

## Lesson Plan: Greeting a Patient

### Teacher Guide

**Topic:** patient admission - greeting a patient

**Timing:** about 30 minutes

**Lesson type/focus:** speaking & reading

#### Aims:

- **Speaking:** discuss and reflect on the different ways to greet a patient.
- **Conversation analysis:** review a conversation for appropriate language and responses. Re-write conversation to make more appropriate.
- **Reading:** guided group research and discussion on the topic of greeting patients.

### Overview

The focus of this lesson is greeting a patient. The discussion activities encourage students to reflect on practices in their own context and country. The reading activities give an insight into practices in the UK. The conversation analysis/functional language section gives students input and practice in choosing appropriate phrases for greeting a patient.

**Note:** This lesson uses material from SLC's course, '[English for Doctors: Advanced Communication Skills](#)'.

### Teaching notes and answer key

#### Part 1: discussion

Put students into small groups to discuss the questions.

Re-group students and ask them report on the ideas from their group to their new groups.

Open up to whole class and continue to discuss.

#### Suggested answers

1. What is important when greeting a patient? Think of 3 top tips.

*Tell the patient your name, explain your role, think about effect of using first or last name*

2. What are your experiences of greeting patients?

*Students' own answers.*

3. In your context, how do you think patients prefer to be addressed? Why? (Think about age, cultural background, role of healthcare professional).

*Students' own answers.*

Note: If students have not had much experience in a patient-facing role, encourage them to also consider the questions from a patient perspective.

## Part 2: greeting patients and explaining your role

Error correction activity. Students work individually or together to find the mistakes in each sentence.

### Answers

1. Hello. My name is Dr Rogers. I'm the doctor ~~in~~ on duty today.
2. I am responsible ~~to~~ for the surgical patients on this ward.
3. This means I look ~~out~~ for after patients who have just had an operation.
4. I am the surgical F1 ~~in~~ on call today.

## Part 3: conversation analysis

Students individually analyse the conversation and make changes. Compare ideas in pairs or small groups.

### Suggested answers

There are several areas for improvement in this conversation. Some ideas are highlighted below.

- *The doctor did not introduce himself to the patient.*
- *The doctor did not acknowledge the patients concerns.*
- *The doctor did not check understanding after explanation.*

The underlined sections are suggested additions to the conversation which address these points. Accept any suitable alternatives.

**Doctor:** Hello. My name is Dr Andrews and I am the surgeon for today. Is it Mr Smith?

**Patient:** Yes Doctor, that's right. I'm feeling a bit wound up about today. I am going to be alright, aren't I?

**Doctor:** I can understand that you might be worried. I'll explain what is going to happen today and hopefully that will help you to feel a bit calmer/more informed. First, we are going to take you down to theatre where we'll be for about 2 hours. Before you go in, the anaesthetist will talk to you about the general anaesthetic, she'll then give you the medication and you'll fall asleep. After that you'll be taken into the operating room where we'll begin. Do you have any questions?

~~**Patient:** Oh ok. What's going to happen in theatre then? I haven't been to hospital for years, I imagine it's all changed by now. I'm just not that used to anything and I don't really understand what's going on.~~

**Patient:** That's clear Dr Andrews, thank you. Will I be able to go home after that?

**Doctor:** You'll be kept in for observation for a little while, but this will be explained after your operation.

**Patient:** Ok, thanks Doctor. That's much clearer now.

#### Part 4: webquest #hellomynameis

The webquest encourages students to research the UK campaign, 'Hello my Name is', on three websites, to discuss the ideas behind it and to reflect on their own practice.

The webquest can be done during class time or as an extension or follow up activity.

If done during class, do the following:

**A:** divide students into small groups of 3. Each student is assigned one of the three links and then reads or watches the video about the campaign.

**B:** students then discuss questions 1 – 3 together in their small groups and make notes on the questions.

**C:** each group nominates 1 person to share the group's ideas for question 3 with the whole class. Encourage class discussion on the topic of introductions, encourage students to consider the different ways to introduce yourself, what effect this might have on the patient and how much this approach is used in their medical context.

## Student Worksheet: Greeting a Patient

### Part 1: speaking

Discuss questions 1 – 3 with your group.

1. What is important when greeting a patient? Think of 3 top tips.
2. What are your experiences of greeting patients?
3. In your context, how do you think patients prefer to be addressed? Why? Think about age, cultural background, role of healthcare professional.

Make some notes here:



### Part 2: greeting patients and explaining your role

Look at sentences 1 – 4. They are common phrases you can use when greeting a patient. There is one mistake in each sentence, find and correct the mistake.

1. Hello. My name is Dr Rogers. I'm the doctor in duty today.
2. I am responsible to the surgical patients on this ward.
3. This means I look out for patients who have just had an operation.
4. I am the surgical F1 in call today.

### Part 3: conversation analysis

Read the conversation below between a doctor and patient (70-year-old man) who meet for the first time.

1. What is wrong with the conversation? Underline any inappropriate responses or phrases the doctor uses.
2. Improve the conversation by editing or replacing the inappropriate phrases.

*Tip: Think about how the doctor introduces himself and how he responds to the patient's concerns.*

**Doctor:** Hello, is it Mr Smith?

**Patient:** Yes Doctor, that's right. I'm feeling a bit wound up about today. I am going to be alright, aren't I?

**Doctor:** Right, today we are going to take you to theatre where we'll be for about 2 hours.

**Patient:** Oh ok. What's going to happen in theatre then? I haven't been to hospital for years, I imagine it's all changed by now. I'm just not that used to anything and I don't really understand what's going on.

**Doctor:** Before you go in, the anaesthetist will talk to you about the general anaesthetic, she'll then give you the medication and you'll fall asleep. After that you'll be taken into the operating room where we'll begin.

**Patient:** And then I'll be able to go home?

**Doctor:** You'll be kept in for observation, but this will be explained after your operation.

### Part 4: webquest #hellomynameis

A. Read or watch the video about the 'Hello my Name is' campaign on the three websites below.

<https://www.hellomynameis.org.uk/key-values/>

<https://www.youtube.com/watch?v=ZYmxwi8yvwk>

<https://www.hellomynameis.org.uk/wp-content/uploads/2018/07/hello-my-name-is-leaflet-2017.pdf>

B. Work in your group and discuss questions 1 – 3.

1. What is the 'Hello My Name is' campaign?
2. Why was it started?
3. Is this an important concept in medical education in your country? Why/Why not?

C. Present your ideas to the class.