through "Public Health Clinics"), while Vocabulary Activities 2-A and 2-B correspond to the rest of the Reading Passage ("Community Hospitals" through the end). You may choose to teach the Reading Passage in two parts, at two different class meetings, depending on the level of your class.

### THE WRITING ACTIVITY

For the writing activity, students will need to translate vocabulary for a variety of diseases and medical conditions. You may need to provide translations or have students use bilingual dictionaries for these terms. Students might also work in groups with others from their language background for this activity.

**TEACHER NOTES continued****EXPANSION IDEAS**Role-Plays

In addition to the dialogues in this unit, you may want to have students role-play common scenarios that patients encounter. Role-plays could address a variety of topics including health insurance, medications they are taking, smoking, drinking, symptoms, and medical procedures such as blood pressure measurement, ear/throat/eye exams, blood tests, urine samples, and throat cultures.

Health Insurance Information

If the level of the class and student interest warrant it, discuss health insurance in the United States. Explore the following vocabulary: premium, deductible, co-pay, urgent/immediate care center, HMO/PPO, prescription drug insurance, etc. Elicit students' experiences with health insurance providers. If possible, distribute and discuss a copy of a paycheck showing deductions for health insurance.

**POSSIBLE AUTHENTIC MATERIALS**

- Brochures describing health services offered by the county, city, or local public schools
- Newsletters from community hospitals (these often list free or low-cost wellness programs)
- Health history forms from doctors' and dentists' offices
- Appointment cards from doctors, dentists, or public health clinics
- Child's health form (including immunization history) required by the school system

**RESOURCES\***Print Materials

*A Health Guide for Refugees*, (2001), Illinois Department of Public Health (217) 782-4977 or [www.idph.state.il.us/about/minority\\_hlth/default.htm](http://www.idph.state.il.us/about/minority_hlth/default.htm). Provides basic information about the U.S. health care system, visiting the doctor, treating serious illnesses, and where to go for medical care. Booklet available at no cost or online as PDF document. Available in English, Spanish, French, Chinese, Arabic, Bosnian, Russian, and Vietnamese.

*Immunization Fact Sheets* (in English and Spanish) available for these immunizations: Chickenpox; Diphtheria, Tetanus, and Pertussis (DPT); Tetanus and Diphtheria (TD); Polio; and Measles, Mumps, and Rubella (MMR). American Academy of Pediatrics, (800) 433-9016, [www.aap.org](http://www.aap.org).

*"Do You Understand?" Communicating with the Non-English Speaking Patient Handbook*, (1989) Literacy Volunteers of America. Textbook with simple drawings and translations (Cambodian, Laotian, Vietnamese, Polish, Russian, and Spanish) of language used in common medical situations. Clear illustrations convey meaning; text provides many role-play ideas. An excellent resource for use with low-level students.

**TEACHER NOTES** continued

*Comprehensive Resources for Your Health & Safety Programs*, Krames Health and Safety Education, 1100 Grundy Lane, San Bruno, CA 94066, (800) 333-3032. Catalog of brochures, booklets, and videos on topics such as the food pyramid, nutrition, and work safety.

Prevention First, Inc. State of Illinois-funded clearinghouse of materials on substance abuse, STD's, and domestic violence. Offers on-line catalog for substance abuse-related brochures and videos at [www.prevention.org](http://www.prevention.org). Materials are free to Illinois residents and may be previewed at their libraries in Chicago and Springfield.

U.S. Federal Drug Administration Easy-to-Read Publications. Easy-to-read publications (in both English and Spanish) on topics such as "Keeping Food Safe," "What to do for Colds and Flu," "Use Medicine Safely," and "Eating for a Healthy Heart." Most can be downloaded in either PDF or HTML formats from [www.fda.gov/opacom/lowlit/englow.html](http://www.fda.gov/opacom/lowlit/englow.html). Some are available free (up to 50 copies) from FDA, HFI-40, Rockville, MD 20857.

Web Sites

Illinois Department of Children and Family Services, (800) 25-ABUSE  
[www.state.il.us/dcfs](http://www.state.il.us/dcfs)

Offers answers (in basic English) to frequently asked questions about child abuse and neglect, as well as listings of other resources.

National Center for ESL Literacy Education's Health Literacy  
[www.cal.org/ncl/healthlit.htm](http://www.cal.org/ncl/healthlit.htm)

Includes a series of lessons entitled "Picture Stories for Adult ESL Health Literacy," a bibliography of health literacy materials for ESL teachers, and Questions and Answers on Health Literacy (an ERIC Q & A article).

National Institute for Literacy's Health and Literacy Special Collection  
[www.worlded.org/us/health/lincs](http://www.worlded.org/us/health/lincs)

Curricula on health subjects, suggested ESL/bilingual materials on health care, and links to many health information web sites.

Nutrition Education for New Americans  
[multiculturalhealth.org](http://multiculturalhealth.org)

Downloadable materials in 37 languages (including English) about food pyramids, healthy lifestyles for adults, mothers, and mature adults.

U.S. Federal Drug Administration Publications Catalog  
[www.fda.gov/opacom/catalog/decemcat.html](http://www.fda.gov/opacom/catalog/decemcat.html)

Non-technical health-related materials for the general public. Materials include articles in English and Spanish; Easy Readers; and Fact Sheets. Most publications are available online.

---

**TEACHER NOTES** continued

USDA's Women, Infants and Children

[www.fns.usda.gov/wic/](http://www.fns.usda.gov/wic/)

Information about the WIC Program, a nutrition program for low-income women, infants, and children. Includes income guidelines for participation, information about program benefits, and links to local WIC program locations.

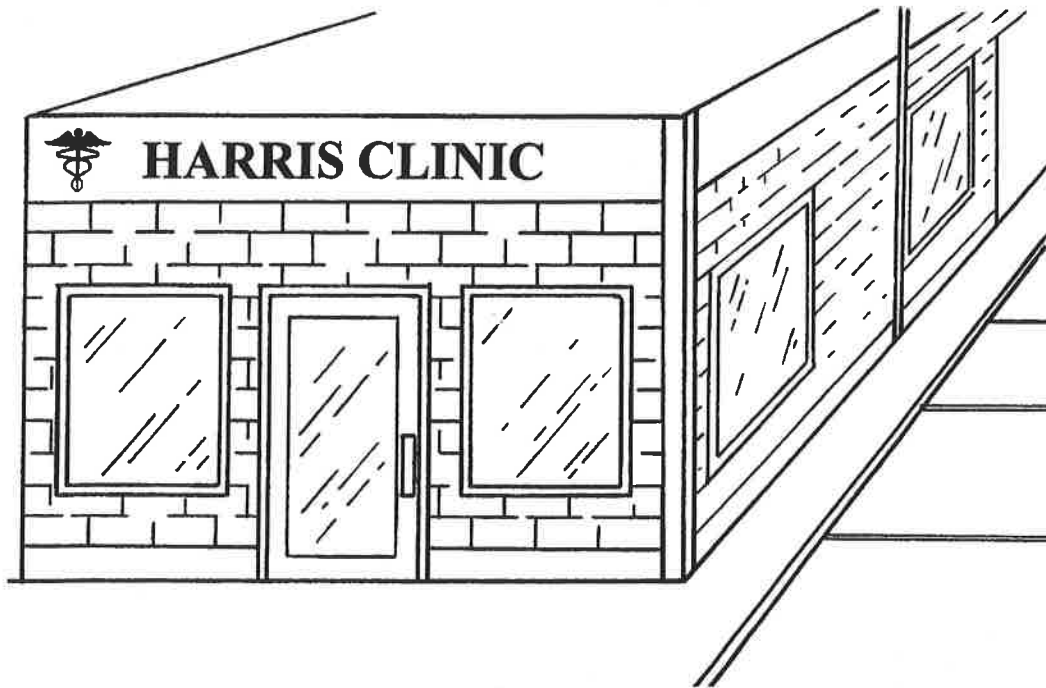
Videos

*Ensure Domestic Tranquility* (2003). A video for adult ESL learners about the legal ramifications of domestic violence and sources of help. Includes a packet with multi-level lesson plans. Available by sending a \$15 check or money order to Media Center, Room 104, Evans Community Adult School, 717 N. Figueroa Street, Los Angeles, CA 90012

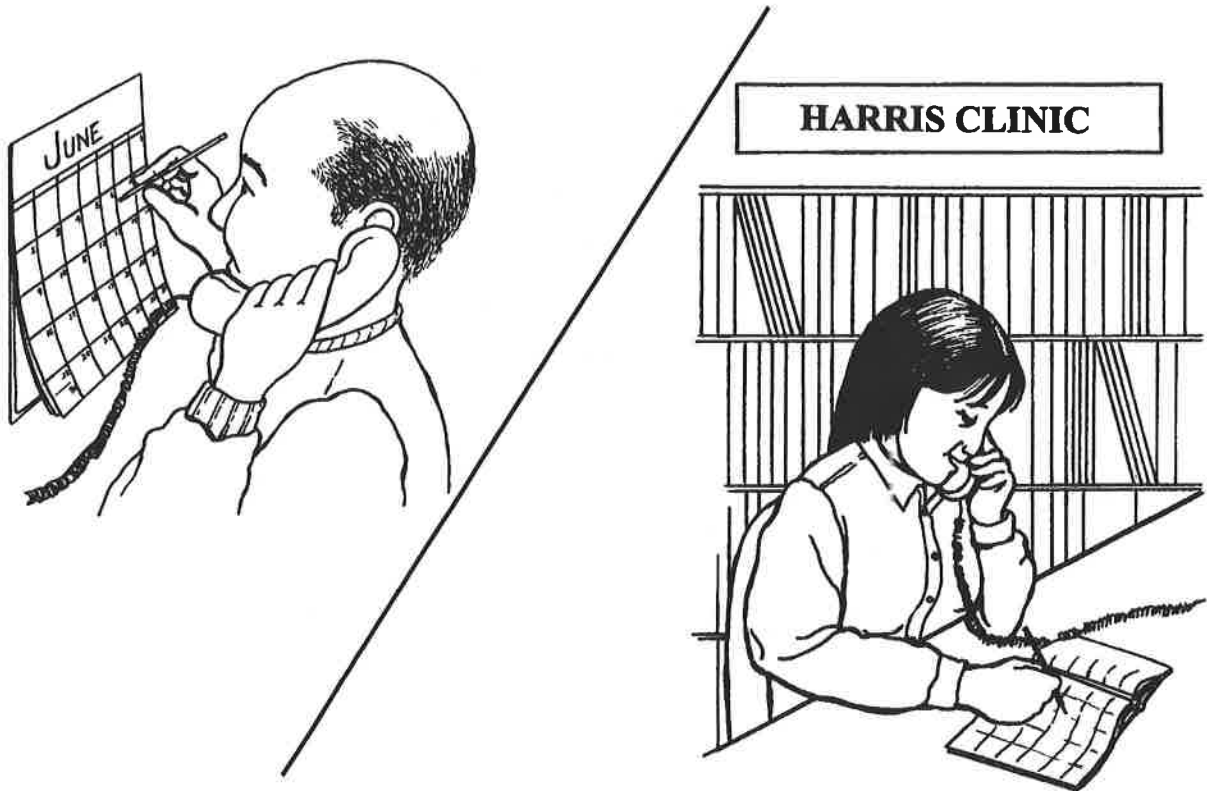
\* This list of resources is also located at [www.thecenterweb.org](http://www.thecenterweb.org) (click on "The Adult Learning Resource Center") where it is updated annually.

PICTURES FOR VOCABULARY DEVELOPMENT

public health clinic



appointment

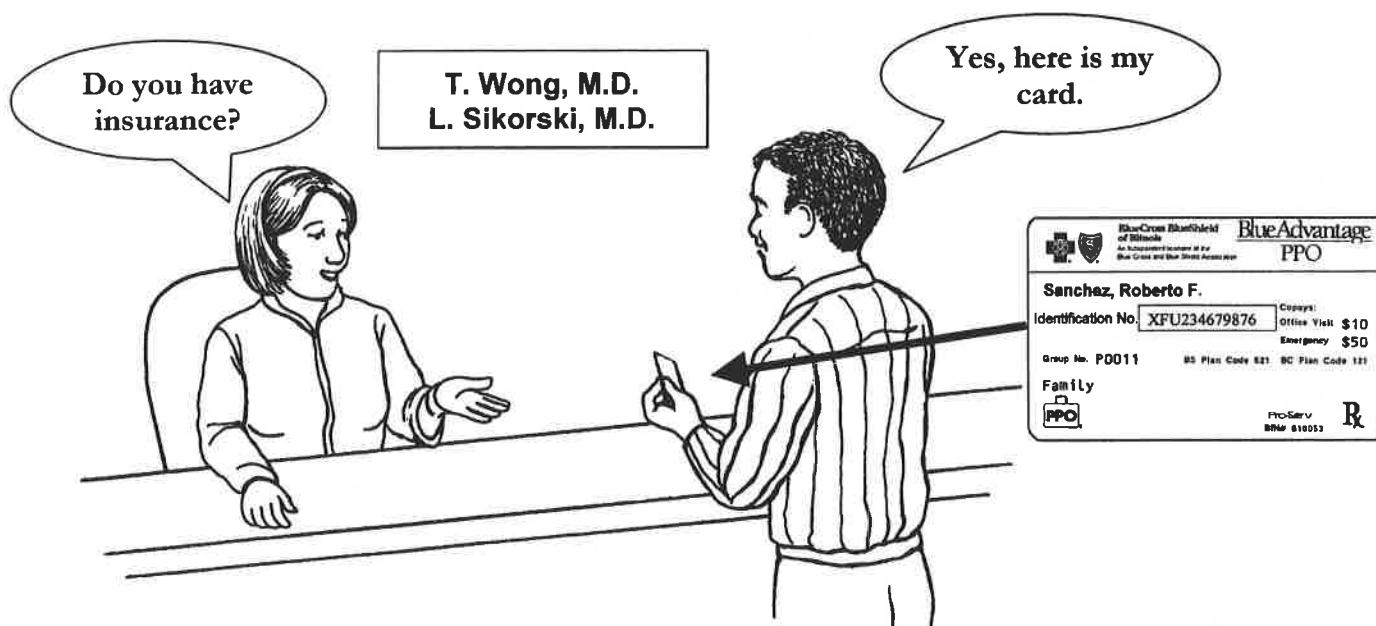


PICTURES FOR VOCABULARY DEVELOPMENT continued

walk-in clinic



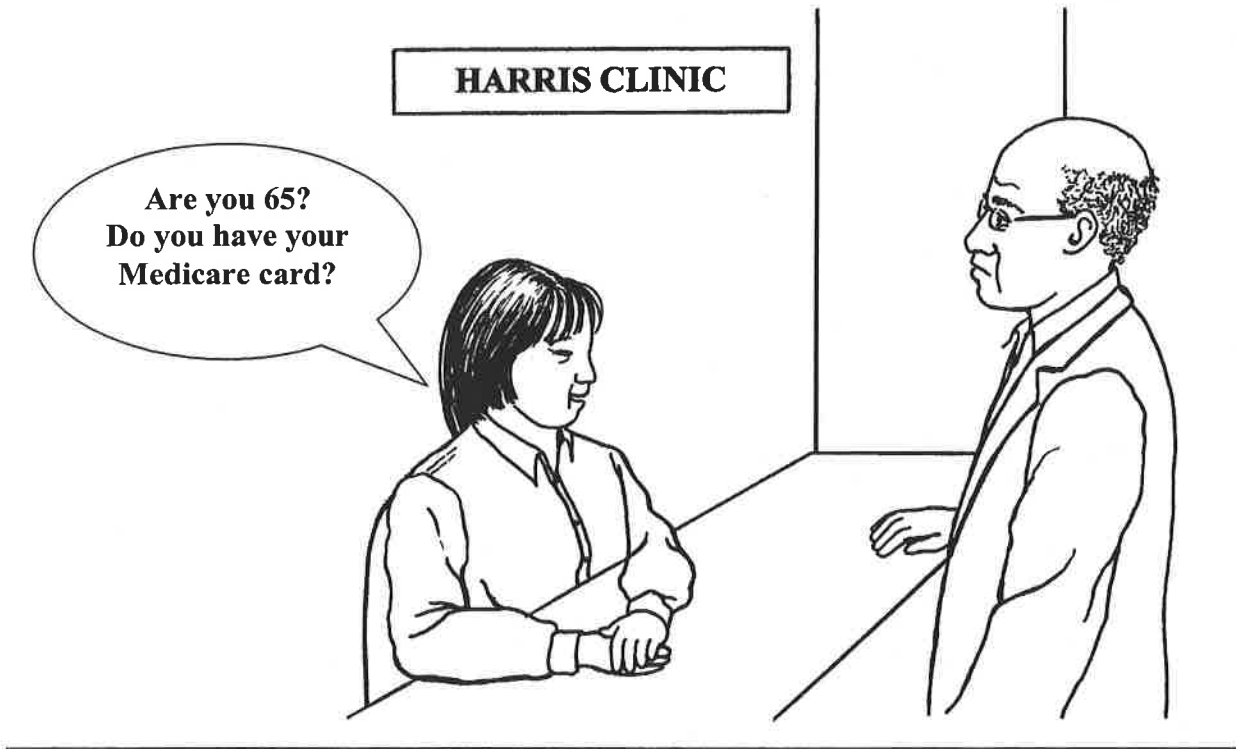
health insurance



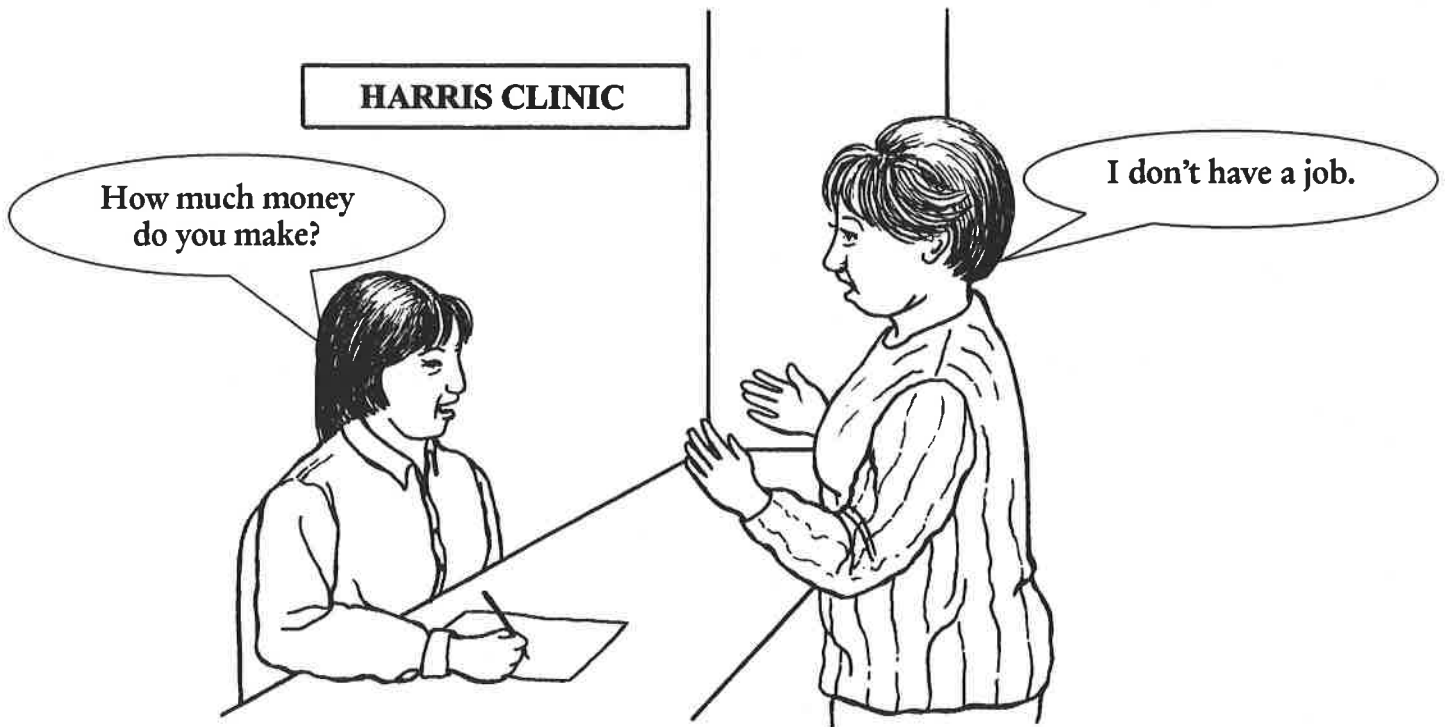
PICTURES FOR VOCABULARY DEVELOPMENT *continued*

ELIGIBILITY REQUIREMENTS

age



low income





PICTURES FOR VOCABULARY DEVELOPMENT continued

HEALTH CARE SERVICES

check up/physical exam



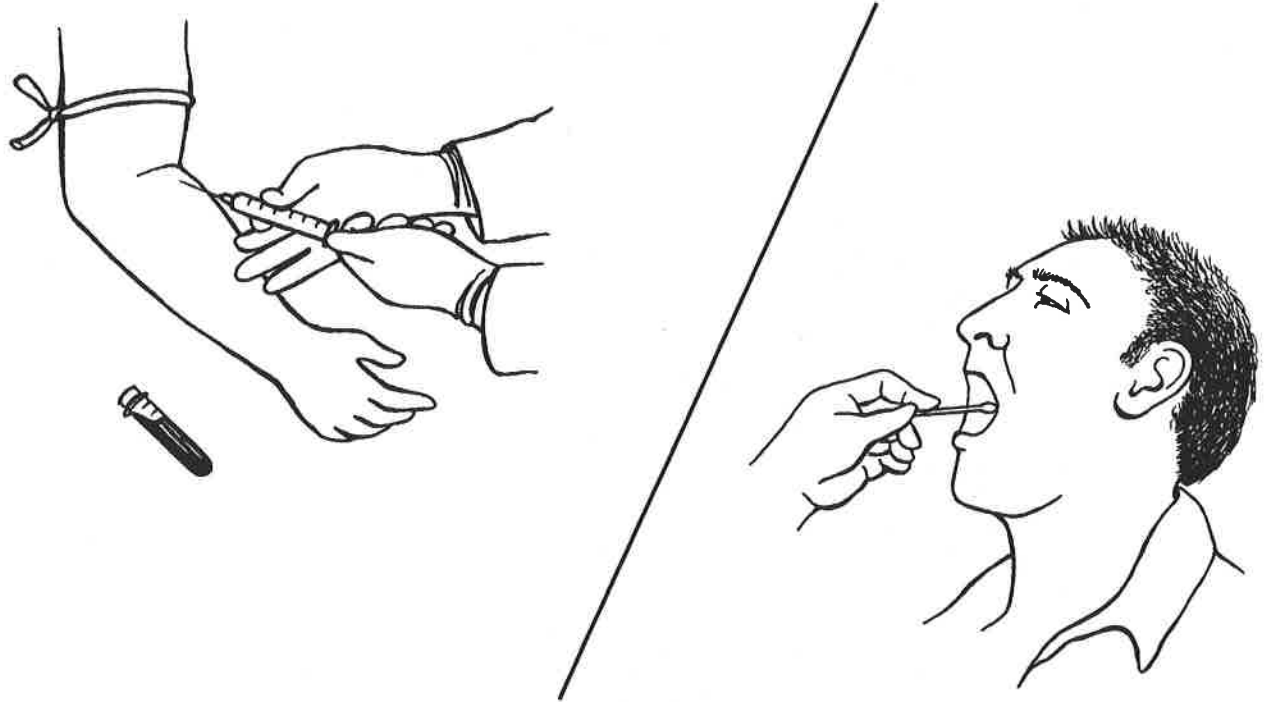
dental care



PICTURES FOR VOCABULARY DEVELOPMENT continued

HEALTH CARE SERVICES

testing for STDs or HIV/AIDS



family planning

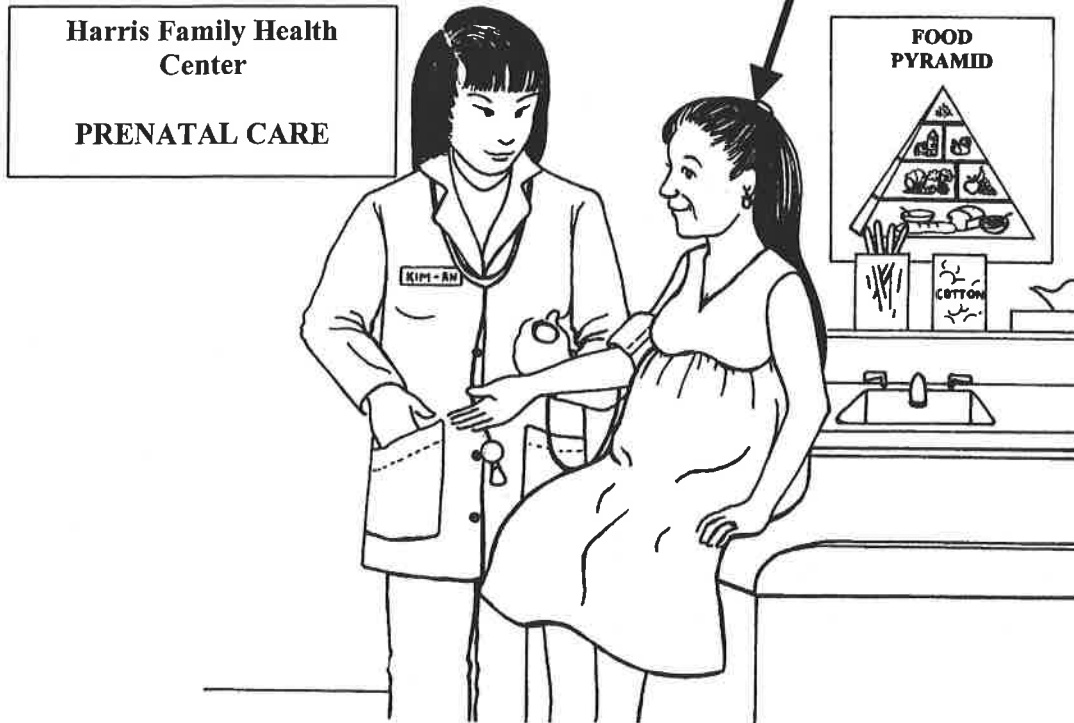


PICTURES FOR VOCABULARY DEVELOPMENT continued

HEALTH CARE SERVICES

prenatal care

pregnant



well child care



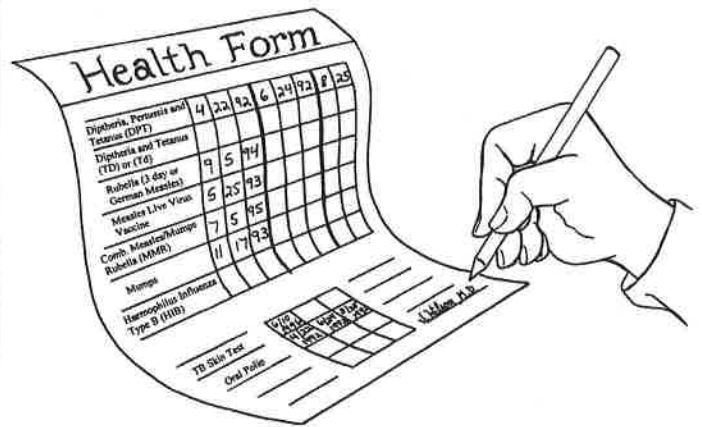
PICTURES FOR VOCABULARY DEVELOPMENT continued

HEALTH CARE SERVICES

immunization



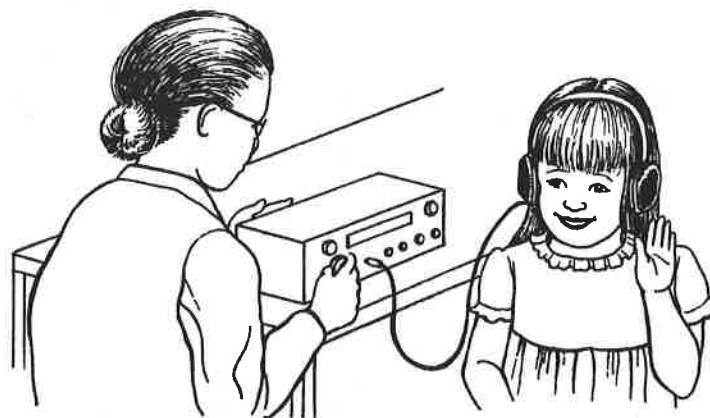
school health form/  
immunization record



vision screening



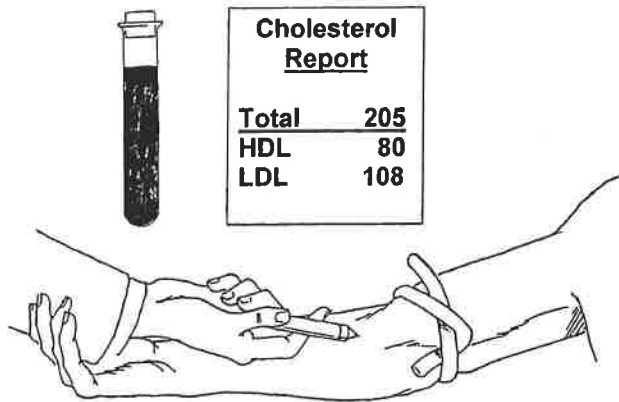
hearing screening



## PICTURES FOR VOCABULARY DEVELOPMENT continued

## WELLNESS PROGRAMS

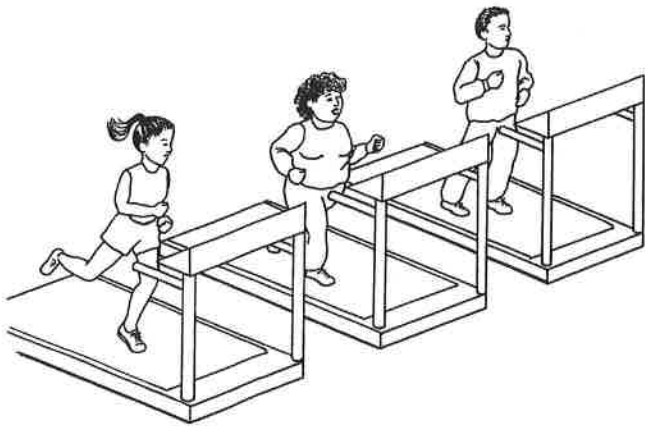
cholesterol testing



stress management



fitness center



nutrition counseling



PICTURES FOR VOCABULARY DEVELOPMENT continued

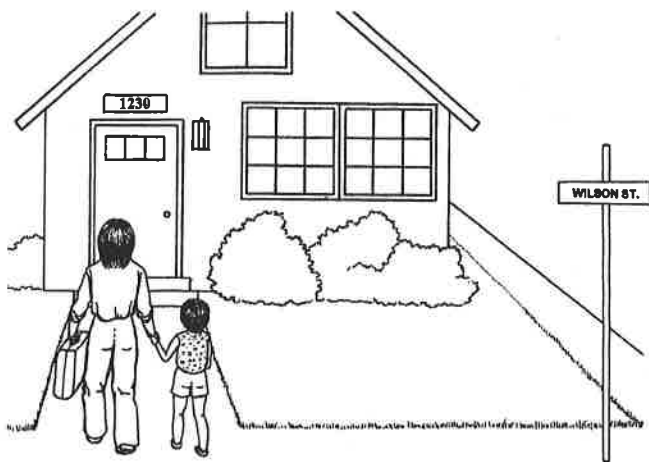
domestic violence



hotline



emergency shelter



counseling

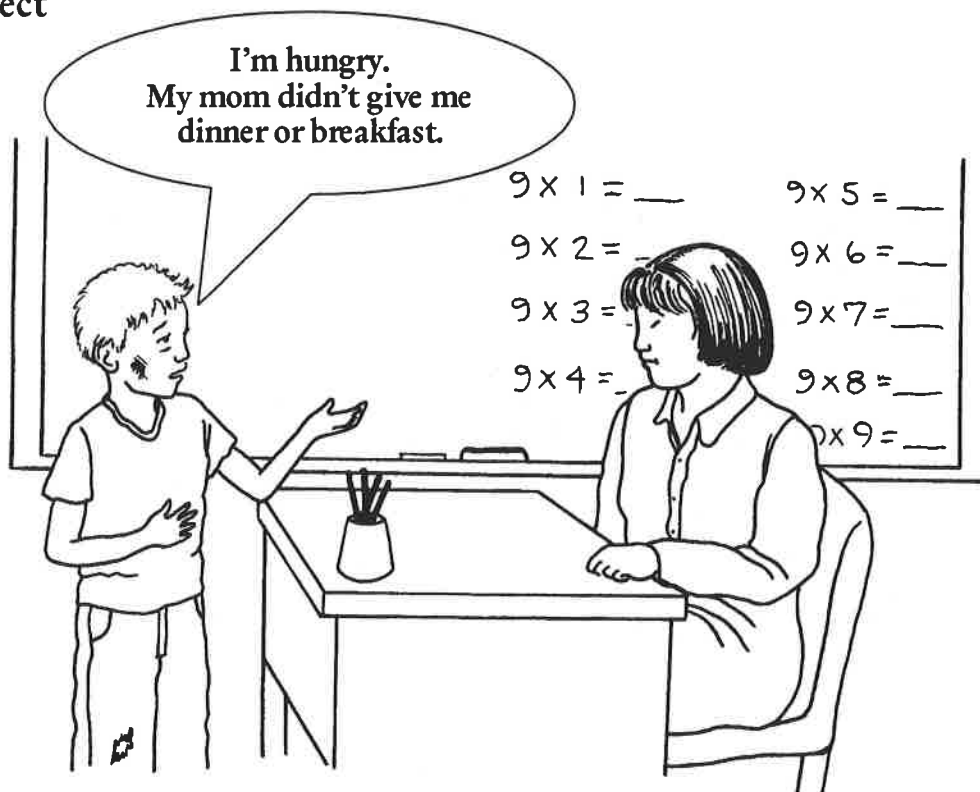


## PICTURES FOR VOCABULARY DEVELOPMENT continued

child abuse



child neglect



PICTURES FOR VOCABULARY DEVELOPMENT continued

SUBSTANCE ABUSE

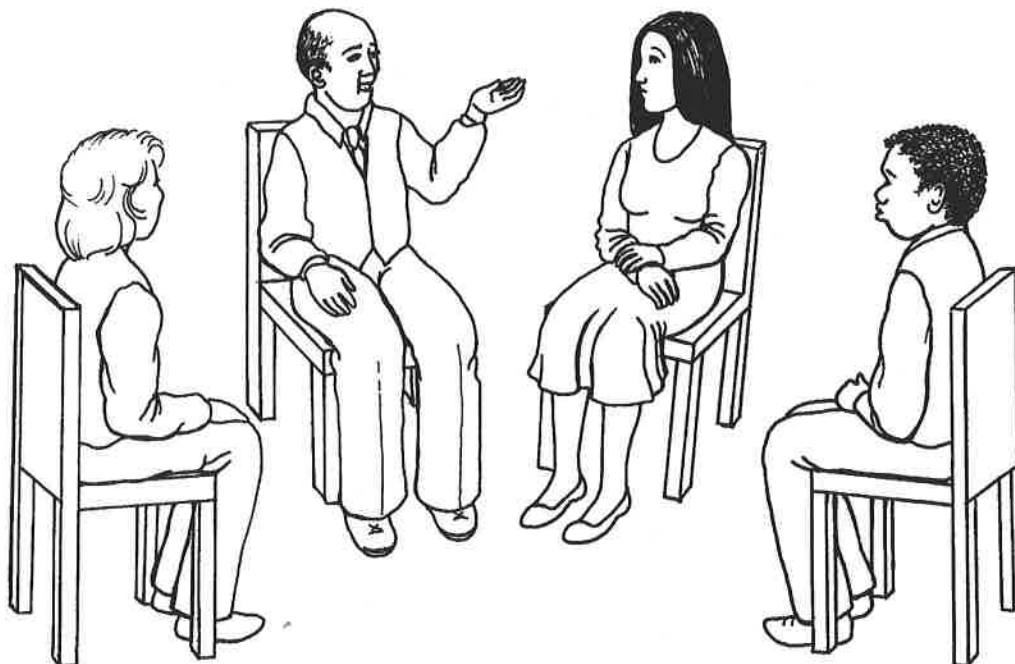
drugs



alcohol

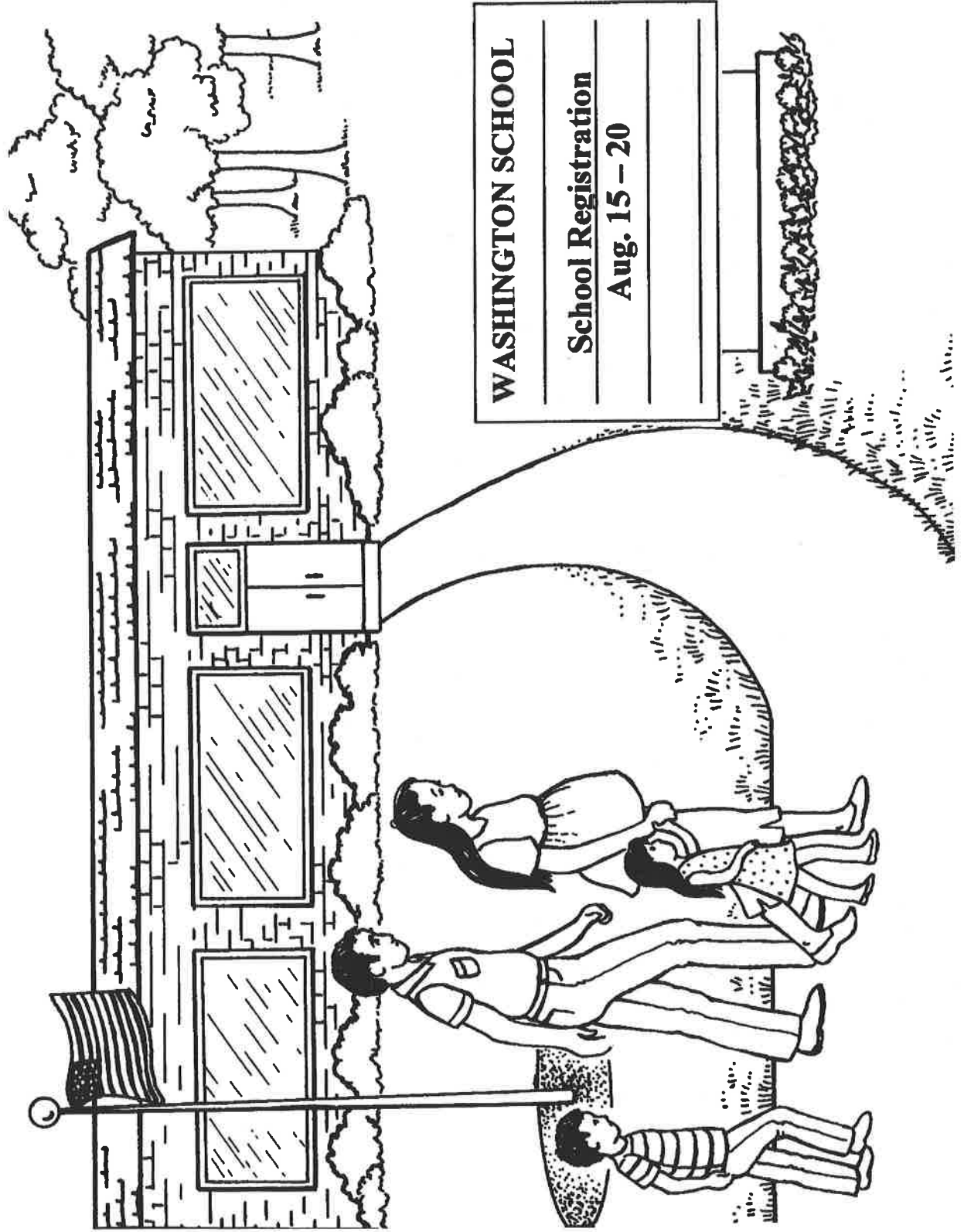


self-help group/support group

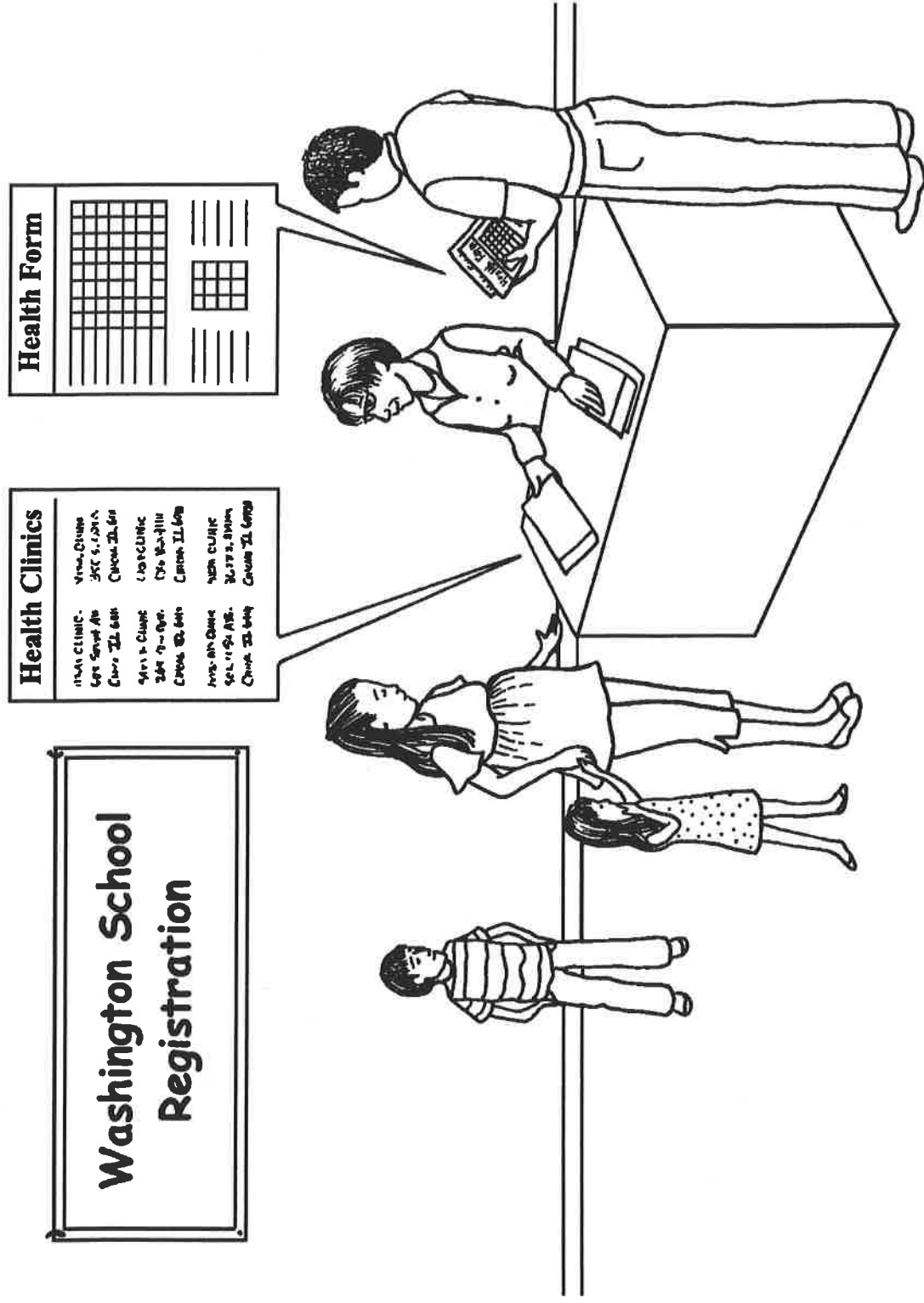




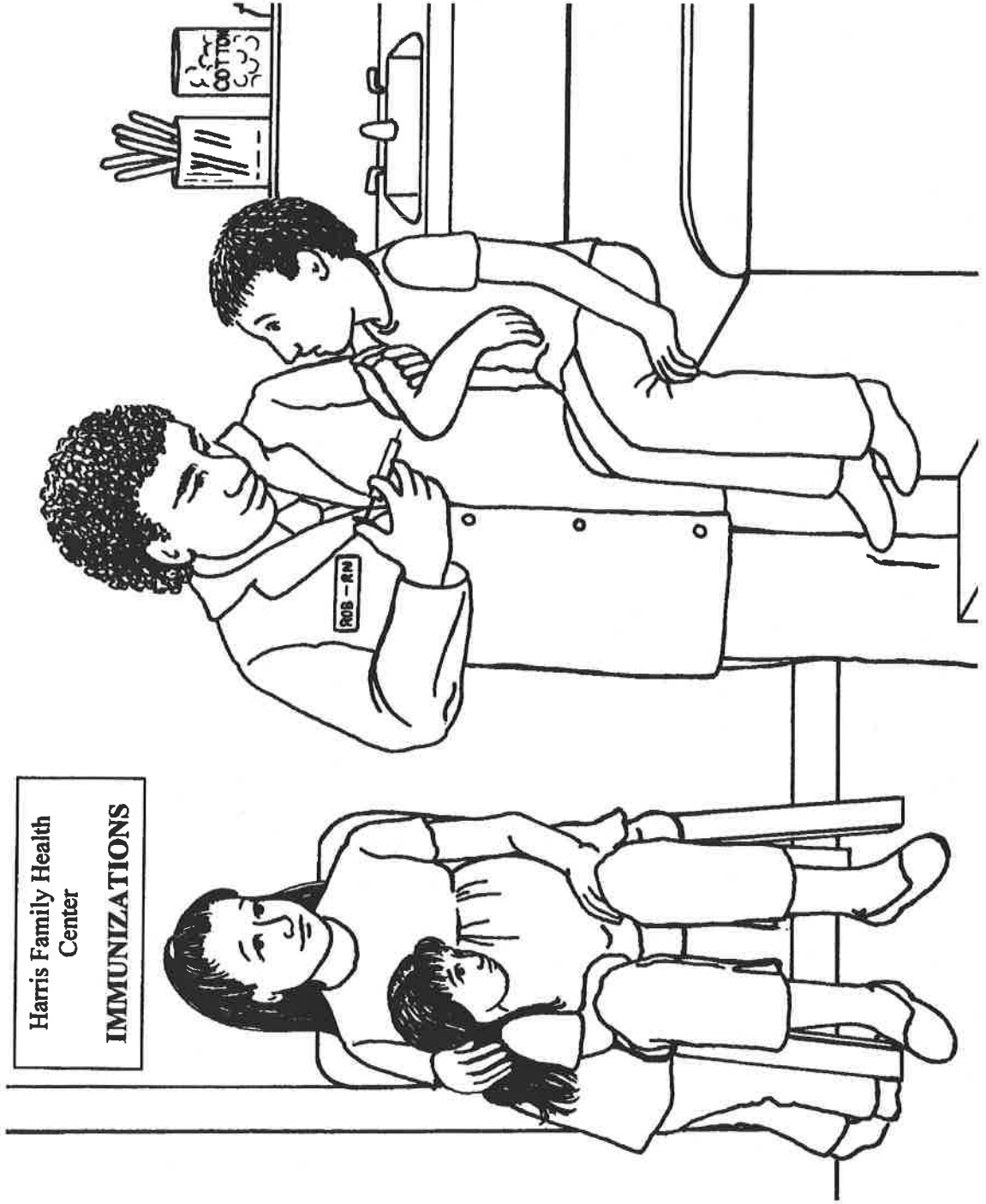
PICTURES FOR LANGUAGE EXPERIENCE



PICTURES FOR LANGUAGE EXPERIENCE continued

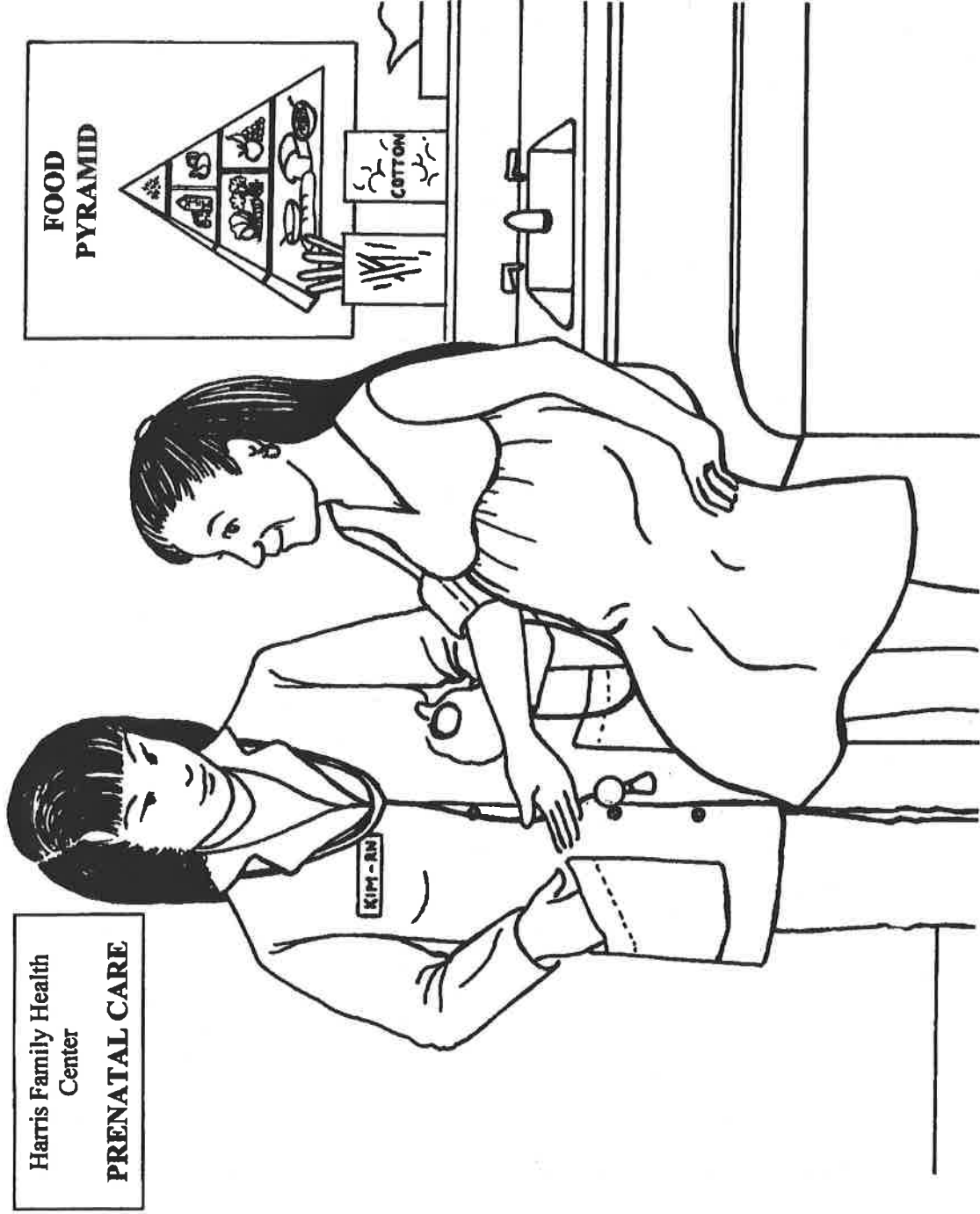


PICTURES FOR LANGUAGE EXPERIENCE continued

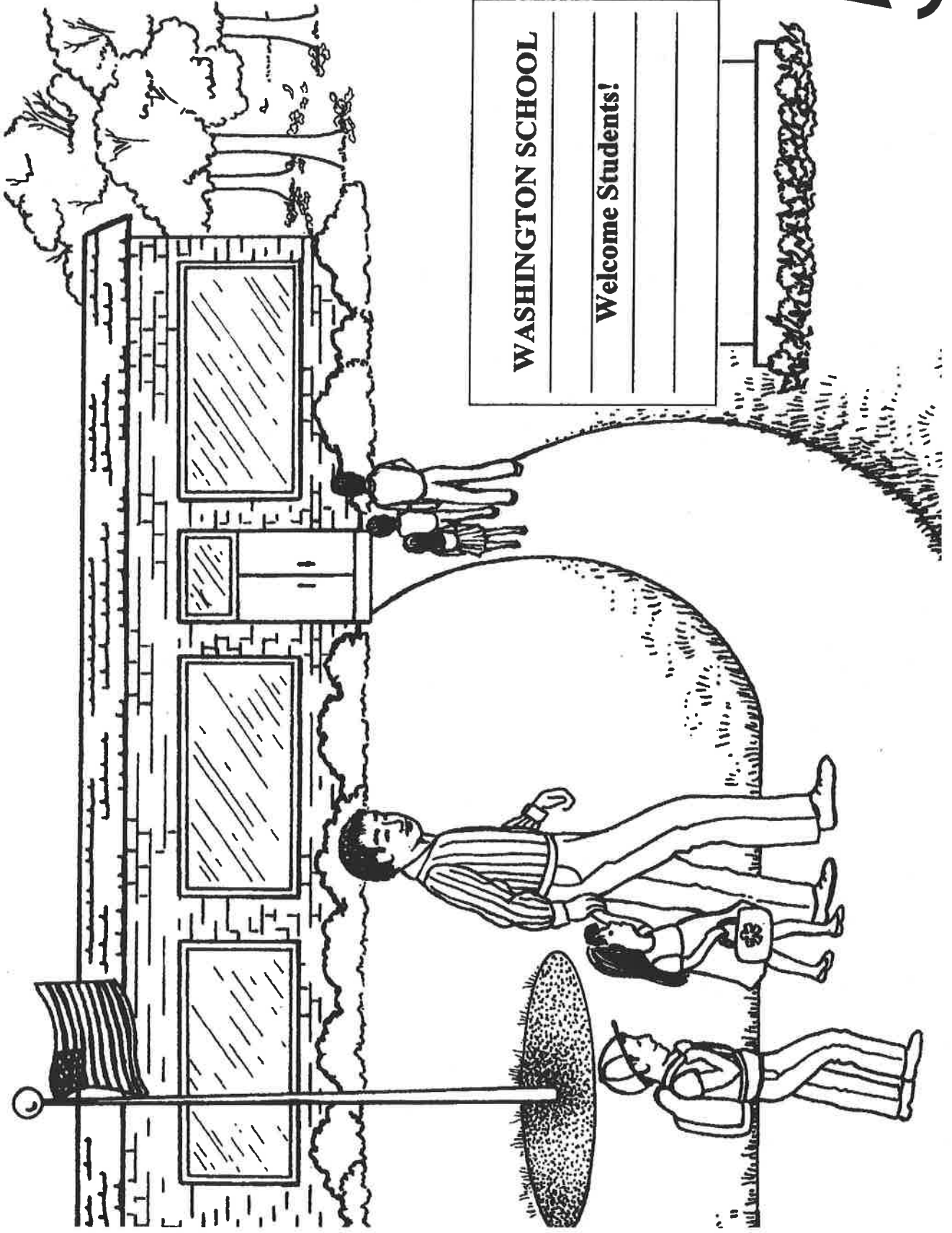


3

PICTURES FOR LANGUAGE EXPERIENCE continued

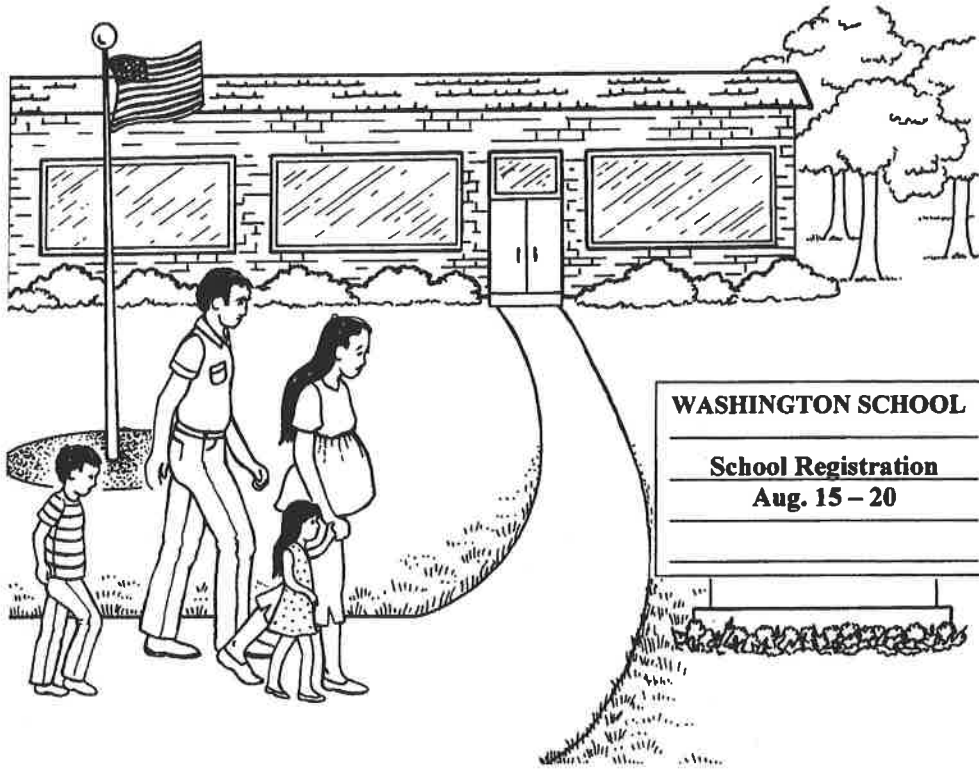


PICTURES FOR LANGUAGE EXPERIENCE continued

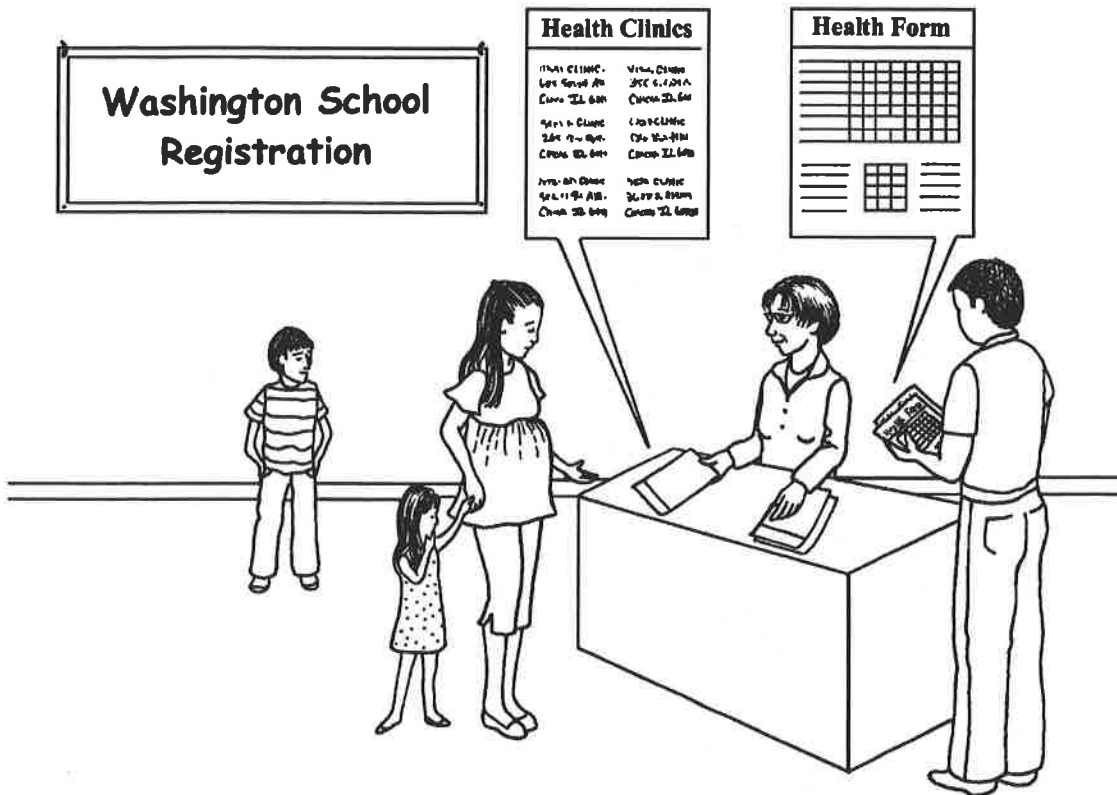


PICTURES FOR GROUP STORY WRITING

*Directions:* Work in groups of three or four. Write a story about the pictures below and on the next page. Write one or more sentences for each picture. Then share your story with the class.



1



2

PICTURES FOR GROUP STORY WRITING continued

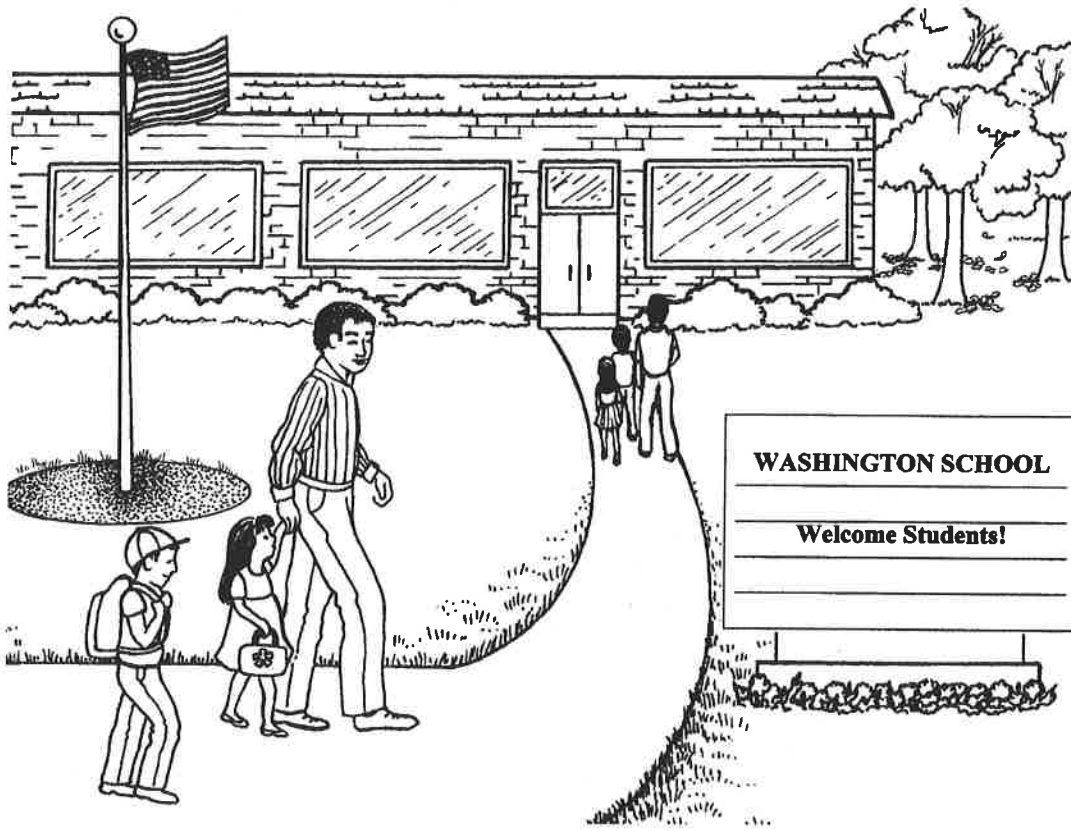


3



4

PICTURES FOR GROUP STORY WRITING continued



5



---

**READING PASSAGE: Pre-Reading Activity**

*Directions:* Think about public health in your community. Discuss the answers to the questions below with your classmates. (Optional: Write the answers to the questions.)

1. How do you and your family get health care when you need it?
2. Do you have health insurance? If yes, who provides your insurance? (Your employer? Your spouse's employer?)
3. What kind of health care programs do the state and federal government provide? Who qualifies for such programs?
4. Have you ever been to a public health clinic? Why did you go?
5. Have you ever been to your community hospital? What services did you receive?
6. Do you know about domestic abuse and substance abuse? How does your community help with these problems?

## READING PASSAGE

There are many health services for people in the community. Some health care services are private. People can get private health care from their own doctors or dentists. But private health care is usually expensive. People often have health insurance to help pay for their medical bills. Employers often provide free or low-cost health insurance for their full-time employees. But full-time employees usually have to pay for their spouse or other family members. People may also buy health insurance individually, but this is very expensive.

The government helps pay for public health services. People can get public health care through their local health department. Public health care services are often free or low cost for some low-income people. People with low incomes earn little or no money.

### GOVERNMENT HEALTH CARE PROGRAMS

The state and the federal government have programs to help people pay for health care.

*Medicaid* is a state and federal program that pays for health services for these low-income people:

- children and their caretakers
- pregnant women
- blind or disabled people
- people 65 years of age and older

*KidCare* is a free or low cost health insurance program in Illinois for these low-income people:

- children age 18 and younger
- pregnant women

*Medicare* is a federal government health insurance program for:

- people age 65 or older
- some people with disabilities under age 65
- some people with permanent kidney failure

The *WIC Program* (Women, Infants, and Children) provides healthy food and nutrition information to low-income women, infants, and children up to age 5.

Other health care services are often available through the city or county department of public health.

### PUBLIC HEALTH CLINICS

There are public health clinics in most communities. Some clinics are walk-in and others schedule appointments. At walk-in clinics, you don't need an appointment, but you often have to wait a long time. Some clinics have eligibility requirements such as low income or residency. Many services are free or low cost. People should call the clinic before a visit to check days and times open and eligibility requirements.

Clinics provide family health services such as check ups, dental care, and mental health care. Adult services can include family planning, prenatal care for pregnant women, and screenings for different diseases. Other clinic programs offer well-child care, immunizations, vision and hearing screening for school children, and school physical exams.

**READING PASSAGE continued**

Clinics also provide testing, counseling, and treatment for STDs (sexually transmitted diseases) and HIV/AIDS (acquired immune deficiency syndrome). These services are free, confidential, and anonymous.

**COMMUNITY HOSPITALS**

Community hospitals also provide many health services. Hospitals must provide emergency medical care even if a person cannot pay. Most hospitals also offer free or low-cost wellness programs to give people important health information. Examples of wellness programs are cholesterol testing, stress management, and nutrition counseling. There are also wellness programs for pregnant women, such as prenatal care, childbirth preparation, and breastfeeding classes.

Community hospitals usually have free support groups for different diseases such as diabetes or cancer. Some hospitals also have fitness centers where people can work out or take exercise classes. People must pay membership fees to use fitness centers.

**DOMESTIC VIOLENCE**

Domestic violence is physical, sexual, or psychological mistreatment of another adult in the home. It can happen between married people or other people living together. If someone calls the police to report domestic violence, the police will come to the house. Domestic violence agencies in the community provide emergency shelters and hotlines. Victims receive help such as counseling and legal assistance.

**CHILD ABUSE AND NEGLECT**

In the United States, there are laws to protect children. If adults hurt children, the adults may be arrested. The government may take children away from abusive parents. Adults who leave young children alone at home or who don't take care of them can be arrested for neglect. If you know of a child who is abused or neglected, you should call the Child Protective Services office in your community. Medical and school workers are required by law to report child abuse and neglect.

**SUBSTANCE ABUSE**

The community can help adults and teens with alcohol or other drug problems. Social service agencies and hospitals provide counseling and treatment for people with substance abuse problems. City and township government offices can make referrals to substance abuse programs and self-help groups. There are free or low cost programs available.

---

**READING PASSAGE** continued**GETTING HELP**

People can contact their county or city health department to learn about clinics, domestic violence agencies, or substance abuse help. Sometimes health department information is also on the county or city web site. The public library has the *Human Care Services Directory*, a large book that lists services for different counties. Hospitals and schools also have information on health care services.

**A TRUE STORY**

The Sánchez family moved to Chicago from Colombia last month. The parents took their children, José and María, to register for school. The school secretary said the children needed physical examinations and immunizations before they could start school. But the family had little money. The secretary gave them information about a public health clinic.

Mrs. Sánchez took her children to the clinic for immunizations. The nurse saw that Mrs. Sánchez was pregnant. The nurse told Mrs. Sánchez about free prenatal care at the clinic. Mrs. Sánchez went to the clinic the next week for prenatal care.

Soon José and María started school. Mrs. Sánchez received medical care during her pregnancy. The family learned to use public health services in the United States.

---

**READING PASSAGE: Vocabulary Activity 1-A**

*Directions:* Say these words after your teacher. Discuss the meaning of each word.  
(Optional: Write the meaning next to each word.)

1. health care/health services
2. health insurance
3. low income
4. public health clinics
5. walk-in clinic
6. appointment
7. eligibility requirements
8. check ups/physical exams
9. dental care
10. family planning
11. prenatal care
12. pregnant
13. well child care
14. immunization
15. vision/hearing screening
16. testing for STDs or HIV/AIDS

Other words:

## READING PASSAGE: Vocabulary Activity 1-B

*Directions:* Write the correct word or words in each sentence. Use the word bank for help. Each word can be used only once.

1. Maria made a doctor's \_\_\_\_\_ for Tuesday, April 4 at 3:00 p.m.
2. You do not need an appointment for health services at a \_\_\_\_\_.
3. \_\_\_\_\_ offer free or low-cost medical and dental care to low income people.
4. Children must have \_\_\_\_\_ against polio and other diseases before they start school.
5. Another name for birth control is \_\_\_\_\_.
6. \_\_\_\_\_ at clinics is free, confidential, and anonymous.
7. Doctors recommend annual \_\_\_\_\_ to stay healthy.
8. A woman who is going to have a baby is \_\_\_\_\_.
9. People see a dentist for \_\_\_\_\_.
10. Schools have \_\_\_\_\_ to check students' ability to see.
11. A pregnant woman needs \_\_\_\_\_ to check the health of her unborn baby.
12. \_\_\_\_\_ helps people pay for health care.
13. \_\_\_\_\_ people earn little or no money.
14. People must meet \_\_\_\_\_ to get services at a public health clinic.
15. Doctors check a baby's height and weight during visits for \_\_\_\_\_.
16. Immunizations, check ups, and prenatal care are examples of \_\_\_\_\_.

### WORD BANK

AIDS testing	appointment	check ups	dental care
eligibility requirements	family planning	health care	health insurance
immunizations	low income	prenatal care	public health clinics
vision screening	walk-in clinic	well child care	pregnant

---

**READING PASSAGE: Vocabulary Activity 2-A**

*Directions:* Say these words after your teacher. Discuss the meaning of each word.  
(Optional: Write the meaning next to each word.)

1. wellness programs
2. cholesterol testing
3. stress management
4. nutrition counseling
5. self-help group/support group
6. fitness center
7. domestic violence
8. emergency shelters
9. hotlines
10. counseling
11. child abuse
12. child neglect
13. substance abuse
14. alcohol
15. drugs

Other new words:

**READING PASSAGE: Vocabulary Activity 2-B**

*Directions:* Write the letter of the correct meaning next to each word.

- |                             |   |
|-----------------------------|---|
| ___ 1. fitness center       | a. wine, beer, or liquor  |
| ___ 2. hotline              | b. talking with a counselor for help with problems  |
| ___ 3. domestic violence    | c. places that provide food and housing in an emergency   |
| ___ 4. alcohol              | d. medicine or narcotics such as cocaine or heroin  |
| ___ 5. stress management    | e. a blood test to measure cholesterol and screen for heart disease   |
| ___ 6. child neglect        | f. using illegal drugs, drinking too much alcohol, or taking drugs improperly                               |
| ___ 7. substance abuse      | g. a gym or other place to work out or exercise   |
| ___ 8. nutrition counseling | h. a telephone number that someone can call for help in an emergency  |
| ___ 9. counseling           | i. leaving a young child alone or not taking care of a child  |
| ___ 10. support group       | j. mistreatment of an adult in the home, often married people or other people living together               |
| ___ 11. wellness programs   | k. free or low-cost programs to help people stay healthy  |
| ___ 12. cholesterol testing | l. hurting a child  |
| ___ 13. drugs               | m. learning to control anxiety or nervousness by exercise, yoga, meditation, or other relaxation techniques |
| ___ 14. emergency shelters  | n. advice about foods and diet  |
| ___ 15. child abuse         | o. a group of people with the same disease or problem who meet to help each other                           |



## READING PASSAGE: Comprehension Check

*Directions:* Take turns reading each sentence with a partner. Decide if each sentence is TRUE or FALSE. Put an X under TRUE or FALSE. (Optional: Correct the false sentences.)

	TRUE	FALSE
1. In the United States, private health care is expensive.	_____	_____
2. Full-time workers usually receive free health insurance for their families.	_____	_____
3. Medicaid is a government program that helps some low income people.	_____	_____
4. KidCare provides health care to all children in Illinois.	_____	_____
5. Medicare is government health insurance for people 55 and older.	_____	_____
6. Public health clinics provide free or low cost health care to everyone.	_____	_____
7. Public health clinic services include family planning, prenatal care, screening for diseases, and STD testing.	_____	_____
8. Hospitals do not offer free or low cost wellness programs.	_____	_____
9. Hospitals often have support groups or self-help groups for diseases such as cancer or diabetes.	_____	_____
10. Adults can be arrested for child abuse or neglect.	_____	_____
11. There are hotlines and emergency shelters to help victims of domestic violence.	_____	_____
12. Social service agencies and hospitals offer counseling and treatment for people with substance abuse problems.	_____	_____
13. The county or city health department, libraries, and hospitals have information about community health care services.	_____	_____

**DIALOGUE 1: Calling a Clinic for Immunization Information**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Sapna Shah wants her children to get immunizations for school. The school nurse gives her the phone number of the local immunization clinic. Sapna calls the clinic for more information.

Receptionist: Hello. Wheeling Immunization Clinic.

Sapna: Hello. My children need immunizations for school. When is the clinic open?

Receptionist: We give immunizations on the 2<sup>nd</sup> Monday of the month, between 5:30 and 7:30 p.m.

Sapna: The 2<sup>nd</sup> Monday between 5:30 and 7:30 p.m.?

Receptionist: Yes. That's right.

Sapna: Do I need an appointment?

Receptionist: No, it's a walk-in clinic. But please don't come any later than 7:00.

Sapna: Okay. Thank you.

Receptionist: You're welcome. Goodbye.

Sapna: Goodbye.

**DIALOGUE 2: Calling the County for Dental Services**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Ania Clebek is a single mother with a low-income job. She needs a dental examination but cannot afford a private dentist. She calls the county health department for dental care.

Receptionist: Cook County Department of Public Health.

Ania: Hello. I would like information about dental services.

Receptionist: Before we make an appointment, we must know if you are eligible for dental care.

Ania: What information do you need?

Receptionist: We need to know your weekly income before taxes and the size of your family.

Ania: Well, I am a single mother with one child. I earn about \$300 a week.

Receptionist: Yes, you are eligible. Our next appointment is Friday, November 9 at 10:00 a.m. at the Skokie clinic.

Ania: November 9 at 10:00 a.m. in Skokie. Okay.

Receptionist: You have to bring check stubs from your last 2 paychecks to the appointment. And bring a utility bill for proof of residency.

Ania: Okay. Thank you.

Receptionist: Goodbye.

---

### DIALOGUE 3: Reporting Domestic Violence

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Sung Woo is very worried. He hears his next-door neighbors fighting and knows that there has been domestic violence before. When he hears the woman next door scream, he calls 911.

Operator: Emergency Operator. What is your emergency?

Sung Woo: Hello. I'm calling to report domestic violence next door. I think the police should come.

Operator: Please describe the problem.

Sung Woo: The man next door hits his wife. They are fighting now and she is screaming. I think she is in danger.

Operator: What is their address?

Sung Woo: They are at 1922 Lorel Avenue. The family's name is Park.

Operator: We will send the police right away.

Sung Woo: Thank you. Goodbye.

Operator: Goodbye.

## DIALOGUE 4: Calling the Hospital for Information

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Joséfina wants information about health care programs. She calls the community hospital for information.

Hospital Operator: Good morning. Northwest Community Hospital.

Joséfina: Hello. I'm calling for information about (a) \_\_\_\_\_ .

Hospital Operator: Yes. How can I help you?

Joséfina: Could you tell me (b) \_\_\_\_\_ ?

Hospital Operator: Sure. \_\_\_\_\_ Is there anything else?

Joséfina: No. Thanks for your help. Goodbye.

Hospital Operator: Goodbye.

Partner A: Joséfina	Partner B: Hospital Operator
1. (a) the Fitness Center (b) when it is open	1. It's open Monday through Friday from 6:00 a.m. to 9:00 p.m., Saturdays from 6:00 a.m. to 5:00 p.m., and it's closed on Sundays.
2. (a) the Cancer Support Group (b) when and where it meets	2. The Cancer Support Group meets the first Tuesday of the month at 7:30 p.m. in the hospital auditorium.
3. (a) the Community Wellness Day on Saturday, October 6. (b) if blood pressure tests will be available	3. There will be free blood pressure tests all day from 9:00 a.m. to 4:00 p.m.

**DIALOGUE 5: Making a Doctor's Appointment**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

Tomek Wolski wants to get a physical examination. He calls his doctor for an appointment.

Receptionist: Hello. Northwest Medical Practice.

Tomek: Hello. My name is Tomek Wolski. I'd like to make an appointment with Dr. Petrovich.

Receptionist: Have you seen Dr. Petrovich before?

Tomek: Yes. I saw her last winter for a sinus infection.

Receptionist: Why do you want to see the doctor now?

Tomek: I'd like to get a check up. Do you have any evening appointments?

Receptionist: Yes. Dr. Petrovich can see you next Tuesday, September 9, at 7:00 p.m.

Tomek: Oh, I'm sorry. I can't come that day. Do you have anything else?

Receptionist: How about Thursday, September 18 at 7:30 p.m.?

Tomek: Yes. That's good.

Receptionist: Could you spell your name for me please?

Tomek: It's Tomek. T-o-m-e-k. Wolski. W-o-l-s-k-i.

Receptionist: Okay, Mr. Wolski. We'll see you on Thursday, September 18 at 7:30 p.m.

Tomek: Thank you.

Receptionist: You're welcome. Goodbye.

Tomek: Bye.

**ACTION RESEARCH ACTIVITY: Health Care in Your Community**

*Directions:* Work together as a class or in small groups with other students from your neighborhood. Use a map of the community, a telephone directory, and the *Human Care Services Directory* (if available) to find the following:

- nearest public health clinic
- nearest hospital
- immediate care facility
- fitness center
- other health care facilities

Write the names, addresses, and phone numbers in the chart. Also write the names of other health care providers that are important for you and your family such as:

- private doctor
- dentist or dental clinic
- immunization clinic

NAME	ADDRESS	PHONE NUMBER

**WRITING ACTIVITY: Patient Information Form**

*Directions:* Look at this patient information form from a dental clinic. Fill in the information.

**PATIENT INFORMATION**

_____ (last name)	_____ (first name)	_____ (middle initial)	_____ (birth date)	_____ (marital status)
_____ (address)	_____ (city)	_____ (state)	_____ (zip code)	_____ (home phone) _____ (work phone)
_____ (occupation)	_____ (employer)	_____ (business address, city, state, zip code)		_____ (social security #)
_____ (name of spouse)	_____ (spouse's occupation)	_____ (spouse's employer)	_____ (spouse's business address)	
_____ (dental insurance company)	_____ (policy number)	_____ (referred by)		
_____ (name of physician)	_____ (physician's address)	_____ (physician's phone number)		
_____ (name of emergency contact)	_____ (relationship to patient)	_____ (emergency phone number)		

**MEDICAL HISTORY**

Please complete this brief medical history. Health problems that you may have or medications that you are taking could have an important interrelationship with your dental care.

	Yes	No		Yes	No
1. Have you ever been hospitalized for major surgery or serious illness? If so, what? _____	_____	_____			
2. Are you under any medical treatment now? _____	_____	_____			
3. Are you allergic to any drugs? If so, which ones? _____	_____	_____			
4. Has there been a change in your body recently? _____	_____	_____			
5. Have you ever had a blood transfusion? _____	_____	_____			
6. Have you ever had kidney dialysis? _____	_____	_____			
7. Have you ever had abnormal bleeding after a cut or after a tooth has been pulled? _____	_____	_____			
8. Are you now taking any drugs or medications? If so, what? _____	_____	_____			
9. Has a doctor ever told you that you had:					
	Yes	No		Yes	No
Heart Problem	_____	_____	Hepatitis or Yellow Jaundice	_____	_____
High Blood Pressure	_____	_____	Liver Disease	_____	_____
Rheumatic Fever	_____	_____	Venereal Disease	_____	_____
Angina	_____	_____	HIV or AIDS	_____	_____
Heart Murmur	_____	_____	Stomach or Intestinal Disease	_____	_____
Mitral Valve Prolapse	_____	_____	Tumors or Growths	_____	_____
Stroke	_____	_____	Kidney Disease	_____	_____
Blood Disease	_____	_____	Diabetes	_____	_____
Hemophilia	_____	_____	Tuberculosis	_____	_____
Prosthetic Heart Valve or Joint	_____	_____	Respiratory Disease	_____	_____
Asthma	_____	_____	Epilepsy	_____	_____
10. Women: Are you pregnant? _____	_____	_____			
Expected Date of Delivery _____					

**FOR OFFICE USE ONLY**

Medical History Summary

Patient Signature \_\_\_\_\_ Date \_\_\_\_\_

Blood Pressure: \_\_\_\_\_



**PAIR ACTIVITY: Health Care Providers**

*Directions:* With a partner, decide the type or place of health care service for each situation. Write **A**, **B**, or **C**. Then explain your answers to the class.

**A** = community hospital

**B** = public health clinic

**C** = domestic violence or substance abuse counseling

- \_\_\_\_\_ 1. On Sunday, Roberto fell off his bike and cut his head badly. He needs stitches and medical care to stop the bleeding and prevent infection.
- \_\_\_\_\_ 2. Alonzo has a low income job. He has pain when he urinates and thinks he may have an STD (sexually transmitted disease).
- \_\_\_\_\_ 3. Kasia's husband abuses her when he has too much alcohol to drink. She wants to stop him from hurting her.
- \_\_\_\_\_ 4. Jigesh and Parul are 5 years old. They need MMR (Measles, Mumps, and Rubella) vaccinations for school. Their father has a low income job and their mother doesn't work.
- \_\_\_\_\_ 5. Young Ho just learned that he has diabetes. He wants to join a support group so he can better understand this disease.
- \_\_\_\_\_ 6. Griselda has lost her job and has no insurance. She thinks she may be pregnant and wants to get health care.
- \_\_\_\_\_ 7. Adrian is 16 years old and is using drugs. His father finds out and wants to get help for his son's addiction.
- \_\_\_\_\_ 8. Tomás and María have 5 children. They have low income jobs and do not want any more children. They want birth control information.
- \_\_\_\_\_ 9. Chou came to the United States 2 months ago and does not have a job yet. She has a toothache but cannot afford to see a dentist.

## CULTURAL COMPARISON ACTIVITY: Health Care Services

*Directions:* Think about health care in your native country and in the United States. Discuss the answers to the questions below with your classmates. (Optional: Write the information in the chart.)

	IN _____ (native country)	IN THE U.S.
1. Can people get private health care from their own doctors and dentists? Is this care expensive?		
2. Do full-time workers have health insurance through their employers? Can full-time workers pay extra to insure their spouse or family?		
3. Does the government help pay for health care? Who can get health care through the government?		
4. Are there public health clinics? What services do public health clinics offer?		
5. How can people get help for domestic abuse?		
6. How can people get help for substance abuse?		
7. What services do community hospitals provide?		

## EXPERIENTIAL ACTIVITIES

As a class, identify an important issue that affects the group. Some ideas are:

- finding out about health care services available in the community
- finding out about bilingual health care services available in the community
- getting information about immunizations and school physicals
- finding substance abuse resources in the community
- finding domestic abuse resources in the community
- registering for and attending a wellness program sponsored by the community hospital
- getting information about private health insurance or COBRA health care

Determine the best course of action from the suggestions below or have students generate their own plan of action. Choose an activity requiring a response by health care personnel. Also select an activity in which students have a vested interest so that they will follow through to a satisfactory conclusion.

1. As a class, attend a hospital wellness program on a topic of interest to the class (for example, stress management, nutrition, weight loss, or fitness). Have a follow-up discussion in class afterwards.

*risk: low*

*language level: intermediate – advanced*

2. After identifying a health condition or issue of interest to the class, invite a public health worker as a guest speaker to address that topic. Have the class prepare questions in advance of the visit.

*risk: medium-high*

*language level: high beginning – advanced*

3. Invite a school nurse to be a guest speaker. Have students prepare questions beforehand. Topics might include school physicals, immunizations, taking medicine during school hours, contagious diseases, or resources for parents (e.g., smoking cessation or substance abuse programs).

*risk: high*

*language level: high beginning – advanced*

4. Plan a Student Health Fair. Invite the local health department to provide screenings for cholesterol, blood pressure, diabetes, vision and hearing problems, and tuberculosis. Prepare students ahead of time by discussing relevant vocabulary and completing any necessary registration forms in advance. Follow-up with an in-class discussion to share the students' experiences.

*risk: medium*

*language level: high beginning – advanced*

---

**EXPERIENTIAL ACTIVITIES continued**

5. Have students call the county public health clinic to find out the eligibility requirements for medical and/or dental care. (Eligibility requirements may include family income before taxes, family size, or residency.) Students can either make phone calls in class using a speaker phone (so all can hear) or from home, reporting the information to the class.  
*risk: high*  
*language level: intermediate – advanced*
  
6. Have students call their community hospital to find out if there is a support group for a particular health condition or issue. If they find out that the hospital has no such group, have them ask where such a group can be found.  
*risk: high*  
*language level: intermediate – advanced*
  
7. Have students (working individually or in pairs) access the web site for the nearest community hospital. Have them find information on topics of interest to them such as health and family education programs, health information resources, community calendar, or physician referral. Then have them report back to the class.  
*risk: low*  
*language level: all*
  
8. Have students (working individually, in pairs, or in groups) email a question to the community hospital. Then have students report the hospital's response to the class.  
*risk: low*  
*language level: high beginning – advanced*
  
9. Have students use email to order brochures of interest to them from the community hospital. When students receive the brochures, have them give brief oral reports in class on the contents of the brochures.  
*risk: low*  
*language level: high beginning – advanced*