



English for Physiotherapists:

from Assessments to Interventions

An anatomical illustration of a human knee joint, showing the femur, tibia, and patella. The joint is highlighted in a glowing orange-red color, set against a blue-tinted background of a human figure's lower leg and foot.

Setya Putri Rahayu, S.S., M.A.

English for Physiotherapists:

from Assessments to Interventions

This English book is addressed to physiotherapists and students of physiotherapy program to use applicable English. The conversations and vocabularies have been adjusted to the students' need in the real settings. The book contains some examples of conversation starting from Supporting Assessment, Dealing with Basic Movement Examination, Diagnosing Patients' Disorders, Planning Intervention, TENS Intervention, to Employing Short Wave Diathermy. The language functions are also adjusted to the needs of each topic of the book. Most importantly, physiotherapists or students can take examples of using the vocabularies and expressions from the example of dialogues provided by the book. It is expected that the book can boost your English capability based on the real setting. Happy learning!!



☎ 0858 5343 1992
✉ eurekaediaaksara@gmail.com
📍 Jl. Banjaran RT.20 RW.10
Bojongsari - Purbalingga 53362

ISBN 978-623-516-051-1



**ENGLISH FOR PHYSIOTHERAPISTS:
FROM ASSESSMENTS TO
INTERVENTIONS**

Setya Putri Rahayu, S.S., M.A.



eureka
media aksara

PENERBIT CV. EUREKA MEDIA AKSARA

**ENGLISH FOR PHYSIOTHERAPISTS: FROM ASSESSMENTS
TO INTERVENTIONS**

Penulis : Setya Putri Rahayu, S.S., M.A.

Desain Sampul : Eri Setiawan

Tata Letak : Uli Mas'uliyah Indarwati

ISBN : 978-623-516-051-1

Diterbitkan oleh : **EUREKA MEDIA AKSARA, JULI 2024**
ANGGOTA IKAPI JAWA TENGAH
NO. 225/JTE/2021

Redaksi:

Jalan Banjaran, Desa Banjaran RT 20 RW 10 Kecamatan Bojongsari
Kabupaten Purbalingga Telp. 0858-5343-1992

Surel : eurekamediaaksara@gmail.com

Cetakan Pertama : 2024

All right reserved

Hak Cipta dilindungi undang-undang

Dilarang memperbanyak atau memindahkan sebagian atau seluruh isi buku ini dalam bentuk apapun dan dengan cara apapun, termasuk memfotokopi, merekam, atau dengan teknik perekaman lainnya tanpa seizin tertulis dari penerbit.

INTRODUCTION

Assalamu'alaikum Wr. Wb

English for Physiotherapist Book is written by Setya Putri Rahayu. The book is book of English for Physiotherapist to support the English teaching and learning for physiotherapist students. It aims to improve the students' English communication skills and English language knowledge in key areas of physiotherapy which is appropriate with the current healthcare situations. The content was designed for intermediate learner of English in areas of physiotherapy which contains specific purposes English and common technical terms of physiotherapy.

The setting of the syllabus and the material building is based on the setting of Health College, hospital and clinic. The conversations can be used as the examples of communication in health care services, in a hospital or a clinic. The writer hopes that you enjoy using this book. If you have any comments on this English for Physiotherapist Book 3, the author would love to hear them. Please contact me via my e-mail setyaputri20@unisayogya.ac.id
Wassalamu'alaikum Wr.Wb

TABLE OF CONTENTS

INTRODUCTION	iii
TABLE OF CONTENTS	iv
ACKNOWLEDGEMENTS	v
UNIT 1 SUPPORTING ASSESSMENT.....	1
UNIT 2 DEALING WITH BASIC MOVEMENT	
EXAMINATION	14
UNIT 3 DIAGNOSING PATIENTS' DISORDERS.....	25
UNIT 4 PLANNING INTERVENTIONS.....	39
UNIT 5 TENS INTERVENTION.....	53
UNIT 6 EMPLOYING SWD (SHORT WAVE DIATHERMY) ..	65
ABOUT WRITER.....	77

ACKNOWLEDGEMENTS

ALHAMDU LILLAHI RABBIL ALAMIN... All praise be to **Allah SWT, the Almighty, the Merciful** for the abundant blessing and ease given to us in writing this book.

The author would like to thank many people who have contributed to this book.

The author would like to thank all people who have given hands and whose names we cannot mention here one by one for all of their supports and ideas during the process of writing this book. My wholehearted thanks to them will never be enough but I believe that God blesses them all. Amin.

The Author



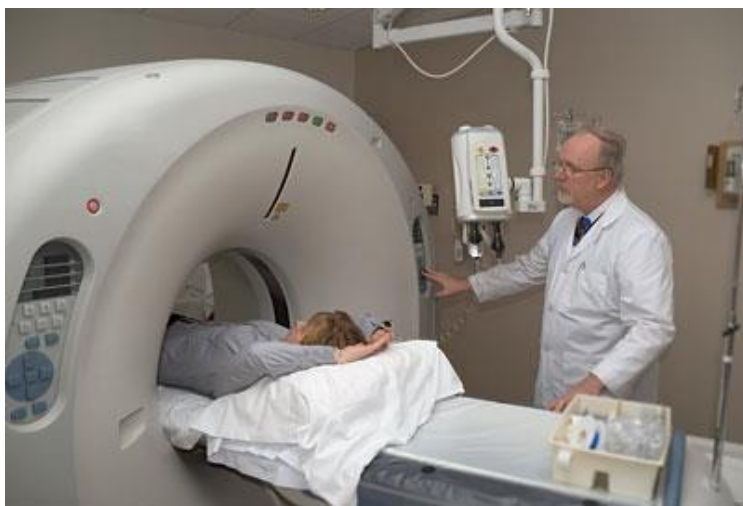
**ENGLISH FOR PHYSIOTHERAPISTS:
FROM ASSESSMENTS TO
INTERVENTIONS**

Setya Putri Rahayu, S.S., M.A.



UNIT 1

SUPPORTING ASSESSMENT



Learning objectives:

1. The students are able to use language to refer patient to do supporting assessments
2. The students are able to identify the kind of result of supporting assessment in English
3. The students are able to explain the result of supporting assessments to patients.

TASK 1

Watch the video and learn some related vocabularies

- Physiotherapist** : So, what happen to you Sir?
- Patient** : I got a motorbike accident yesterday. It was just a fender bender but I feel pain in my left hand. I think I used it to hold my body. Now, I couldn't move it. it's so painful.
- Physiotherapist** : Okay. Let me see Sir.
Could you please lay down here? I'll roll up your sleeve.
Now, could you move your hand up?
- Patient** : Emm. (the patient try to lift up his left hand)
Ouw.. It's so painful. I can't.
- Physiotherapist** : Okay. Let me help you. (the physiotherapist help the patient to move his left hand)
Hold on please. (the therapist move the patient hand up)
- Patient** : Ouw.
- Physiotherapist** : Is it hurt?
- Patient** : Yeah...Ouw
- Physiotherapist** : Okay. I'll check it. Just tell me when you feel pain. (the physiotherapist is palpating the patient's hand)
- Patient** : Ouw... that's part is painful.
- Physiotherapist** : Well. I think there is problem with your wrist or bones around it. I need to make sure it. You need to go to radiology for Rontgen. I'll refer you there. Please come back with the result tomorrow. I'll bandage your hand to reduce movement. (the therapist bandage the patient's hand and make the reference letter)
- Patient** : Okay. Thank you.

Vocabulary

UNIT 2

DEALING WITH BASIC MOVEMENT EXAMINATION



Learning objectives:

1. Students are able to give instruction in doing Basic movement function assessment using modal and phrasal verbs
2. Students are able to explain the result of basic movement function assessment to patient
3. Students are able to build communication while doing basic movement function assessment

TASK 1

Watch the video and learn some related vocabularies

- Patient** : Assalamu'alaikum.
- Physiotherapist** : Wa'alaikumsalam. Please have a seat.
(reading the medical record) Mr. Fahrul
- Patient** : Yes.
- Physiotherapy** : Can I help you?
- Patient** : I just got an accident yesterday. I feel painful on my right elbow.
- Physiotherapist** : Okay. Let me see it. Could you please lay back here?
- Patient** : Yes. (the patient move to the bed)
- Physiotherapist** : Can you move your hand?
- Patient** : Yes. But it's hurt
- Physiotherapist** : Yeah. Please try to lift it up. Only this part
(pointing the part between elbow and wrist)
- Patient** : Okay. (patient is moving his hand)
- Physiotherapist** : Okay. I'll measure your active movement.
(measuring the joint movement using Goneo meter)
Yup. Enough. Now, please lift up your hand again as strong as you can and I will try to hold it (measure the restricted movement).
Okay. You may sit down
- Patient** : Okay. Thank you
- Physiotherapist** : You'll be fine. It's only muscle problems. I suggest you to have treatment here. Please come here regularly every Monday and Thursday in working hours. Are you available on these days?
- Patient** : I can come in the afternoon after 3 pm.
- Physiotherapist** : Yes. Please. We close at 5 pm.

UNIT 3

DIAGNOSING PATIENTS' DISORDERS



Learning objectives:

1. Students are able to identify vocabulary of physical disorder
2. Students are able to use -ing form to talk about past
3. Students are able to record patients disorder into the diagnosing form
4. Students are able to explain the possible intervention for the diagnoses

TASK 2

Watch the video and learn some related vocabularies

The physiotherapist is examining the patient.

- Physiotherapist** : Have a seat Mr. Fahrul.
- Patient** : Thank you.
- Physiotherapist** : So you have problem with your wrist?
- Patient** : Yes, in my right hand.
- Physiotherapist** : Did you just get an accident or fall?
- Patient** : Yes, I was walking to my bathroom and suddenly I slipped. I was unintentionally using my hand to hold my body.
- Physiotherapist** : Okay. Let me see it.
- Patient** : (the patient is giving his hand to the therapist)
- Physiotherapist** : (the therapist is palpating the patient's hand) Mmm...it is swollen. Can you move your wrist?
- Patient** : No, it's hurt. Yesterday it was fine, but when I got up this morning it's getting worst. I can't even use my hand to eat.
- Physiotherapist** : Yes, I think there is a bone disposition in the joint. Do you study or work?
- Patient** : I study in college.
- Physiotherapist** : Do you write with right hand?
- Patient** : Yes, but I can't use it to write now.
- Physiotherapist** : I know. So the accident made your bone move a bit from its position in the joint. But I need to make it sure. I will refer you to the radiology for X-Ray.

UNIT

4

PLANNING INTERVENTIONS

Stroke Rehab Principles

- Identify impairments
- Careful attention to comorbidities and complications
- Early goal directed treatment
- Systematic assessment of progress
- Experienced interdisciplinary team
- Education
- Comprehensive discharge planning

Learning objectives:

1. Students are able to identify interventions terms
2. Students are able to write the intervention plans
3. Students are able to explain the interventions' plan to the patient
4. Students are able to use *will* and *going to* to talk about plan

TASK 1

Watch the video and learn some related vocabularies

- Physiotherapist** : Well, based on the result of the examinations, I think your father have a light stroke.
- Patient** : That is why I feel numb in my left head and some parts of my body.
- Physiotherapist** : Yes. I see blood cover all your left head. It means that the blood vessels or vein is clogged. You should have medication.
- Son** : What should we do?
- Physiotherapist** : I'll explain you the intervention I'm going to apply to your father.
- Son** : Okay.
- Physiotherapist** : Please come to the clinic twice in a week on Monday and Thursday in working hours at 8 am – 5 pm. Sir, you're going to do some training and exercises like balance, mobilization training, cognitive training, visual training, perceptual training, breathing exercises, aerobic exercise, and many others to normalize your body function. You will also be given electrical and ultrasound therapy.
- Father** : For how long I will have these kinds of therapy?
- Physiotherapist** : This month and we'll see your improvement. Then, we'll plan the next intervention.

UNIT 5

TENS INTERVENTION



Learning objectives:

1. Students are able to identify terms in doing TENS intervention
2. Students are able to identify the procedure in conducting TENS
3. Students are able to explain the procedure in conducting TENS
4. Students are able to use *questions tags* in conversation

TASK 1

Watch the video and learn some related vocabularies

- Usman : Assalaamu'alaikum Fatkhul.
- Fatkhul : Wa'alaikumsalam Usman.
- Usman : You look so busy. What's the occasion? Do you need to assist the doctor today?
- Fatkhul : Well. Not really. I just need to prepare things for patient's intervention.
- Usman : You work really hard, don't you?
- Fatkhul : We should, shouldn't we? As our job is related to someone's life so we need to be professional. Or else, you could make someone died unintentionally. You don't want that happen, do you?
- Usman : No, I don't. But you're right man. We need to be professional. What kind of intervention do you prepare?
- Fatkhul : I'm preparing for TENS. The patient got Bell's palsy.
- Usman : So how to prepare it? You know I'm new here. Soon or later the doctor will ask me to prepare it.
- Fatkhul : Well. First, you need to prepare the room. Make sure that the room is tidied with complete equipment. Second, prepare the patient. Make sure he/she is in a good and comfortable position and the part of body which needs to be treated is uncovered. Third, you have to prepare the tool. Provide a wet sponge to lay the electrode and the belt. And, make sure that the tool's intensity shows "0". After that, you or the doctor could do the intervention.
- Usman : Wow...so I need to prepare every single thing?
- Fatkhul : Yes. You can't miss any single thing.

UNIT 6

EMPLOYING SWD (SHORT WAVE DIATHERMY)



Learning objectives:

1. Students are able to identify terms in doing SWD intervention
2. Students are able to identify the procedure in conducting SWD
3. Students are able to explain the procedure in conducting SWD
4. Students are able to use *past perfect* in conversation

TASK 1

Watch the video and learn some related vocabularies

- Patient : Assalaamu'alaikum
Therapist : Wa'alaikumsalam. Please have a seat.
Patient : Thank you
Therapist : So how is your day Ma'am?
Patient : Good Sir.
Therapist : This is your second time having this therapy, isn't it?
Patient : Yes.
Therapist : Do you feel any improvement after the first treatment?
Patient : I had felt so numb on my face before. After the treatment, I can feel my face, little though.
Therapist : How long had you felt that way?
Patient : About 2 weeks. I used to have herbal therapy before but it didn't work. So I went to the doctor and he referred me here.
Therapist : Well. Good to hear that. Ma'am, today we are going to do the same thing. This treatment will use high electromagnetic wave. This treatment is to normalize your blood flows in the numb area. The treatment will last for about 15 minutes. You will lay down in the bed and I will set up the tool on your part of body. If you feel really hot or hurt please tell me. I will adjust the tool's intensity.
Patient : Okay.

ABOUT WRITER



Setya Putri Rahayu, S.S., M.A. The author is an English lecturer at Universitas 'Aisyiyah Yogyakarta for more than 8 years. In addition, the author is a researcher who has an interest in English language teaching and improving the quality of English language teaching and learning both in school and university environments. The author has also written a book related to English for Specific Purposes especially in Health Environment. Previously the author wrote a book entitled Thematic Dictionary for Nurses.