





















DOSAGE BLANKS—for giving medicines to those who cannot read (p. 64)





			
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


			
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


			
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


DOSAGE BLANKS—for giving medicines to those who cannot read (p. 64)





			
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


			
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## PATIENT REPORT

TO USE WHEN SENDING FOR MEDICAL HELP

Name of the sick person: \_\_\_\_\_ Age: \_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_ Where is he (she)? \_\_\_\_\_

What is the main sickness or problem right now? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When did it begin? \_\_\_\_\_

How did it begin? \_\_\_\_\_

Has the person had the same problem before? \_\_\_\_\_ When? \_\_\_\_\_

Is there fever? \_\_\_\_\_ How high? \_\_\_\_\_ ° When and for how long? \_\_\_\_\_

Pain? \_\_\_\_\_ Where? \_\_\_\_\_ What kind? \_\_\_\_\_

### What is wrong or different from usual in any of the following?

**Skin:** \_\_\_\_\_ **Ears:** \_\_\_\_\_

**Eyes:** \_\_\_\_\_ **Mouth and throat:** \_\_\_\_\_

**Genitals:** \_\_\_\_\_

**Urine:** Much or little? \_\_\_\_\_ Color? \_\_\_\_\_ Trouble urinating? \_\_\_\_\_

Describe: \_\_\_\_\_ Times in 24 hours: \_\_\_\_\_ Times at night: \_\_\_\_\_

**Stools:** Color? \_\_\_\_\_ Blood or mucus? \_\_\_\_\_ Diarrhea? \_\_\_\_\_

Number of times a day: \_\_\_\_\_ Cramps? \_\_\_\_\_ Dehydration? \_\_\_\_\_ Mild or

severe? \_\_\_\_\_ Worms? \_\_\_\_\_ What kind? \_\_\_\_\_

**Breathing:** Breaths per minute: \_\_\_\_\_ Deep, shallow, or normal? \_\_\_\_\_

Difficulty breathing (describe): \_\_\_\_\_ Cough (describe): \_\_\_\_\_

\_\_\_\_\_ Wheezing? \_\_\_\_\_ Mucus? \_\_\_\_\_ With blood? \_\_\_\_\_

**Does the person have any of the SIGNS OF DANGEROUS ILLNESS** listed on

page 42? \_\_\_\_\_ Which? (give details) \_\_\_\_\_

\_\_\_\_\_

**Other signs:** \_\_\_\_\_

Is the person taking medicine? \_\_\_\_\_ What? \_\_\_\_\_

Has the person ever used medicine that has caused a rash, hives (or bumps)

with itching, or other allergic reactions? \_\_\_\_\_ What? \_\_\_\_\_

The state of the sick person is: Not very serious: \_\_\_\_\_ Serious: \_\_\_\_\_

Very serious: \_\_\_\_\_

**On the back of this form write any other information you think may be important.**

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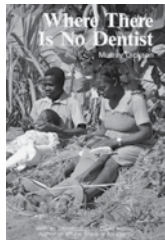
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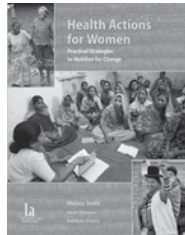
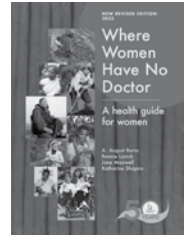
Very serious: \_\_\_\_\_

## Other Books from Hesperian



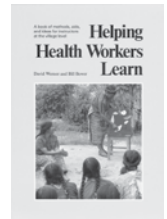
**Where There Is No Dentist**, by Murray Dickson, shows how to care for teeth and gums at home, and in community and school settings. Detailed, illustrated information on dental equipment, placing fillings and pulling teeth, teaching hygiene and nutrition, and HIV and oral health. 248 pages.

**Where Women Have No Doctor**, by A. August Burns, Ronnie Lovich, Jane Maxwell and Katharine Shapiro, combines self-help medical information with an understanding of the ways poverty, discrimination and cultural beliefs limit women's health and access to care. Clearly written and with over 1000 drawings, this is an essential resources for any woman who wants to improve her health. 600 pages.



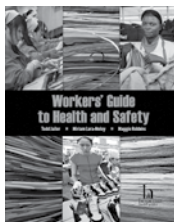
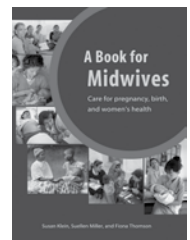
**Health Actions for Women**, by Melissa Smith, Sarah Shannon and Kathleen Vickery, was field tested by 41 community-based groups in 23 countries and provides a wealth of clearly explained and engagingly illustrated activities, strategies and stories that address the social obstacles and practices that prevent women and girls from enjoying healthy lives. 352 pages.

**Helping Health Workers Learn**, by David Werner and Bill Bower, is an indispensable resource that makes health education fun and effective. Includes activities, techniques, and ideas for low-cost teaching aids, and presents strategies for community involvement through participatory education. 640 pages.



**Recruiting the Heart, Training the Brain** tells the story of how Latino Health Access developed its groundbreaking *promotor* model of peer-to-peer outreach and education in Santa Ana, California. Facing problems such as obesity and diabetes, exacerbated by poverty and discrimination, their strategies, advice, and accomplishments will spark hope and change across an increasingly unhealthy country. 288 pages.

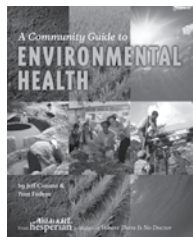
**A Book for Midwives**, by Susan Klein, Suellen Miller and Fiona Thomson, is an invaluable training tool and practical reference for midwives and anyone concerned about care for women in pregnancy, birth and beyond. This book discusses preventing, managing and treating obstetric complications, covers HIV in pregnancy, birth and breastfeeding, and has extensive information on reproductive care. 544 pages.



**Workers' Guide to Health and Safety**, by Todd Jailer, Miriam Lara-Meloy and Maggie Robbins, makes occupational safety and health accessible to those most affected by hazards — the workers themselves. An invaluable resource for training workers, supervisors, and safety committees, and in courses on labor relations. 576 pages.

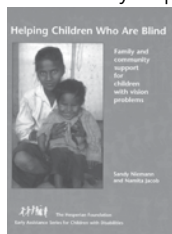
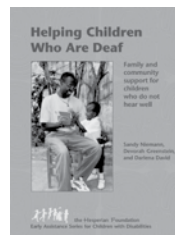
**Doing Global Health Work: Approaches that Really Make a Difference**, by Kirk Scirto. Using decades of experience to examine the pitfalls of traditional volunteer approaches and the benefits of a more empowering approach, Scirto guides health and development professionals toward sustainable, evidence-based global health work. 244 pages.





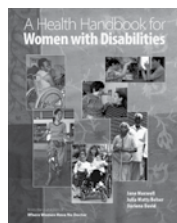
**A Community Guide to Environmental Health**, by Jeff Conant and Pam Fadem, helps urban and rural health promoters, activists and community leaders take charge of environmental health from toilets to toxics, watershed management to waste management, and agriculture to air pollution. Includes activities, how-to instructions, and stories. 640 pages.

**Helping Children Who Are Deaf**, by Darlena David, Devorah Greenstein and Sandy Niemann, aids parents, teachers, and other caregivers to help deaf children learn basic communications skills and language. Includes simple methods to assess hearing, develop listening skills, and explore community support for deaf children. 256 pages.



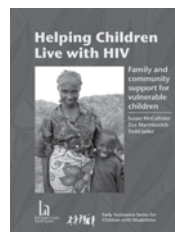
**Helping Children Who Are Blind**, by Sandy Niemann and Namita Jacob, aids parents and caregivers of blind children from birth to age 5 develop all their capabilities. Topics include: assessing how much a child can see, preventing blindness, moving around safely, teaching common activities, and many others. 200 pages.

**Disabled Village Children**, by David Werner, covers most common disabilities of children, giving suggestions for rehabilitation and explaining how to make a variety of low-cost aids. Emphasis is placed on how to help children with disabilities find a role and be accepted in the community. 672 pages.



**A Health Handbook for Women with Disabilities**, by Jane Maxwell, Julia Watts Belser and Darlena David. This handbook provides groundbreaking advice and suggestions from women with disabilities worldwide, and helps women with disabilities improve their health, self-esteem, and ability to care for themselves and participate in their communities. 416 pages.

**Helping Children Live with HIV**, by Susan McCallister, Zoe Marinkovich, and Todd Jailer, is designed to empower families and others to support young children affected by HIV. *Helping Children Live with HIV* is full of clear information, activities and stories. It provides practical guidance to promote early childhood development through meeting the physical and psychosocial needs of children made vulnerable by HIV. 320 pages.



**The Greatest Good**, a memoir by Dr. Davida Coady, recounts an adventurous life in international public health. From Biafra to Bangladesh, Ethiopia to El Salvador, smallpox eradication to drug rehabilitation, Dr. Coady relates an inspirational life richly and well-lived, driven by the motto: The Greatest Good for the Greatest Number of People. 396 pages.

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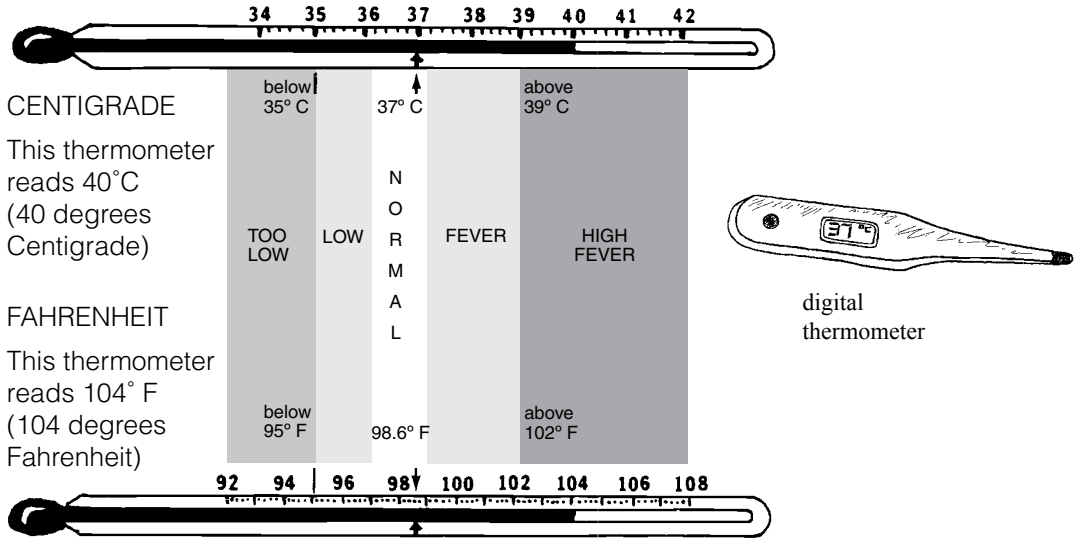


## INFORMATION ON VITAL SIGNS

### TEMPERATURE

There are two kinds of thermometer scales: Centigrade (°C) and Fahrenheit (°F). Either can be used to measure a person's temperature in degrees (37°C means 37 degrees Centigrade). See page 31.

Here is how they compare:



### PULSE OR HEARTBEAT

For a person at rest { ADULTS. . . . . 60 to 80 beats per minute is typical.  
CHILDREN. . . . . 80 to 100 beats per minute is typical.  
BABIES. . . . . 100 to 140 beats per minute is typical..  
NEWBORNS. . . . . 120 to 160 beats per minute is typical.

For each degree Centigrade (C) of fever, the heartbeat usually increases about 20 beats per minute.

### RESPIRATION

For a person at rest { ADULTS AND OLDER CHILDREN. . 12 to 20 breaths per minute is typical.  
CHILDREN. . . . . up to 30 breaths per minute is typical.  
BABIES. . . . . up to 40 breaths per minute is typical.  
NEWBORNS . . . . . 30 to 60 breaths per minute is typical.

More than 40 shallow breaths a minute usually means pneumonia (p. 171) for a child or an adult. For babies, 50–60 breaths per minute probably means pneumonia.

### BLOOD PRESSURE (This is included for health workers who have the equipment to measure blood pressure.)

For a person at rest, 120/80 is typical, but this varies a lot.

If the first reading (when the sound begins), is over 160, or if the second reading (when the sound disappears), is over 100, this is a danger sign of high blood pressure (p. 125).