



The English-Finnish-Nepali-Arabic Dictionary for Nursing Students

Jyoti Pokharel, Mohammed AL-Rammahi & Ololade Olundegun

2021 Laurea



Laurea University of Applied Sciences

**The English-Finnish-Nepali-Arabic Dictionary for
Nursing Students**

Jyoti Pokharel, Mohammed AL-
Rammahi & Ololade Olundegun
Degree program in Nursing
Bachelor's Thesis, March 2021

The purpose of this thesis is to improve the retaining of nurses with an immigrant background and to improve the quality of care. The aim is to design and implement a dictionary in four languages English, Finnish, Nepali, and Arabic. This dictionary provides a guide to all-around medical terms used in health care sectors. The vocabulary could also be used as a pocketbook when communicating with patients.

The method used for this research was supported mainly by the purpose and aim of the study, based on a functional thesis with mixed activities on practical and theoretical knowledge covering the project development, documentation, and the project evaluation. During the development stage words were chosen by the researchers in the best way that suits medical terms and mostly used words by nurses in different sectors. The medical terms were then categorized and translated into four different languages.

Feedbacks were collected from fourteen nursing students/participants. They gave their feedbacks voluntarily by filling google form consisting of three questions to assess and give suggestions to improve the dictionary. The overall feedback was constructively and positively given according to the feedback received from the participants.

The dictionary will be a source and a useful learning tool for future nursing students regardless of all proposed suggestions given by students.

Keywords: Dictionary, Medical nursing terminology, Intercultural nursing and communication, Language barriers, Nursing Students

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1 Introduction

The recent growth and higher increase of immigrants moving around the globe has brought an increase in the need for lifestyle and cultural changes with quick adaptation to the new place of settlement leading to cultural diversification (Yakar, Karabuga, Alpar & Ecevit, 2018).

The Finnish society has opened its doors to embrace and accept immigrants from different backgrounds and cultures by providing conditionally free education offered in English, Finnish, or Swedish (Study. EU, 2017.) According to studyinfo.fi, admission to study nursing in most universities of applied sciences clearly require language skills being B1 for Finnish proficiency as parts of its admission requirements to study nursing. Finnish proficiency test and interviews are to be passed before prospective students can gain admission (StudyInfo, 2020). The Finnish law requires adequate proficiency in Finnish also of health care professionals, who have studied and been qualified in other countries than Finland. Valvira, The National Supervisory Authority for Welfare and Health in Finland, is the authority responsible for licensing professional by skills as well as language proficiency. Also, the employers are required to verify that the employ has the language skills needed for the work before she or he starts work, and avoid risks of bad communication (Valvira, 2021). Working in healthcare professions requires fluent language proficiency in related fields, and it is important to understand communications between medical professionals, colleagues of different native languages, and with patients and customers (Lum, Dowedoff, Bradley, Kerekes & Valeo, 2015).

The English language is becoming a common language of communication which has been included in the Finnish school curriculum (Järvinen-Taubert, 2017). According to Finnish statistics Arabic was the third-largest foreign-language group in Finland with a population of 21783. There is also an increase of the Nepali population in Finland (Statistic Finland, 2017). There was a need to create a dictionary of nursing vocabulary in four different languages, although this vocabulary does not cover all the terminology, it contains basic words, and may help many immigrant nurses in their everyday work.

By creating the dictionary, is to improve the quality of care, retaining of nurses with an immigrant background. The aim is to design and implement a dictionary in four languages English, Finnish, Nepali, and Arabic.

2 Theoretical Framework

The theoretical framework of this thesis consists of Dictionary, Medical nursing terminology, Intercultural nursing and communication, Language barriers and Nursing students. To fulfil the lack of medical personnel, there are many degree programs provided in English, and nursing is part of it. According to Study-info, there are now more than 20,000 international students in universities and universities of applied sciences. Students are residing in different locations in Finland (Studyinfo).

Different resources and websites, for example Beare (2019); Chen (2017); Vocabulary.com, (2011), are found with long lists of nursing vocabularies but with no attempts to give complete definitions of what one or the other “nursing terms” means. Nursing terms would consist of focused nursing vocabulary, tools for learning with immediate exact translation on diagnosis, circulatory system, nervous system, respiratory system, support equipment’s, medications, and medical equipment, multidisciplinary teams, pain, death, religion, locations in hospitals, and diseases with over two hundred words. This is because Medicine, Surgery, and Geriatrics are the core areas of general nursing where theoretical plus practical instructions are very necessary (Keighly, 2019).

For this thesis “nursing terms” being a concept, are words that may be applicably used in or outside the nursing field by nursing and non-nursing professionals, and they are words most unlikely to be used every day outside the field of nursing. There are also words used in the nursing field which do not specifically qualify as ‘nursing words’. These are words like ‘‘spoon’ ’plates’’ or ‘‘underpants’’ which are never parts of nursing words even though they are regularly used in daily care of patients, and because they are merely regularly used objects within the nursing fields. Words like ‘‘pain’’ or ‘‘diapers’’ are common words that may be used outside the nursing field, but not mostly came across by students outside nursing field, except under certain circumstances, such as in care or adjacent field of healthcare. However, these words qualify to be in the learning tool because they are commonly used in healthcare, which makes them special general words, but not ‘‘nursing words’’ (Beare, 2019; Chen, 2017; Vocabulary.com, 2011).

2.1 Dictionary

According to Khamis, dictionary is a book reference that lists words in a document or electronic form which gives meanings to words in addition to its primary function in defining words. (Khamis, 2018).

There is also document and electronic form dictionary which is the best option for many students and easy to download to a computer. It contains mother tongue equations, word explanations, definitions, and sentences. (Cambridge Dictionary, 2020).

Dictionary is a very important tool for anyone learning a new language, it can be used to search the meaning of a new word that a person can see or hear, find the correct translation of the word, check the spelling of the word, learn about other grammatical information about the word and find a synonym or an opposite word (Khamis, 2018).

This dictionary is a tool specifically for nursing students that they can use when having an encounter with patients for translation between languages, communication with professionals in the nursing field. Also, help to motivate nursing students in completing their studies with resilience and may enable them as professionals to adjust and handle difficult words when they are about to be stressed with high workloads (McAllister & McKinnoin, 2009).

2.2 Medical Nursing terminologies

According to Englishlive, medical nursing terminologies are the basic elements in the field of medicine, through which medical terms can be understood by medical professionals which include different specialties, various diseases, organs of the human body, and equipment used in the medical field (Englishlive, 2020).

The origin of medical terms was laid by Ancient Greeks and Romans, who were among the greatest in the field of medicine. In the course of time Latin became the language medical terminologies and it still is (Englishlive, 2020).

Many modern languages adapted medical terminologies because it is possible to write a medical report in a specific language and go with the same report to another country with a completely different language, which might result in the mistranslation of the report differs from the original content intended in the reports, that may cause danger hazard to the health of patients (Englishlive, 2020). Learning medical nursing terminology is an important aspect for nursing students, especially in the early stages, which are viewed as sometimes complex, difficult to interpret, and therefore cannot understand what is meant by the terms (Englishlive,2020.)

Nursing students must know that each term consists of parts, and each part has a specific meaning, when these parts are put together, it gives the medical term meaning, and easy to interpret into the true scientific meaning (Englishlive, 2020.)

2.3 Intercultural nursing and communication

The wide rise in migration globally has various reasons, including educational improvements, desires, economic, lifestyle changes, and war -has brought about an increase in multicultural societies linguistically and culturally giving life to the term Intercultural communication (Dympna Tuohy, 2019; Hatice Karabuga, 2018).

Intercultural nursing needs nurses considering also patients cultural needs because culture and care are interwoven in nursing. Nurses should consider ways whereby culture influences people's good health, ill-health, and death during the planning and giving of patient care (Tuohy, 2019). Trust would also be developed by the patients for their nurses if the care plan is being planned together according to their cultural norms, in other to achieve a mutual goal (Kanchana & Sangamesh, 2016).

Intercultural communication is a communication that happens whereby the difference in culture among individuals affects the communication exchange in ways that wouldn't have been noticed if communication differences do not initially exist (Henderson, Barker & Mak, 2016).

Intercultural communication based on cultural perspectives has brought the processes of interactions between health care professionals and patients from various cultural backgrounds. What forms the basis of good intercultural care? Intercultural communication requires improvements, so that differences in culture can be recognized, handled with tolerance, respected, and diverse communications culturally can take place effectively (karabuga, 2018.)

Effective communication is important in nursing if safe and quality care needs to be provided. Communication should be of high quality, so that collaboration can occur between nurses, and their colleagues with the same cultural barrier situations and make their practices contemporary (Henderson et al. 2016).

Professionals in healthcare need also take cultural differences with utmost sensitivity to enable patients to receive high-quality and holistic care. The movements of people freely in this globalized world make the competencies of a cultural meeting of professionals from different parts of the world necessary, especially individuals requiring healthcare (karabuga, 2018.)

Furthermore, when people with the same cultural beliefs and values interact with themselves, they do so within the context of shared assumptions. If communication occurs among

people with different cultural backgrounds, who do not have the opportunity to share views and assumptions, that can cause a misunderstanding among them. Therefore, diverse cultural understanding can reduce the generalization of assumptions in intercultural nursing communication (Henderson et al.2016).

According to World Health Organization ethical guidelines, Nurses with foreign background in Finland have tripled in numbers between the years 2000-2012 according to official statistics. Some of them having completed their nursing degrees already outside Finland while part of them completed their nursing degree in Finland (Kirkonpelto & Vallimies-Patomöki, 2016).

2.4 Language Barrier

Communication between the caregiver and the patient represent the cornerstone for building the relationship with patient/client, and it is also important for realization of the care plan and the expected outcome (Alshammari, Duff & Guilhermino, 2019). However, effective communication is important for the nurse to recognize patient symptoms also to observe the mental health of the patient (Alshammari et al. 2019).

Language, religion, and cultural differences can create barriers on the effectiveness and clearness of the communication between patient and nurse also on the inter-professional communication. So, there is a recommendation and need to improve the inter-professional communication and the interaction between caregivers and patient/client to ensure high safety and quality of practices (Alshammari et al. 2019.)

The means to interact with patients is required for offering the best nursing care. Interpretations are extremely helpful, but they cannot replace the interactions between the patients and nurses. Comprehensive Finnish study is an advantageous way to strengthening verbal, writing, and reading skills (Moore, 2006.)

As stated by Helsinki Times, the number of non-Finnish caregivers is growing, this increased number lead to many different obstacles for delivering care, and most of these challenges are linked to language, culture, and religion. The current interaction and practices are presently barriers between patients and nurses. On the other hand, lack of language skills takes the communication barrier to another level between Finnish and non-Finnish caregivers that mean interprofessional communication barriers happened (Rautakoura, 2012.)

The number of non-Finnish nurses has increased and created several challenges with an effect on the nurse-patient communication, interaction, and the ability to communicate effectively with the patient. Interprofessional communication challenges may also affect the patient's

care details on a care plan and could lead to patient's dissatisfaction with desired outcomes (Alshammari et al. 2019.)

2.5 Nursing Students

Nursing Students, with an immigrant background, often struggle in practice or school due to their linguistically and culturally diverse backgrounds with very little knowledge of the language that is used at work placement places (Olson, 2012.)

Health care students experienced specific challenges speaking with patients with whom they didn't share the same language. This prompted care to become robotic and indifferent. They were afraid of making errors and needed abilities and trust in addressing patients. (Jirwe, Gerrish & Emami 2019).

Nursing students and patients who do not communicate in a similar language regularly may lead to a lack of information and low-quality nursing care. The circumstances are intensified for patients who may feel defenceless and restless as a result of their disease (Jirwe et al. 2019.)

According to Finnish National Agency for Education, there have been 1883 total numbers of students with foreign backgrounds in Finnish health care education in different universities, and universities of applied sciences. Non-Finnish speakers studying in a university must attend language classes because every school has its requirements, and different curriculum for language courses, included in nursing degree programs (Studyinfo, 2020.) Most of the degree programs in nursing need a basic level of Finnish language to secure study place in the University of Choice (Studyinfo, 2020.)

3 Purpose and Aim

The purpose of this thesis is to improve the retaining of nurses with an immigrant background and improve the quality of care.

The aim is to design and implement a dictionary in four languages English, Finnish, Nepali, and Arabic.

4 Methodology

According to Airaksinen, Functional thesis is based on the intent to mix activities based on practical and theoretical knowledge. This can be in form of a guidebook, project, or event. The Functional thesis covers the project itself, the documentation, and the evaluation of the project (Airaksinen, 2009). Also, this thesis consists of two different phases which are development, and evaluation stages. During the development, words were chosen by researchers in the best way that suits medical terms and most likely used by nurses in different sectors. The medical terms were categorized, translated into four different languages then classified alphabetically for easy word search.

A research permit was applied for as a means of seeking permission from the school before student's personal information's and platforms were used in getting feedback on the thesis research and following the new rules and guidelines in Laurea University of applied sciences, 2020.

4.1 Narrowing the scope of Dictionary

Due to the identification of the European Union, directives are that nursing students must complete clinical internships in seven major directives clinical training, the clinical practices being general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health, and psychiatry, home care and care of the elderly known as geriatrics. (EU- directive, 2009, Laurea nursing curriculum, 2017-, Keighley, 2009.) Most of the vocabularies are chosen concerning general medical terminologies because they are terms that are useful for practices, as it tends to start in slower paced, familiarize with different patients' situations, who need little or more assistance with daily needs and basic hygiene.

Practice placements are parts of nursing studies where jobs can be found while nursing studies are still in progress and where locations, medications, ethical and religious terms are being used often. So, narrowing this dictionary makes it effective and easy to use terms required in good basic care and basic communications. (Keighley, 2009.) Practice placements are also one of the best ways to gain language and basic nursing skills by being alone sometimes with the patient at home or in the hospital setting, also helps to build knowledge, interaction, and experience (Carlson & Bengtsson, 2013). This dictionary offers the nursing students the direction toward the most used words or terms in various fields of nursing and giving this dictionary its higher priority to be the first researchable source to have a reasonable meaning of specific words.

4.2 Categorising and formation.

The words were selected relating to medical terms used in nursing because they are definitive categories used in healthcare, in general relating to the body systems (i.e., 'respiratory system'; nervous system 'circulatory system) also equipment's, and medical tools categories. Religion, pain, and death would be put into their separate categories to enable nursing students to have ethical connections and care for their patients in an emotional, empathy, and cultural way.

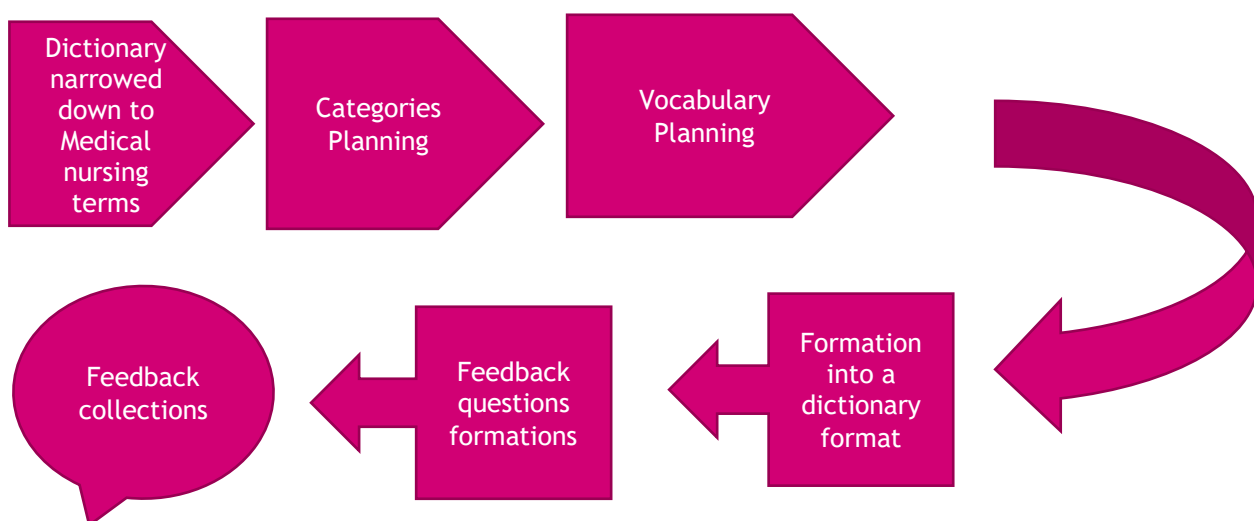


Figure 1: Dictionary creation process

The concept of this dictionary is for all recommended clinical practice placements and its function is to assist nursing students in basic communications with patients and health professionals because a dictionary must have a function and concrete concept (Schierholz, 2015). Also, the different categories need to be specific and simplified in order not to displace their purposes and functionally relevant to fit into the dictionary concept.

4.3 Feedback form creation

A feedback question form was created to collect specific and certain feedback from the prototype dictionary and to make suggested additions required if necessary. For the feedback evaluation, the Likert Scale was used for one question. Likert scale is a numerical scale that is sometimes referred to as a satisfaction scale ranging from one extreme opinion to another (Survey Monkey, 2020).

The three feedback questions include:

- ❖ How helpful would this dictionary be for future nursing students whose second language is Finnish?
 1. Not at all helpful,
 2. Not so helpful,
 3. Somewhat helpful,
 4. Very helpful,
 5. Extremely helpful,
- ❖ What other terms would you suggest we add to this dictionary?
- ❖ Do you have any feedback on the dictionary layout?

One Likert scale question was selected for students to assess the dictionary on a scale of 1-5 and two open-ended questions were to assess the dictionary with their views and experiences, because this type of questions needs well-detailed answers, which also allows participants to make needful corrections and suggestions to the dictionary. The questions were planned in respect of the type of response desired for great opinion seeking, and some of the questions were removed because they do not match the need any longer. This form of questions was narrowed down to three in order not to bore students in answering the questionnaire. If the questions were too many, confusion might set in, and desired answers might not be derived as planned. (impraise, n.d)

4.4 Feedback invitations

For feedbacks and evaluations, a prototype copy of the dictionary and Google form questionnaire were shared via a link inviting/informing focused group who were second-and third-year English Nursing program students in Tikkurila campus, who were also presenting their thesis plans or final thesis, to go through the prototype copy of the dictionary. Feedbacks collected anonymously increased the functionality and reliability of this thesis. The informed consent covered letter gave general information about the purpose and aim of the thesis, the importance of their feedback on the prototype dictionary according to the questionnaire in the feedback form that was available via a link.

The collection of feedback in this form made the whole evaluation process easier and more informative because the prototype copy of the dictionary and feedback questions were given out beforehand. The questionnaire link and copy of the dictionary were also reshared during

the thesis seminar and additional five volunteers checked the dictionary and gave both written and oral feedback with suggestions. The opinions and some recommendations gathered from the feedback session were used as additions and corrections.

4.5 Feedback Analysis

The main aim of the questionnaire was to collect information on the usefulness of the final dictionary from second -and third-year nursing students studying at Laurea University of applied sciences Tikkurila campus also presenting their thesis plan or final thesis.

Language skill was not a disqualifying factor, and the students don't need to have any vocabulary assistance because the words were already interpreted in at least one language the nursing students did understand. The nursing students used the dictionary to evaluate their confidence in Finnish language skills as they can remember from their past clinical placements also via the feedback form given to them.

The evaluation was assumed in correlation with the Finnish language skills and ability but not close to the native Finnish advanced learner.

In total fourteen students voluntarily assessed the dictionary and filled the google form questionnaire anonymously. There was a total of three questions, whereby the first question was a Likert scale question to be assessed on the scale of 1-5 while the other two questions were open-ended questions allowing the nursing student participants to express themselves by giving comments, recommendations, and opinions on the dictionary.

How helpful will this dictionary be for future nursing students whose second language is Finnish?

14 responses

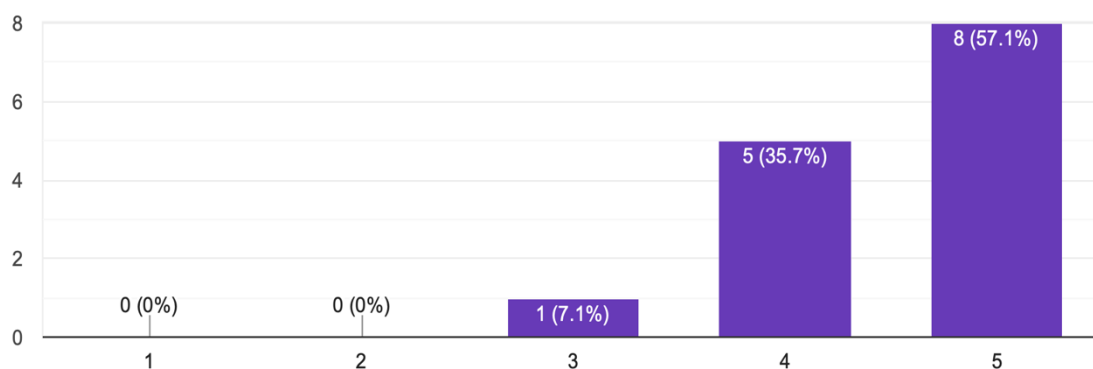


Figure 2: How helpful will this dictionary be for future nursing students whose second language is Finnish?

Report: None out of the fourteen nursing student participants responded not at all helpful or not helpful as shown in figure 2.

What other terms will you suggest we add to this dictionary?
The words are enough
Some paediatric words maybe
Some paediatric words maybe
Laimentaa
I think it is perfectly fine the way it is
French
You could edit to write COPD in the capital since it is an abbreviation (nice that the meaning is in the dictionary). Also, syntyä would better as- to be born.
Commonly used Finish medical abbreviation
Some of the most common equipment names.
Some basic diseases and chronic diseases. Also, vocabulary connected with how a person describes pain could be important. (Some terms could be like this: medical equipment / lääketieteelliset välineet, respiratory system / hengityselimistö, kodin tilat, apuvälineet, walking table / Eva-teline or rollaattori, kotihoito,).
Vocabulary about patient communication, like asking the patient to do things, feelings, basic conversation need it in health care. You could include terms related to ABCDE, ISBAR, NEWS, and communication.
Maybe some works that you will need to use while communicating
I think there are enough words there and they cover enough

Figure 3: What other terms will you suggest we add to this dictionary?

Report: Some participants gave spelling corrections and vocabulary suggestions as stated in figure 3 comments table.

Do you have any feedback on the dictionary layout?
It's perfect and will be useful to the nursing students
It's very nice and clear
It's very nice and clear
Looks nice
No
No
Very good dictionary.

I think it looks quite good
Overall good work. Very helpful for the students who are foreigners.
The words were divided by their subjects after which they came in alphabetical order, which made it easy to read. There could be also pronunciations guides for all the language, which could provide the person with more accuracy when using the words. Overall, the layout was good, and the used font was easy to read.
You could add if a verb is a substantive, etc. Overall was a good dictionary. Thanks
Check the spelling once more with every word.
Very nice, maybe it would be easier to read it if each language could be in a different colour or something. That will make you couch the language you are looking for faster. :)
Style the dictionary so using correct terms and check that the hyphen is correctly used. Have a Finnish-speaking student help you out with spelling.

Figure 4: Do you have any feedback on the dictionary layout?

Report: Encouraging comments were received about the layout, and few suggestions were also made as seen in figure 4 comments table.

4.6 Implementations derived from the feedback

The participant response and use ability were based on their perspective and needfulness, while feedbacks regarding the content of the dictionary were expected because it made a lot of meaning to the change that was made in the dictionary because of its contents being re-searched.

The implementations derived from the feedback gave an idea of the changes that need to be made either by removing or adding to give clarifications on the words. The general feedbacks were also important to the researchers to know that the dictionary will be useful to the nursing students and assessable to future nursing students in practical placements.

The overall feedback mainly positive and ranging differently as shown in figures 2, 3 and 4, it could be said that participant's feedbacks brought about a few changes that needed to be done on the dictionary content. None of the participants suggested the removal of any words from the dictionary but either made good suggestions that could add meaningful values to the contents of the dictionary.

The feedback has also brought an assessment on the type of tools that can help nursing students with Finnish as a second language to forge ahead and confident during practice placements. Some feedback suggestions were on their good but not within the scope of the thesis, for example, suggestions to add paediatrics words, use of verbs and substantive or additional sentences, also layout suggestions to add different colours to differentiate the languages.

5 Ethical consideration

According to Finnish National Board on Research Integrity (TENK, 2019) stated in its guidelines and general principles that when any research is being conducted and participants involve human, their rights, culture, heritage, and diversity of the individuals or persons providing feedbacks should be protected and respected, also no harm should be caused to the participants in respect of the research. For this thesis, ethical research guidelines were followed accordingly, and they could also withdraw their participation anytime without any consequences. (TENK, 2019).

Laurea University of applied sciences, 2020 rules and guidelines states that before any Laurea students/personnel, are used, take part in a research or study, the researcher requires a research permit from the organization. The permits are primarily granted to projects significantly for the development of the school. This is because information such as email addresses can only be used in projects which have been granted the permits to do so, to protect and guarantee data security, research validity, and prevent fatigue in the survey. (Laurea University of applied sciences, 2020).

During the feedback sessions with the nursing student's thesis seminar group, the participants were briefed about the purpose and aim of the dictionary and how important their feedback was to the development of the thesis research, also how their personal information's were not necessary or needed to be gathered during the feedback process because all feedbacks collected remains anonymous. All fourteen participants left no question unanswered, and they also had the opportunity to assess the dictionary before giving their feedbacks orally and in written form freely without any pressure.

Furthermore, researchers were committed to the handling of information following legislation for personal information handling and protection of privacy. Researchers were also of the obligation to use the materials confidentially and only for the purpose requested and securing the privacy and anonymity of those being researched. The research materials were destroyed in the right manner upon completion of the research. Research applicants delivered a positive decision and a practical arrangement for conducting the survey was also agreed on *vas vasa*. (Laurea University of applied sciences, 2020).

6 Trustworthiness and Reliability

The methods that were used to produce this product were certainly of reliability criteria of qualitative research as a basis of this thesis in Finnish language and other languages evolving

as newer terms come into light with other languages used in describing human anatomy, medical vocabularies with various types of equipment's which are often stably consistent. Also, because this was a practical thesis form and the validity of the dictionary usefulness was somewhat individual, and this product could also be a replica of various fields of nursing such as psychiatric or surgical with almost close means of collections of vocabularies and further assessments. This dictionary could be replicated with the same methods and assessments through the student panels, but results vary according to individual students. The thesis dictionary was designed to be used generally but variations cannot be accounted for in some encountered conditions and the product's usefulness assessment in any other future projects, also its replication depends on vocabularies required on the field. (Polit Denise F, Beck Cherly Tatano, n.d).

This dictionary would provide words in "basic forms" and limited in terms for students with lower skills in the Finnish language. However, this thesis and dictionary are for a Finnish leveler with B1 language skills but this limitation itself doesn't mean that the dictionary cannot be used by advanced or less advanced users for their desired purposes. The product credibility was identified from the sources where dictionaries in English, Finnish, Nepali, and Arabic were used in providing word definitions. Experience in the nursing field, nursing texts, and research were used as a background on what terms are being used medically in all areas of nursing and providing justifications on why they were included in the project. With the authenticity found in the nursing program offered in the English curriculum, and to learn standardized with set vocabularies and clear nursing crisis evidence (Haddad LM, Toney-Butler TJ, 2019).

For the reliability of this thesis, research-based articles, reliable websites for different dictionaries, and books were used in gathering information while the research and developing the dictionary for nursing students into four different languages. Also, reliability was somewhat based on the participant's consistency of measures on how the 'dictionary' will be used as a motivational tool and get almost the same responses even after the test has been completed. (Heale & Twycross, 2015).

7 Conclusion

The research attempted to create a dictionary in four different languages based on the purpose, aim, and experience faced during the placement practices due to communication barriers. The dictionary contains medical nursing terminologies related to diagnosis, circulatory system, nervous system, respiratory system, support equipment's, medications and medical equipment, multidisciplinary teams, pain, death, religion, locations in hospitals, and diseases

with over two hundred words. Which were selected carefully to cover all-around work environments in the hospital and other health organizations to help students build knowledge, interaction and confidence during practice placements.

Methods used for this research were based on the functional thesis, with no language requirements needed by participants before assessments. Participants gave their feedbacks voluntarily by filling the questionnaire consisting of three questions to assess and give suggestions to improve the dictionary.

The feedback was very constructively and positively given as either extremely helpful or very helpful for future nursing students whose second language is Finnish. Minor corrections were made according to the feedback received concerning spelling checks and layout. With the overall results, it can be said that the dictionary would be a useful learning tool for future nursing students regardless of all proposed suggestions given and further suggestions can be considered as recommendations for other future thesis projects.

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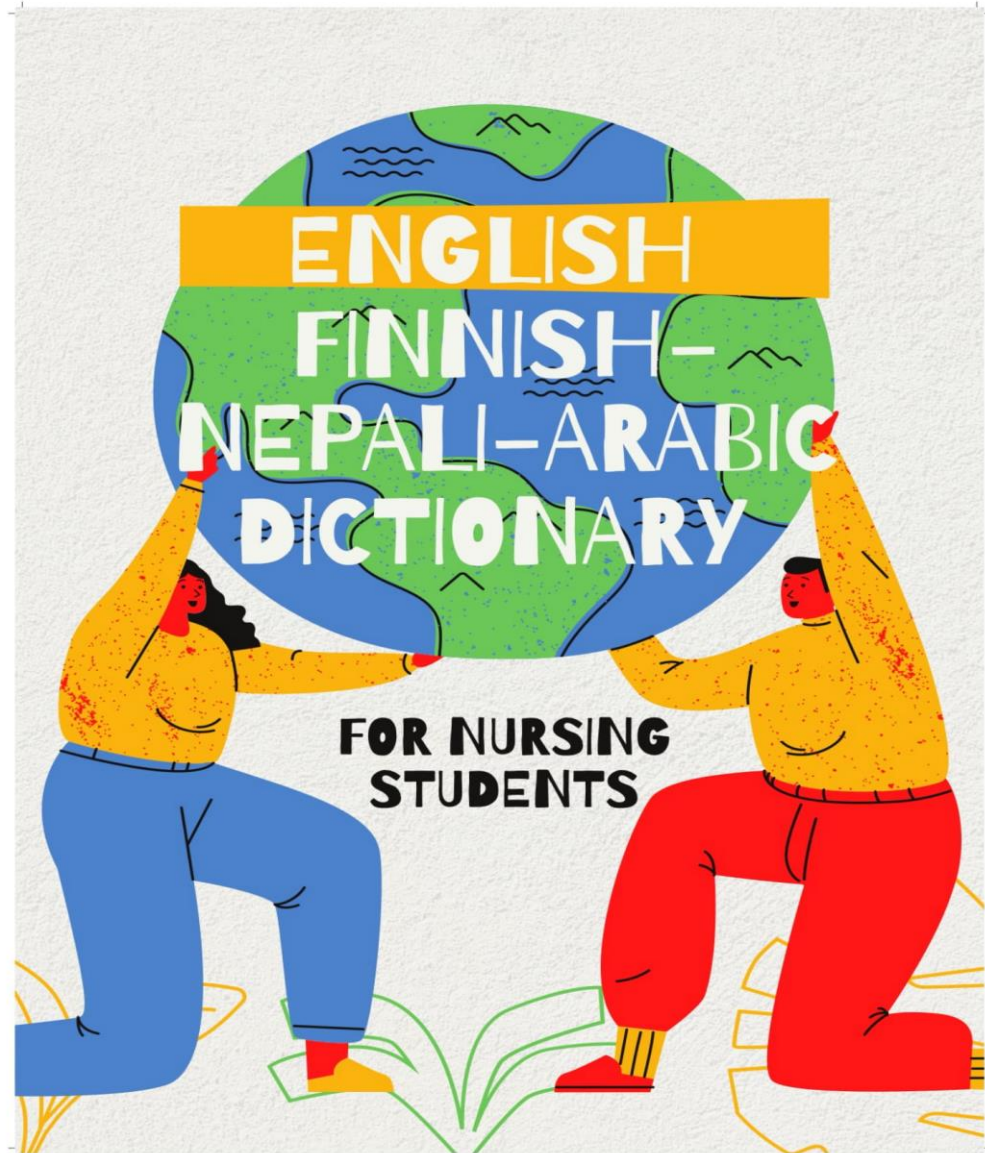
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Appendix: Dictionary



Laurea University of Applied Sciences

**The English- Finnish- Nepali- Arabic Dictionary for
Nursing Students.**

Jyoti Pokharel, Mohammed AL-Rammahi &
Ololade Olundegun
Degree program in Nursing
Bachelor's Thesis, March 2021

2021 Forward/Johdanto

The purpose of this thesis is to improve the retaining of nurses with an immigrant background and the quality of care.

While the aim is to design and implement a dictionary in four Languages English, Finnish, Nepali and Arabic.

Opinnäytetyö tarkoituksena on parantaa maahanmuuttajataustaisten sairaanhoitajien työ edistämistä ja heidän antamansa hoidon laatua.

Tavoitteena on suunnitella ja toteuttaa sanakirja neljällä kielellä: Englanti, Suomi, Nepali ja Arabia.

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1 Circulatory diseases-Verenkiertotautien-संचार प्रणालीका रोगहरू-امراض جهاز-الدورة الدموية

Blood clot	Verihyytymä	रगत जम्ने	جلطة دموية
Blood pressure	Verenpaine	रक्तचाप	ضغط الدم
Congestive heart diseases	Sydänmen va- jaatoiminta	कन्जेस्टिव मूट रोगहरू	أمراض القلب الاحتقانية
Coronary artery diseases	Sepelvaltimotauti	मुटु सम्बन्धी रोग	أمراض الشريان التاجي

2 Death-Kuolema-मृत्यु-الموت

To be born	Syntyä	जन्म	ولاده، ولد
Close relative	Lähiomainen	नजिकको आफन्त	ذو صلة قرابة أو أقارب
Coffin	Ruumisarkku	कफिन	نعش، تابوت
Coroner	Kuolemansyyntutkija	कोरोनर	الطب الشرعي، الطب العدلي
Corpse	Ruumis	लास	جثة، جنمان
Death	Exitus,kuolema	मृत्यु	موت، مفارقة الحياة
Death certificate	Kuolintodistus	मृत्यु प्रमाणपत्र	شهادة وفاة
Die	Kuolla	मर्नु	موت
Grave	Hauta	चिहान	قبر
Graveyard	Hautausmaa	कब्रिस्तान	مقبره
Hospice care	Saattohoito	धर्मशाला हेरचाह	رعاية المريض في مرحلة الاحتضار أو قريب من الموت
Live	Elää	जीवित	حي أو على قيد الحياة
Life	Elämä	जीवन	حياة
Palliative care	Palliativinen hoito	उपशामक हेरविचार	علاج، تقليل أو السيطرة على أعراض المرض وتوفير أفضل سبل حياة ممكنة للمريض وتقديم الدعم النفسي والمعنوي للمريض وعائلته
Right to burial	Hautaoikeus	दफन गर्ने अधिकार	الحق في الدفن
Undertakers	Hautaustoimisto	उपक्रमकर्ताहरु	متعهدي الدفن أو مراكز الدفن (الأشخاص الذين يمتنون العناية بالموتى قبل وبعد الدفن وترتيب لوازم الموتى)

3 Diagnosis and diseases-Diagnoosi ja sairaudet - निदान र रोगहरू - التشخيص والأمراض

Alzheimer disease	Alzheimerin tauti	अल्जाइमर रोग	مرض الزهايمر
Arthritis	Niveltulehdus	गठिया	التهاب المفاصل
Asthma	Astma	अम	الربو
Autism	Autismi	अटिजम	مرض التوحد
Bipolar disorder	Kaksisuuntainen mielialahäiriö	द्विध्रुवी विकार	اضطراب ثنائي القطب او اضطراب المزاج ثنائي القطب
Blindness	Sokeus	अन्धोपन	العمى
Cancer	Syöpä	क्यान्सर	السرطان
Cataracts	Kaihi	मोतियाबिन्दु	إعتام عدسة العين
Cerebral palsy	Aivohalvaus	मस्तिष्क पक्षघात	الشلل الدماغي
Coronary heart disease	Sepelvaltimotauti	कोरोनरी धमनी रोग	أمراض القلب التاجية او مرض القلب التاجي
COPD (Chronic Obstructive Pulmonary Disease)	Krooninen keuhkoastma	लामो समय सम्मको दम	مرض الانسداد الرئوي المزمن
Cholesterol	Kolesteroli	कोलेस्ट्रॉल / बोसो	الكوليسترول
Chronic bronchitis	Krooninen keuhkoputkentulehdus	दीर्घकालीन ब्रोकाइटिस	الالتهاب الشعبى المزمن أو التهاب الشعب الهوائية المزمن
Chronic kidney diseases	Krooninen munuaissairaus	पुराना मृगौला रोग	أمراض الكلى المزمنة
Deep vein thrombosis	Syvä laskimotukos	गह्ररो शिरापरक थ्रोम्बोसिस	تجلط الأوردة العميقة أو تخثر الأوردة العميقة
Dementia	Dementia	डिसने रोग	مرض الخرف أو الإصابة بالخرف
Diabetes	Sokeritauti	मधुमेह	داء السكري
Epilepsy	Epilepsia/kaatumatauti	छररोग	الصرع
Glaucoma	Silmänpainetauti/viherkaihi	मोतियाबिन्दु	المياه الزرقاء أو الجلوكوما) هو مرض في العين يمكن أن يسبب فقدان البصر أو العمى
Hepatitis	Maksatulehdus	हेपटाइटिस	التهاب الكبد
Hypertension	Verenpainetauti	उच्च रक्तचाप	ارتفاع ضغط الدم
Memory disorder	Muistisairaus	स्मरण शक्तिमा गडबड	اضطراب الذاكرة

Motor neuron disease	Motorinen hermosairaus	मोटर न्यूरोन रोग	مرض الخلايا العصبية الحركية
Multiple sclerosis	Multippeliskleroosi [MS-Tauti]	धेरै काठिन्य	مرض التصلب اللويحي أو التصلب المتعدد
Osteoporosis	Osteoporoosi	हड्डी खोक्लो हुनु	ترقق العظام أو هشاشة العظام
Paget's disease	Pagetintauti	पुष्ट रोगको रोग	مرض باجيت(داء مزمن يؤدي إلى حدوث تشوه، وتضخم في العظم مع ازدياد معدلات هدم وبناء النسيج العظمي)
Parkinson disease	Parkinsonin tauti	पार्किन्सन रोग	مرض باركنسون أو مرض شلل الرعاش
Pneumonia	Keuhkokuume/ Pneumonia	निमोनिया / छातिको इन्फेक्सन	ذات الرئة
Schizophrenia	Skitsofrenia/Jakomielitauti	पगलपन	انفصام الشخصية
Stroke	Halvau	पक्षघात / मस्तिस्कघात	السكتة الدماغية
Shingles	Vyöruusu	जनै खटिरा	هربس نطاقي
Thrush of the mouth	Suu sammas	मुखमा हुने खमीर संक्रमण	قرح الفم
Vertigo	Huimau	रिड्टा लाग्ने	دوار أو دوخة

4 Department Locations-Osasto/Kodin tilat- विभागको स्थान - الأقسام و الأماكن

Day hall	Päiväsali	दिन हल	قاعة أو صالة نهائية
Dining room	Ruokasali	भोजन कक्ष	غرفة، قاعة أو صالة الأكل
Equipment room	Välinevarasto	एपकरण कक्ष	غرفة المعدات
Hallway	Käytävä	गल्ली	الرواق أو الممر
Kitchen	Keittiö	भान्झा	المطبخ
Medication room	Lääkehuone	उपचार कक्ष	غرفة الدواء
Patient room	Potilashuone	बिरामि कक्ष	غرفة المريض
Room/common area for nurses	Kanslia	कोठा / नर्सहरूको साफा क्षेत्र	غرفة أو قسم الممرضات
Sauna	Sauna	बाफ स्नान	ساونا
Store	Varasto	भण्डार	مخزن
Utility room	Huhteluhuone	उपयोगिता कोण	غرفة الغسل، التعفير أو التعقيم
Laundry	Pesuhuone	धुने कोठा	غرفة الغسيل
WC	Vessa	शौचालय	المرافق الصحية

5 Medications-Lääkkeet - औषधी - العلاج او الدواء

Afternoon/day medication	Päivälääkkeet	दिउसोको औषधी	दواء وقت الظهيرة(دواء الظهيرة)
Antiseptic wipes	Antiseptinen taitos	एन्टिसेप्टिक वाइपहरु	مناديل مطهرة
Capsule	Kapseli	गोलि	كبسولة
Dilutes	Laimentaa	पातलो	تخفيف (تخفيف تركيز الدواء (بسوائل اخرى
Effervescent tablets	Poretabletti	भागदार चक्की	أقراص فوار
Evening medication	Iltalääkkeet	साँझ औषधी	دواء وقت المساء(الدواء المسائي)
Foil package	Foliopaketti	पत्री प्याकेज	غلاف الدواء
Glucagon	Glukagoni	ग्लुकागन	الجلوكاجون
Glucose pastille (Dexal, Siripiri)	Glukoosi pastilli	ग्लुकोज	باستيل الجلوكوز (يستخدم لرفع سكر الدم المنخفض)
Medication patch	Lääkkeetlaastari	दवाइ बाटो	لاصق أو بلاستر دوائي
Medication cup	Lääkekippo	औषधी कप	قدح أو كأس الدواء
Morning medication	Aamulääkkeet	बिहानिको औषधी	دواء وقت الصباح (الدواء الصباحي)
NaCl / Natrium chloride	Suolaliuos [Nakkeli]	नुन / नेत्रीयम कोलोराइड	كلوريد الصوديوم أو المغذي
Night medication	Yölääkkeet	रातको औषधी	دواء وقت الليل(الدواء الليلي)
Packaged medication	Annosjakelupussi/ [Anja]	प्याकेज गरिएको औषधी	كيس الجرعة الدوائية أو الجرعة الدوائية المعبأة مسبقاً
Pain patch	Kipulaastari	दुखाईमा लगाउने प्याच	لاصق أو بلاستر الام
Plaster	Laastari	प्लास्टर	لاصق أو بلاستر
Swab square	Tufferi	स्वाव वर्ग	ضمادات أو شاش مُعقمة توضع على الجروح الصغيرة
Tablets	Tabletti	ट्याब्लेटहरु / चक्की	أقراص أو حبوب الدواء

6 Medical equipment-Lääketieteelliset välineet - औषधी गर्दा चाहिने

उपकरण - أدوات طبية -

Blood lancet	Lansetti	रक्त ल्यान्सेट	جهاز الوخز
Blood glucose machine	Verensokerimittari	रगतको ग्लुकोज नाप्ने मेशीन	جهاز قياس سكر الدم
Blood glucose test strips	Veresokeriliuska	रगतबाट ग्लुकोज परीक्षण गर्ने स्ट्रिप्स	شرائط اختبار جلوكوز الدم
Blood pressure machine	Verenpainemittari	रक्तचाप जाच्ने मेशीन	جهاز قياس ضغط الدم

C-pap machine/Positive airway pressure machine	C-pap laite	सि-प्याप मेसिन	آلة ضغط مجرى الهواء الإيجابي
Glass jar	Lasipurkki	सिसाको भाडा	قدح أو جره زجاجية
Infusion stand	Tippateline	आई वी स्टैंड	حامل المحاليل
Medication pestle and mortar/grander	Survin ja laastin/lääkemurskaaja	औषधी ग्राण्डर	كسارة أو مطحنة الدواء
Medical tweezers	Pinsetit	चिकित्सा चिमटी	ملاقط طبية
Needle	Neula	सुई	إبرة
Oxygen bottle	Happipullo	अक्सीजन बोतल	قنينة الاوكسجين
Sharp bin	Särmäjäteastia/Teräväastia	धरीलो बिन	سلة أو حاوية النفايات الجارحة
Syringe	Ruisku	सिरिज / सुई	حقنة
Thermometer	Kuumemittari	थर्मामीटर	جهاز مقياس الحرارة

7 Multidisciplinary team-Moniammatillinen työryhmä - बहु-

अनुशासनिक टोली - فريق متعدد التخصصات

Assistant ward sister	Apulaisosastohoitaja	सहायक वार्ड बहिनी	الممرض المساعد
Deputy senior doctor	Apulaisyliääkäri	उप वरिष्ठ डाक्टर	الطبيب المساعد
Doctor	Lääkäri	डाक्टर	طبيب
Doctor in training	Amanuessi	प्रशिक्षणमा रहेका डाक्टर	دكتور تحت التدريب
Physiotherapist	Fysioterapeutti/fyssari	फिजियोथेरापिस्टहरु	اخصائي العلاج الطبيعي
Practical nurse	Lähihoitaja	व्यावहारिक नर्स	ممرضة مساعدة أو ممارسة
Registered nurse	Sairaanhoitaja	दर्ता भएको नर्स	ممرضة أو ممرض
Senior physician	Yliääkäri	वरिष्ठ चिकित्सक	طبيب مشرف أو كبير الاطباء
Social worker	Sosiaalityöntekijä/[Sossu]	सामाजिक कार्यकर्ता	موظف الخدمة الاجتماعية أو اخصائي اجتماعي
Specialist doctor	Erikoislääkäri	विशेषज्ञ डाक्टर	طبيب متخصص
Specialising physician	Erikoistuva-lääkäri	विशेषज्ञ चिकित्सक	طبيب متخصص
Speech therapist	Puheterapeutti	भाषा थेरापिस्ट	معالج النطق
Support tools technician	Apuvälineteknikko	सहयोगी टेक्नोलिशियन	فني الادوات المساعدة

Ward domestic worker	Laitoshuoltaja	वार्ड घरेलु कामदार	المعين
Ward sister	Osastonhoitaja	वार्ड दिदी	رئيس أو مسؤول الممرضين

8 Nervous system-Hermosto - स्नायु प्रणाली- الجهاز العصبي

Cerebrovascular disorder	Aivoverenkiertohäiriö	सेरेब्रोभास्कुलर रोग	اضطرابات الأوعية الدموية الدماغية
Epileptic attack	Epileptinen-kohtaus	मिर्गीको आक्रमण	نوبة الصرع
Stroke	Aivoinfarkti	पक्षघात	سكتة دماغية
TIA attack	TIA kohtaus	क्षणिक इस्कीमिक हमला	النوبة الإقفارية العابرة

9 Pain- Kipu - पिडा - ألم

Ache	Särkeä	दुखाइ	ألم أو وجع
Alleviate	Lievittää	कम गर्नु	مُخَفَّف، مُلَطَّف أو جعله لطيفا
Arthritis	Reuma	गठिया	التهاب المفاصل
Back pain	Selkäkipu	ढाड दुख्नु	ألم في الظهر
Bite	Purema	टोक्नु, काट्नु	عضة، لدغة أو ألم شديد
Bone pain	Luukipu	हड्डीको दुखाइ	ألم العظام
Burn	Poltto	जल्नु, पोल्नु	إحترق، أخزق أو حرق
Chest pain	Rintakipu	छातीको दुखाइ	ألم الصدر أو ألم في الصدر
Cramp	Kramppi	ऐठन	إقباضات عينية لا إرادية، تشنج أو تشنج
Fracture	Murtuma	हड्डी भाचिनु	كسر
Headache	Päänsärky	टाउको दुखाइ	صداع
Heal	Parantaa	निको	شفاء - يشفى
Hurt	Sattua	चेट पुन्याउनु	جرح، ألم أو مؤلم
Inflammation	Tulehdus	सृजन सृनिनु	التهاب
Joint pain	Nivelkipu	जोडको दुखाइ	ألم المفاصل
Long term ache	Pitkäaikainen kipu/ Krooninen kipu	दीर्घकालिन पीडा	ألم مزمن أو ألم طويل الأمد
Muscle pain	Lihaskipu	मासपेशी दुख्ने	ألم عضلي
Necrosis	Nekroosi	नेक्रोसिस	التنخر
Pain pump	Kipupumppu	दुखाइ पम्प	مضخة مضادات الألام
Pinch	Nipistää	चुटको	قرصة أو قبضة
Pus/secretion	Mätä/Erittää	पिप	قيح، خراج أو إفراز
Relieve	Helpottaa	राहत	خفف، أزال أو خفف الألم

Scar	Arpi	दाग	ندب أو أثر الجرح
Sting	Pisto	घोचनु	وخز
Stitch	Tikata/Tikki	सिलाई	غرزة
Tear	Rikkoa	च्यालु	تمزق
To throb	Sykkiä	धडालु	خفق، نبض أو ارتجاف
Wound	Haava	घाउ	جرح
Wound care	Haavahoito	घाउ हेरचाह	العناية بالجروح
Quick pain	Kirpaista	दुत पीडा	وخزه أو نغزه

10 Religion-Uskonto - धर्म - الديانة أو المعتقد

Atheist	Ateisti	नास्तिक	ملحد
Angel	Enkeli	परी	ملاك
Awaken	Herättää	व्युक्तु	مستيقظ
Belief	Usko	विश्वास, आस्था	الإيمان
Believe	Uskoa	विश्वास गर्नु	الاعتقاد
Bible	Raamattu	बाइबल	الكتاب المقدس
Buddhist	Buddhalainen	बौद्ध	بوذي
Catholic	Katolinen	क्याथोलिक	كاثوليكي
Christian	Kristitty	क्रिश्चियन	مسيحي
Christianity	Kristinusko	क्रिश्चियन	الديانة المسيحية أو النصرانية
Devil	Saatana, Piru, Paholainen	राक्षस	الشيطان
God	Jumala	भगवान	الرب أو الله
Heaven	Taivas	स्वर्ग	الجنة
Hell	Helvetti	नरक	الجحيم أو النار
Hindu	Hindulainen	हिन्दु	هندوسية
Hijab	Hijabi	हिजाब	الحجاب
Islam	Islami	इस्लाम	الدين الاسلامي
Jewish	Juutalainen	यहुदी	يهودي
Judaism	Juutalaisuus	यहुदी धर्म	الديانة اليهودية
Muslim	Muslimi	मुस्लिम	مسلم أو مسلمة
Non-religious	Epäuskonnollinen	गौर धार्मिक	غير ديني أو ليس مؤمن بديانة
Pray/Prayer	Rukoilla/Rukous	प्रार्थना	صلى/ صلاة
Religion	Uskonto	धर्म	دين أو ديانة
Rosary	Rukousnauha	रसी	مسبحة

11 Respiratory system- Hengityselimistö - الجهاز التنفسي

Breathing	Hengitys	सास लिने	التنفس
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Breath frequency	Hengitystiheys	सास आवृत्ती	وتيرة التنفس
Lungs	Keuhkot	फोक्सो	رئتين
Oxygen	Happi	अक्सिजन	الأكسجين
Oximeter	Saturaatiomittari	अक्सिमीटर	مقياس التأكسج
Saturation	Saturaatio	संतृप्ति	التشبع

12 Services-Palvelut - सेवाहरु - الاجهزة المساعدة - المعدات أو الاجهزة المساعدة

Elderly service	Vanhusten palvelu	बुजुर्गका लागि सेवा	خدمة المسنين
Family home service	Perhekoti palvelu	परिवारको घर सेवा	خدمات البيت العائلي
Home care	Kotihoito	घरमा गएर हेरचाह	رعاية صحية منزلية
Home service	Kotipalvelu	घरमा गएर सेवा	خدمة منزلية
People with disabilities service	Vammaisten palvelu	अशक्तहरुको सेवाका लागि मानिसहरु	خدمات ذوي الاحتياجات الخاصة أو اصحاب الهمم

13 Support equipment's- Apuvälineet साहायक उपकरण - المعدات أو الاجهزة المساعدة

Back support	Selkätuki	पछाडि समर्थन	دعامة ظهر
Bathing chair	Suihkutuoli	नहाउने कुर्सी	كرسي الاستحمام
Bedpan	Alusastia	बेडप्यान	وعاء التبول أو قضاء الحاجة على السرير
Cycling walker	Rollaattori	साइकल वाकर	عجلة المشي المساعدة
Electric wheelchair	Sähköpyörätuoli	विद्युतीय व्हीलचेर	كرسي متحرك كهربائي
Hand support	Käsituet	हातले साहायता दिनु	مسند أو دعامة لليد
Leg/Feet support	Jalkatuet	खुट्टालाई सहायता	مسند أو دعامة للرجل/القدم
Lifting belt	Nostovyö	उठ्ने पेटि उठाउन मिल्ने	حزام الرفع
Lifting sheet	Nostoliina	उठाउन मिल्ने तन्ना	ملاية أو غطاء الرفع
Lifting machine/Hoist	Nostolaite	उठाउन मिल्ने मेसिन	آلة الرفع أو الرافعة
Pull up nappy	Inkontinenssisuoja [Inkousut]	न्यापी माथी तान्ने	حفاظه
Prosthesis	Proteesi	कृत्रिम अंग	طقم اسنان صناعي
Rails	Laidat	बार	القضبان أو القضبان الجانبية للسرير
Railing	Kaide	रेलिंग बार लगाईएको	مايكون على جانب السلم ليستند إليه أو ممسك الدريزين
Safety belt	Turvavyö	सुरक्षा बेल्ट / पेट्टी	حزام الأمان
Sitting pillow	Istuintyyny	बस्ने तक्रिया	وسادة الجلوس
Standing support	Seisomateline	खडा हुन सहायता दिनु	آلة مساعدة للوقوف

Tape nappy	Teippi- inkontinenti- suoja/Teippi-inkot [Teip- pari]	टैप	حفاظه ذات الحزام
Transfer belt	Haaravyö	स्थानान्तरण पट्टी	حزام النقل
Transfer sheet	Siirtoliina	स्थानान्तरण तन्ना	ملاية أو غطاء النقل
Urinary bottle	Virtsapullo/ Sorsa	पिसाब पनें भाड़ा	وعاء التبول
Walking stick	Kävely keppi	हिंदने छडी	العكاز أو عصا المشي
Walking table (Forte)	Kävely pöytä	हिंदने टेबल	طاولة المشي
Wheelchair	Pyörätuoli	द्वीलचेयर स्रोतहरु	كرسي متحرك

14 Health care assessment Terminologies- Terveystieteen arviointi Terminologiat- स्वास्थ्य सेवा निर्धारण टर्मिनलहरु-

مصطلحات تقييم الرعاية الصحية

English	Finnish	Nepali and Arabic (Use same tools in English because all medical studies are conducted in English Language and medical personnel use same terms.)
ABCDE [Airway, Breathing, Circulation, Disability, Exposure]	ABCDE [Hengitystiet ja hengityselimistön, verenkierto, Tajunnan taso, Tarvittaessa potilaan kehon paljastaminen]	ABCDE
ISBAR [Identify, Situation, Background, Assessment, Recommendation]	ISBAR [Tunnista, Tilanne, Tausta, Nykytilanne, Toimintaehdotus]	ISBAR
NEWS [National Early Warning Sign]	NEWS	NEWS

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