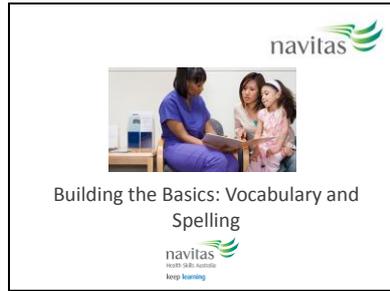
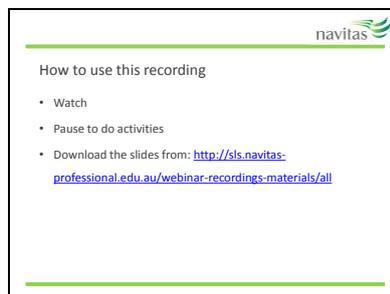


Slide 1



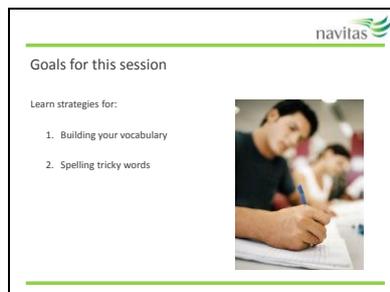
Welcome to the vocabulary and spelling video tutorial.

Slide 2



You may want to just watch the video straight through, or use the pause button to stop and do the activities. To download the slides for this presentation: go back to the SLS website page and click on the link below this recording.

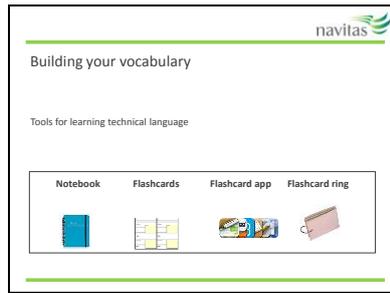
Slide 3



Communication is an essential component of nursing. Good verbal and written communication skills allow nurses to provide proper and safe care for their patients. In this session we'll look at building vocabulary and improving spelling.

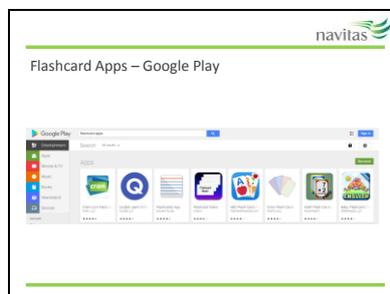
Healthcare professionals need to be able to convey ideas clearly and concisely while using technical language. It's important to create habits to help you learn and use technical words accurately. Putting a bit of work into learning these words will make it easier to communicate, write, and think.

Slide 4



Here are some ideas for learning new words – firstly, carry a small notebook with you so you can write down new words wherever you hear or see them. Or use a note pad or flashcard app on your phone. Flashcards are small cards where you write down new words and their meanings. Keeping a pack or ring of flashcards means you can easily revise technical words, or check their meaning. Flashcard apps are designed especially for noting down and learning new words. Here I've searched for flashcard apps in the Google Play app store, and found a whole lot of apps that help you create flashcards and also practice the words on them. The Apple store has similar apps.

Slide 5



Slide 6

navitas

Learning the meaning of new words

1. write down words you don't know
2. meaning from the context of the sentence
3. dictionary or glossary

A close-up photograph of a person's hand holding a pen and writing on a piece of paper. The person is wearing a pink sleeve. The background is slightly blurred, focusing on the writing action.

Now that you've got your notebook or flashcard app with new words in it. Now you need to work out the meaning of each word in a nursing situation. Sometimes you can work out the meaning from the sentence the word is in – whether it's something you're reading or listening to.

However, it's always good to check what you think a new word means. You can do this by asking your teacher, or checking the meaning in a nursing dictionary or a glossary. A glossary is list of key words and their definitions that you often find in text books. Remember to note the meaning of the word in your notebook or flashcard so you can revise it later.

Slide 7

navitas

Using new words

1. Set a goal
2. Write more

A photograph showing a nurse in a white uniform and cap talking to a patient. The nurse is looking at the patient and has her hands near her chest. The patient is partially visible in the foreground, looking towards the nurse.

You won't really learn new words until you start using them. So set a goal. For example, try and learn three new words a week and work them into your speech and writing.

Writing more is another way to use new words. For example, after each class you could write a summary of the lesson using some of the new vocabulary. Another idea is to write a summary of a process you have learnt in class.

Slide 8

navitas

Creating a vocab list

Word (part of speech)	Meaning	Example sentence
acute (adj)	quick to become severe/bad	The boy's acute abdominal pain was due to appendicitis.
anaemia / anaemic		
incision		

Activity: Using an online dictionary, can you fill in the table for anaemia/anemic or incision?
You can try dictionary.com

As well as having a notebook or flashcards, let's look at how to create a master vocabulary list where you store all your new words. In the example on the slide, we have three columns:

The first column has the new word and the part of speech it belongs to, for example, is it a verb, an action word, a noun, which is a thing or the name of something. Or is the word an adjective, a describing word? Knowing whether a word is a verb, noun, adjective etc, will help you understand how the word can be used in a sentence.

The second column of the master word list has the definition. The third column has an example sentence that contains the word – this can help you get a feel for the meaning of the word as well as a context in which it can be used.

Now, an activity for you. Using an online dictionary, can you fill in the table for **anaemia/anemic** and **incision**? Pause the recording to do this activity.

Slide 9

navitas

Activity

Possible answer

Word (part of speech)	Meaning	Example sentence
Acute (adj)	quick to become severe/bad	The boy's acute abdominal pain was due to appendicitis.
anaemia (noun) anaemic (adj)	occurs when the body doesn't have enough red blood cells	Because I am anaemic, I have low energy.
incision (noun)	cut in the body made during surgery	I had to have stitches to close the incision.

Here is a possible answer to the activity.

Slide 10

- navitas
- Top tips for learning vocabulary
- 1) Put new words onto flashcards or in an app.
 - 2) Make sure you write the meaning and try to use the words several times.
 - 3) Buy or download a copy of a nursing dictionary.
 - 4) Set a goal to learn three new words a week.
 - 5) Get help if you get stuck:
 - Your educator or classmates
 - Student Learning Support
 - Colleagues or mentors

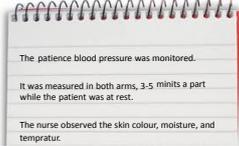
So, in summary, you could: 1) put new words onto flashcards or in an app, 2) make sure you write the meaning in your own words and try to use the words several times throughout the week that you're learning them, 3) buy or download a copy of a nursing dictionary, 4) set a goal to learn three new words a week, 5) know where to get help if you get stuck.

Slide 11

navitas

Activity

What is your impression of the text below?



The patient's blood pressure was monitored.

It was measured in both arms, 3-5 minits a part while the patient was at rest.

The nurse observed the skin colour, moisture, and tempratur.

OK, let's move on to look at spelling. Take a minute or two to read these sentences. Pause the recording. What is your impression of the way it's written?

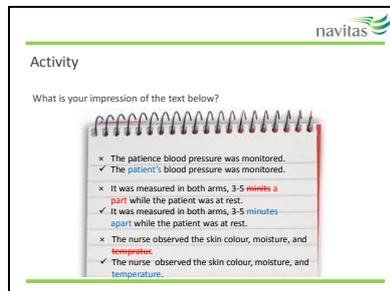
You may have found the writing unprofessional and hard to read due to spelling errors – for example patients, minutes, apart, and temperature are all misspelt.

Hopefully this example shows why spelling is important. Correct spelling helps the reader understand what is being communicated, and accurate communication about patients is vital in healthcare. For example, a care plan you write may

be read by other nurses and doctors, so it is important that it is easy to understand.

Incorrect spelling makes the writer seem unprofessional and even careless. The good news is that if you acknowledge that spelling is important and put a bit of effort into it, you can improve your spelling.

Slide 12



navitas

Activity

What is your impression of the text below?

- × The patience blood pressure was monitored.
- ✓ The patient's blood pressure was monitored.
- × It was measured in both arms, 3-5 minutes a part while the patient was at rest.
- ✓ It was measured in both arms, 3-5 minutes apart while the patient was at rest.
- × The nurse observed the skin colour, moisture, and temperature.
- ✓ The nurse observed the skin colour, moisture, and temperature.

OK, let's move on to look at spelling. Take a minute or two to read these sentences. Pause the recording. What is your impression of the way it's written?

You may have found the writing unprofessional and hard to read due to spelling errors – for example patients, minutes, apart, and temperature are all misspelt.

Hopefully this example shows why spelling is important. Correct spelling helps the reader understand what is being communicated, and accurate communication about patients is vital in healthcare. For example, a care plan you write may be read by other nurses and doctors, so it is important that it is easy to understand.

Incorrect spelling makes the writer seem unprofessional and even careless. The good news is that if you acknowledge that spelling is important and put a bit of effort into it, you can improve your spelling.

Slide 13

navitas

Spelling strategies

1. ache	11. diagnosis	21. physician
2. ambulance	12. disease	22. poisonous
3. anaemia	13. fatal	23. surgery
4. asthma	14. immune system	24. syringe
5. assistance	15. inconclusive	25. symptoms
6. blood pressure	16. intravenous	26. temperature
7. bruise	17. malignant	27. unconscious
8. caring	18. palliative care	28. vein
9. coroner	19. privacy	29. resuscitation
10. dementia	20. pharmacist	30. pediatrician

Here are some words you will come across in studies that are tricky to spell. Can you think of any strategies for learning how to spell these words or to check your spelling of them? Pause the recording if you want to have a think.

Slide 14

navitas

Spelling strategies

Chunking: Break the word up into smaller parts and spell it out in bits.

- tem – per – a – ture
- in – con – clu – sive

Mnemonics and brain tricks: Create memorable ways to help you remember spelling.

- **Ache** = My **A**bdominal, **C**hest, **H**ead and **E**ye ache!
- **Veins** are **in** the body.

Words within words: Find little words inside big words.

- **as**sistance
- **cardi**ologist

Here are some ideas for you. Firstly, chunking means breaking longer words into chunks that you can spell more easily. So temperature becomes tem per a ture, and inconclusive becomes in con clu sive.

Secondly, mnemonics, which is itself an impossible word to spell and say, means creating phrases or rhymes or using patterns to remember spelling. In the first example, it can be easier to remember the phrase – my abdomen, chest, head and eye ache, rather than just the letters of the word ‘ache’ on their own. In the second example, it's difficult to remember that e comes before i in the word vein. So we can link it with the clue – veins are **in** the body –

with the word 'in' being our clue that i needs to come before n.

Thirdly, it is handy to remember that many longer words have shorter words within them. You can use these shorter words to break down a long word and make it easier to spell. So 'assist' is the start of the word 'assistance', for example. And 'cardio' is a word that means heart, and is often a part of longer words such as 'cardiologist' or 'cardiology'.

Slide 15

navitas

Commonly confused words

Homophones sound the same but are spelt differently, such as:

• brake / break	• patience / patients	• their / there / they're
• hear / here	• role / roll	• weather / whether
• right / write	• scene / seen	• your / you're
• accept / except	• apart / a part	• past / passed
• advice / advise	• breath / breathe	• quiet / quite
• affect / effect	• loose / lose	• then / than

Think of ways to help you remember the correct spelling:

- You hear with your ear. 
- Remember the double 'e' in 'seen' as eyes: 



Additionally, there are lots of words in English that are easy to confuse. Homophones have the same pronunciation, but different spellings and meanings. This one is the brake in a car and this one means to damage something, as in break an arm. As we saw with spelling strategies before, finding a trick to help you remember the differences between homophones helps. So, for example, you hear with your ear reminds you that hear has an e-a combination. Or thinking of seen, being the past tense of see, as having two e's that are like eyes.

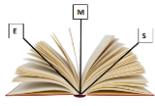
While Microsoft Word does pick up spelling errors and puts a red line under them, it isn't smart enough to notice homophone errors.

Slide 16

navitas

Spelling strategies

- Eat More Spaghetti dictionary strategy: If you have trouble finding words quickly in a dictionary, then remember Eat More Spaghetti (EMS). There are the four sections of a dictionary - A to E, E to M, M to S and S to Z. So, if you are looking up a word that starts with N, for example, you will know that you will find it in the third section of the dictionary, from M to S.



The diagram shows an open book with three sections of pages. The left section is labeled 'E', the middle section is labeled 'M', and the right section is labeled 'S'. This illustrates the 'Eat More Spaghetti' mnemonic for finding words in a dictionary.

If you're using a paper dictionary, here's a little time saver for you. It can take a while to find words in a dictionary, but Eat More Spaghetti, or EMS can help. There are the roughly four equal sections of a dictionary - A to E, E to M, M to S and S to Z. So, if you're looking up a word that starts with N, for example, you will know to find it in the third section of the dictionary, from M to S. By the way, Eat More Spaghetti is an example of a Mnemonic, or a memory trick!

Slide 17

navitas

Activity

1. All nurses must understand public health _____.
A. principals
B. principles
2. The nurse recorded the patient's _____, height and temperature.
A. wait
B. weight

Here's an activity to get you thinking about these confusing words. Pause the recording to do this one. OK, for 1, the correct word is B. This spelling means principles as in the values or underpinning rules of something. A means the head of a school. For 2, the correct word is B – as we want to say how heavy someone is, not that they had to wait for something.

Slide 18

navitas

Activity

3. Nurses have a key coordinating _____ within healthcare.
A. role
B. roll
4. It is important to be _____ of difference and sensitive to cultural diversity.
A. accepting
B. excepting

A few more examples for you to look at. Pause the recording to think about these.

For 3, r-o-l-e is the part someone plays in a system, so A is correct. For 4, accepting starting with an a means to be OK about differences.

Slide 19

navitas

Useful resources and links

List of the best flashcards apps:
<http://appadvice.com/appguides/show/flashcard-apps-for-the-ipad>

List of homophones with definitions:
<http://grammar.about.com/od/words/a/HomonymChart.htm>

List of commonly confused words with definitions:
<http://writing2.richmond.edu/writing/wweb/conford>

Tips and tricks to help you remember commonly misspelled words: <http://www.commonlymisspelledwords.org/>

Here are links to investigate some of the topics from this session in more depth.

Slide 20

navitas

Useful resources and links

Medical vocabulary word list:
<https://www.englishclub.com/english-for-work/medical-vocabulary.htm>

Medical supplies and tools word list:
<https://www.englishclub.com/english-for-work/medical-supplies.htm>

Medical specialists word list:
<https://www.englishclub.com/english-for-work/medical-specialists.htm>

When you think you've mastered the basics, try taking this vocabulary quiz: <https://www.englishclub.com/english-for-work/medical-vocabulary-quiz.htm>

And these links will help with medical vocabulary. To get these as working links, download the slides from the link below the video on the SLS website.

Slide 21

navitas

SLS website

<http://sls.navitas-professional.edu.au>



For study advice and events, check out the Learning Support website.

Slide 22



Contact the Student Learning Support (SLS) team

ACAP Sydney and online students (02) 8236 8051 hslearning.supportsyd@acap.edu.au	HSA Melbourne students (03) 9633 0191 hslearning.support@navitas.com
ACAP Melbourne and Adelaide students (03) 8327 2639 supportmeb@acap.edu.au	HSA Brisbane students (07) 3234 4405 hslearning.support@navitas.com
ACAP Brisbane students (07) 3234 4405 supportbrn@acap.edu.au	NCPs students (01) 5327 2639 supportncps@navitas.com

Get in touch with us at Learning Support if you have any queries or need specific advice about an assignment you are writing. Good luck with your studies.