samk

Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

TERESA SPANG

Digital Vocabulary for Nursing Students about Surgical Nursing

EDUCATIONAL MATERIAL

DEGREE PROGRAMME IN NURSING
2023

Author(s) Spang, Teresa	Type of Publication Bachelor's thesis	Date May 2023
	Number of pages 22	Language of publication: English

Title of publication
Digital Vocabulary for Nursing Students about Surgical Nursing

Degree programme
Bachelor of Healthcare in Nursing

Abstract

Surgical nursing is a broad area of nursing. It includes the preoperative, intraoperative, and postoperative nursing interventions. As in any nursing specialty, communication is a vital part of keeping the quality-of-care high. To be able to communicate well, one must be capable of the target language. A crucial part of mastering a language is the study of vocabulary.

International nursing students' learning objectives in nursing education in Finland are twofold: learning the profession and learning the language. This digital vocabulary is targeted at supporting the students in the mastery of the professional Finnish language, especially surgical nursing vocabulary.

The project was conducted using the waterfall method of project implementation. The project was conducted towards the fields of characteristics of a high-quality digital vocabulary, the specialty of surgical nursing, the importance of communication, and excellent educational material. The project outcome was a digital vocabulary about surgical nursing terminology.

The project resulted in a list of words once presented from English to Finnish, and once from Finnish to English. Furthermore, a study set on the digital learning platform Quizlet was produced to further support the learning process of the students.

CONTENTS

1 INTRODUCTION

There are more than 500 degree programs that are taught in the English language at institutions all over Finland. This offer is taken up by a total of more than 22 000 international students. (Website of Study in Finland 2022.) Finland is facing an acute nursing shortage which only seems to worsen in the future with an estimated need of 30 000 additional nurses over the next ten years, Smith (2021) states. This shortage is not solvable only with native Finnish aspiring nurses, hence recruiting nurses as well as nursing students from abroad is hoped to be part of the solution to this problem (Smith 2021).

One requirement to gain a working license for nursing in Finland is proper Finnish language proficiency. This can be demonstrated either through a minimum grade of 'satisfactory skills' in all competences of the Civil Service Language Proficiency Certificate or through a grade of at least 3-4 in the National Certificate of Language Proficiency. (Website of Valvira 2022.) According to an Yle article, the lacking ability to speak proficient Finnish is one of the biggest problems when it comes to international medical staff (Language Problems in Health Care Sector 2010). Furthermore, research shows that language barriers between patient and healthcare professional lead to a decrease in satisfaction on both sides, as well as a reduction in the quality of care (Al Shamsi, Almutairi, Al Mashrafi & Al Kabani 2020).

According to Mofareh Alqahtani (2015), the learning of vocabulary is a vital step towards learning a new language. Despite the priority of vocabulary in language learning, many students only have a superficial vocabulary (Barr 2016). To provide a sufficient and satisfactory care to the client, it is important for the foreign student to be able to communicate well.

The purpose of the project is to provide the international students with a digital vocabulary to learn the Finnish language, specifically the specialty of surgical nursing.

The objectives are that the students of nursing degrees learn the most important words for the clinical practice in surgical nursing in the Finnish language. Furthermore, the students will get an inside of important words before their clinical practice and can get an overview of terms used in the ward.

The project has been ordered by the Satakunta University of Applied Sciences (from here on called SAMK), making it the cooperation partner, hence client. It has campuses in Pori, Rauma, Huittinen and Kankaanpää. At these locations SAMK offers a total of 36 degree programs, multiple of them being taught in English. It is a host to about 6 000 students, several of them do not have Finnish as their first language. This makes SAMK a great partner for the project. (Website of StudyInfo 2022)

2 THEORETICAL BACKGROUND

The key concepts of this thesis are vocabulary, surgical nursing, communication, international student, and educational material.

2.1 Vocabulary

The Cambridge Dictionary (2023) defines the word vocabulary as "all the words known and used by a particular person" or "all the words that exist in a particular language or subject". Specialized vocabulary is composed from words that belong to a certain academic or commercial area. In this sense every profession has its own specialized vocabulary (e.g., doctors know medical terms, biologists know botanical terms, etc.). It is divided into two parts: terms that usually are known only by specialists, such as arrhythmia, and terms that are known also by people that are not specialists, such as blood or influenza. (Nation 2016, 7)

Vocabulary is essential when attempting to learning a foreign language. One can be unfamiliar with grammar and syntax, yet the meaning can still be understood by the

conversation partner. However, inadequate comprehension of vocabulary makes self-expression difficult. (Sanosi 2018, 71)

The process of learning vocabulary is divided into two different methods: incidental vocabulary learning and intentional vocabulary learning. Incidental vocabulary learning is defined as learning words while being exposed to the language without putting extra effort into the process, e.g., through reading or listening to the target language. (Bilgin & Bingol 2022, 57.) Intentional vocabulary learning, on the other hand, involves a deliberate effort to learn new words and their meanings through explicit instruction or study. This may involve using flashcards, memorization techniques or other structured methods to learn and practice new vocabulary. (Bilgin & Bingol 2022, 57.) Many researchers agree that intentional learning is not the one correct, but still the superior method in vocabulary acquisition. Elgort (2011) justifies this point of view by the absence of need for a natural setting and the unneeded long-term exposure in the intentional method. Ahmed (2017) conducted a study with the result that intentional learning is more profitable regarding retention than incidental learning. However, Sok and Han (2020) represent the opinion that blending of intentional and incidental vocabulary learning is a more profitable method than using either method alone. Furthermore, they conclude that for the best learning outcome incidental learning should follow the intentional learning process.

Motivation is a vital part of studying vocabulary and it enhances the success rate of the study process (Masgoret & Gardner 2003; Setiawan & Wiedarti 2020; Myrkyta 2023). Oxford dictionaries (2023) generally defines motivation as "a reason or reasons for acting or behaving in a particular way". Wieking (2016) confirmed the increase of students' motivation using technology for studying. Setiawan & Wiedarti (2020) concluded that the online learning website Quizlet enhances students' motivation towards learning a foreign language.

2.2 Surgical nursing

Surgical nursing is a specialty in the nursing profession which focuses on the perioperative patient and the care of such. It is a much broader area of nursing

compared to other specialties. Surgical nursing covers not just various intraoperative responsibilities, but also the preparation of the patient, taking care of the patient when waking up in the recovery room, and taking care of the postoperative procedures on the surgical or medical ward. (Website of Nurse 2021.) The perioperative procedure includes all interventions before, during and after the surgery and is divided into three phases: the preoperative, the interoperative and the postoperative stage. (Smith & Timby 2014, 161)

The preoperative process starts with the decision to perform the surgery and lasts until the patient enters the operation area. In this stage there are many responsibilities that lie within the nurse's range: they educate and assure the patient about the upcoming procedure, prevent potential intraoperative complications, relieve the patient's anxiety about the surgery and hence care for the patient in a biopsychosocial approach. (Peate 2016, 105)

Once the patient enters the operation area, the intraoperative stage begins. In this phase the nurse is responsible for drawing up the intraoperative care plan which aims at planning a way to meet the needs of the patient in a holistic way and then documenting the provided care. The nurse as part of the perioperative healthcare team is also responsible for providing a safe intraoperative setting, hence ensuring a secure transfer from the ward to the operation area, keeping the communication with the patient at a high level to reduce anxiety and giving the opportunity to ask final questions. In the operation theatre, the healthcare team must provide the highest level of safety for the patient as well as for themselves. The risks that were assessed before the start of the surgery must be minimized at any given time, e.g., counting the used material prior to and after the procedure. After finalizing the implementation of the intraoperative care plan, the patient is moved to the recovery area, which concludes the intraoperative stage. (Peate 2016, 107)

The postoperative care begins once the patient is transferred to the recovery area. The goals of the care in the recovery area are to monitor the patient postoperatively and counteract any upcoming difficulties. The vital signs are observed regularly, the most important ones being breathing, circulation, pain relief and electrolyte balance. Furthermore, blood pressure, respiration, state of the wound, wound drainage, central

venous pressure, temperature, and pulse are recorded. Once all the criteria are in a good range, the patient is discharged from the recovery area onto the ward. (Peate 2016, 109).

2.3 Communication

The Merriam-Webster dictionary (2023) defines communication as "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior". Similarly, Cleary et al. (2008, 12) define communication as "the process of creating meaning between two or more people through the expression and interpretation of messages." Hereby, expression means the denotation given by the communicator, interpretation the meaning received by the recipient.

In nursing, satisfactory communication between a nurse and a patient (and their relatives) is crucial for the desired outcome of the nursing intervention. The communication must be of high quality for all participants to understand the exchanged information. The patient expresses their health-related symptoms as well as their concerns, fears and goals to the nurse and the nurse is then able to make a nursing diagnosis and act accordingly. Without proper teaching and education of student nurses in the topic of high-quality communication, those students will have difficulties separating work life from personal life in the future resulting in transferring problems from one area of life to the other, hence risking a lack of quality in patient care. (Kourkouta & Papathanasiou 2014, 65-67.) Communication always includes at least to parties; it does not happen with just one person. A sender is never just the sender of the information, they also automatically become the receiver of feedback, whether it be spoken, written, or nonverbal and vice versa. When exchanging information, it must be considered that the receiver, in this case the patient, might not understand the information in the same way it was sent. This often leads to misunderstandings and negative attitudes. In this sense the extensive use of medical terminology can lead to an increase of stress and anxiety for the patient due to different interpretation or even the lack of understanding of given information. (Kourkouta & Papathanasiou 2014, 65-67.)

Communication in nursing has many different layers. Verbal communication consists of the words that are spoken to transfer the information, different sounds, the vocal intonation, and the pace of the spoken words. It can happen face-to-face as well as through various media, e.g., over the phone. (Lapum, St-Amant, Hughes & Garmaise-Yee 2020, 9.) Verbal communication is crucial, but so is non-verbal communication. It is important to realize that facial expressions, postures, and gestures as well as physical signs such as distance or entering the patient's personal space have a meaning in the interpersonal exchange of messages. (Kourkouta & Papathanasiou 2014, 65-67.) The third type of communication next to verbal and non-verbal communication is the written communication. It consists of the information that is passed on via written words, symbols, pictures, or diagrams. The most important written communication in nursing is the documentation of patient record, nursing interventions, etc. It is important to keep the documentation up to a high standard to prevent any risk of quality of care. (Lapum, St-Amant, Hughes & Garmaise-Yee 2020, 9)

Communication differs between different cultures. Intercultural communication faces multiple challenges: different styles of communication, different attitudes regarding conflicts, different approaches to fulfilling tasks, different ways of making decisions, and different viewpoints on disclosure. The same phrases might differ in meaning, and non-verbal communication such as personal space has different importance in different cultures. (DuPraw & Axner 1997, 13-15.)

2.4 International student

According to the UNESCO Institute of Statistics (2023), a student counts as an International Student when they have "crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin". Not every student that is counted to the target group belongs to this definition, since not everyone has come to Finland with the sole purpose of education. Yet the common factor that combines the students in English degrees is the fact that they only know Finnish as a second language. Second language (L2) usually refers to a language that a person learned in later life in comparison to the first language (L1) which is their mother tongue (Rieder-Bünemann 2012). In this case it doesn't have to be the literal second

language, but generally just a language other than the mother tongue. In 2017, Finland hosted roughly 20 000 foreign students which was approximately 7% of the people studying in higher education. In the healthcare field nearly one tenth (9%) was represented by non-Finnish students. (Finnish Agency for Education 2017)

2.5 Educational material

Learning and teaching material (LTM) is defined as material that is used as a supportive aid for teaching and learning. It varies in form from written and printed, to digital, and may be free or purchasable. (Website of HIDOE Office of Curriculum & Instructional Design 2023.) It is well known that high quality LTM improve the students' academic performance (Smart & Jagannathan 2018). For instructional material to be of high quality it should present the following features:

"Content-rich and rigorous; aligned to content-area standards, including the pedagogical vision of the standards; accessible to all students to promote equity; supportive of teacher professional learning, collaboration, and classroom instruction; flexible, to allow for customization for local context; designed to prepare students for college, career, and community, and; grounded in research and best practices in the content area." (Website of HIDOE Office of Curriculum & Instructional Design 2023.) LTM can exist in analogue forms such as textbooks, workbooks, or exercise books. They are considered the main source of LTM and strongly influence the learning and teaching process. (Website of International Institute for Educational Planning 2023) Educational material is increasingly found in digital form. Digital learning resources (DLRs) include applications, programs, software, and websites that support the study process of students by engaging them in different learning activities. They are divided into three categories: digital academic tools, digital productivity tools, and digital communication tools. Digital academic tools aim to offer academic material and support students in studying academic content and skills. Digital productivity tools help the students at organizing, documenting, planning, and analyzing tasks and content, yet they don't contain any academic material. Digital communication tools are used by students to communicate, interact, collaborate, and present information. They also do not include academic content. (U.S. Department of Education, Office of

Planning, Evaluation and Policy Development, Policy and Program Studies Service 2018)

Digital academic tools are categorized into designed learning activities (e.g., interactive tutorials and lessons, practice and assessment tools, dynamic modeling or simulation tools, virtual worlds), references and resources (e.g., dictionaries, encyclopedias, e-books, topic blogs, topic focused websites, and visual auditory topic-related resources), and language resource tools (e.g., translation tools and articulation tools). Digital support features can assist the digital learning material. They are included in the DLM and are aimed at helping the students comprehend the content. They are classified into visual support features (e.g., pictures, graphing calculator feature, subtitles), auditory support features (e.g., auditory definition of words, text-to-speech tool), translation support features (e.g., spoken word/text translation, printed word/text translation), and collaboration support features (e.g., shared documents). (U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service 2018)

3 PURPOSE AND OBJECTIVES

The purpose of the project is to produce a digital vocabulary of nursing terms regarding the field of surgical nursing care between the English and Finnish language. It will be an aid for the international nursing students to learn professional terms in the Finnish language, especially within this topic.

The objective to be reached includes the retrieval of a deeper knowledge for the students in surgical nursing through learning the most used terms in both, Finnish and English language, prior to going to their clinical placement on the ward. This is supposed to decrease the language deficiencies and increase the professional learning experience. Also, the product can already be used during lectures at the teaching institution to introduce the professional vocabulary early on. Furthermore, the

repetition of the chosen words in English will support the students in the writing of academic papers regarding the topic.

4 IMPLEMENTATION OF THE PROJECT

4.1 Description of the target group

The product of the project is aimed at students of the international Nursing degree program of SAMK. The dictionary is narrowed down to the topic of surgical nursing and is designed to be a supportive aid for the students who are going to take or have taken the course of surgical nursing and are or will be working in a clinical practice regarding this field. Additionally, the vocabulary can be used by Finnish students as an aid when communicating with patients with little or no Finnish skills. Furthermore, the teachers who teach in the international degree program are identified as the project beneficiaries. They don't count to the target group which the project is aimed at, yet still benefit from the product, e.g., the teachers can make use of the dictionary when preparing and holding lectures. Moreover, since the dictionary will be digital, also international students all over Finland can profit from it. Lastly, anyone in need of communication about surgical nursing either in the Finnish or English language will be able to make use of the product.

4.2 Methodology

The project thesis was conducted using the waterfall method. This method contains multiple progressive phases that are fulfilled one after another. It is widely used in project management due to the clear and logical structure. If the model is followed correctly, one phase must be finished before entering the next stage. (Hughey 2009.) In this model, the project progress flows like a waterfall from one stage to the next. Once a phase is complete, there is no going back to earlier phases and any changes in project requirements must be addressed in later stages. The waterfall method is often

used for projects with well-defined and stable requirements, where changes are unlikely, and the product is predetermined. (Pressman 2014)

The typical phases in the waterfall method are requirement, determination, design, implementation, verification, and maintenance. In this method all the requirements for the project are gathered during the first stage when the client can draw up the idea of the product. Since different projects evolve around different topics and might need emphasis on different stages, the model has been modified and altered to better match their objectives. (Hughey 2009.) For this project regarding the designing of a vocabulary, the phases have been modified to best match the desired goals and outcomes.

The need of the product was identified due to the lack of any similar product and the client expressed the requirements that were expected for the product: the digital availability of educational material in form of a digital vocabulary regarding surgical nursing. Then a project plan was set up to portray the different phases in which the implementation would occur. After, deeper research was conducted towards how to meet the expectations of the client and scientifically fulfill the requirements expressed by the client. In the design stage using the previous research, the design of the final product was developed. Subsequently, the planned stages were implemented to finish the product, which was then revised by the client.

By using the waterfall method as displayed (figure 1), the different stages could be laid out visually and followed closely. This allowed for an easy approach of each stage and proper handling of any unexpected interruptions.

Figure 1: Visual representation of project plan for the digital vocabulary on surgical nursing using the Waterfall method

Identification of subject matter

Creating a project plan using the waterfall method

Research towards the subject matter

Designing the final product

Implementation of design

Evaluation of the product through feedback

Revision by the client
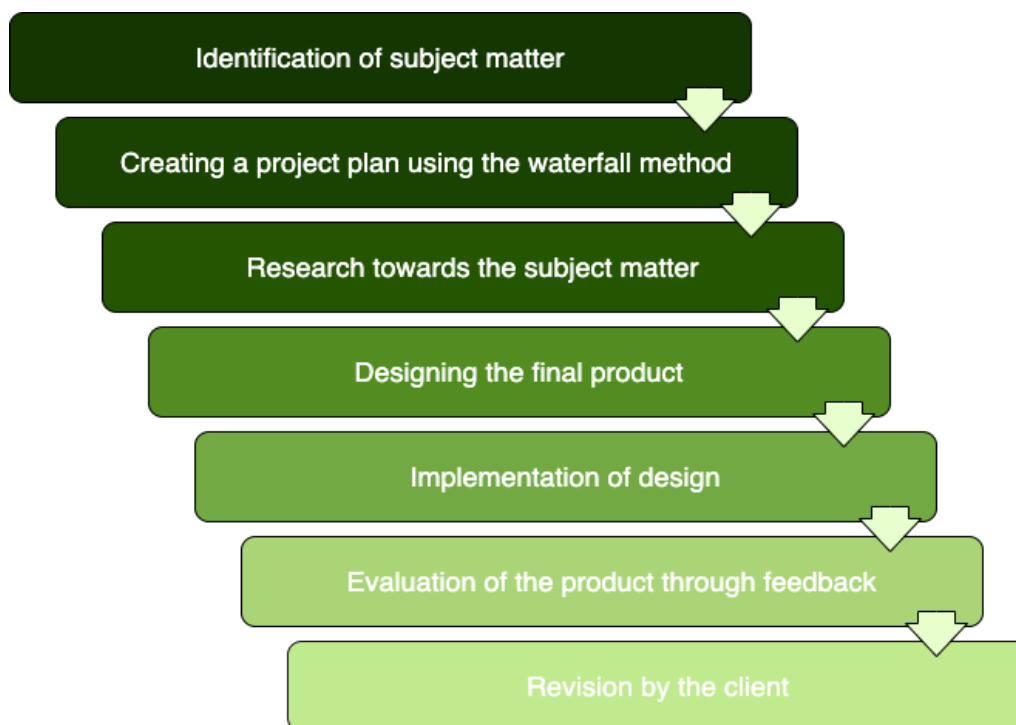
4.3 Digital vocabulary

The vocabulary will assist the students as a method of intentional learning, while the environment at the clinical practice supports the learning process as an incidental technique. Through the combination of those two learning practices, the learning outcome will be maximized.

4.3.1 Selection of words

Since the vocabulary on surgical nursing is a specialized vocabulary, it is targeted towards just a small part of society. It is a limited list of terms regarding the specialty of perioperative nursing and is aimed to help those people in contact with the field of surgical nursing to comprehend and reference those words quickly. Therefore, criteria must be set as to which words are important enough in the field to be included in this specialized vocabulary. This aims at collecting as many important and useful words as possible while keeping the length of the list brief enough. Since the student needs to be able to communicate with patients as well as with the interprofessional team, the

vocabulary includes not just words easy enough to be understood as a non-professional but also specialized medical terms.

The selection of the words that are to be included in the vocabulary was based on selection criteria. Creating inclusion and exclusion criteria is a common practice in the setup of a project (Patino & Ferreira 2018). Inclusion criteria are defined as "characteristics that the prospective subjects must have if they are to be included in the study", whereas exclusion criteria are "those characteristics that disqualify prospective subjects from inclusion in the study" (Website of Yale University 2023).

Selection criteria were chosen in coherence with those used in the design of a similar project, a vocabulary about child and adolescent nursing (Murrells & Bergström 2023). The four selection criteria used in the design of the previously stated project were altered to match the topic of this vocabulary, surgical nursing. As displayed (table 1), the selection criteria are presented as used in the selection of words for this vocabulary.

Table 1: Selection criteria for words in the vocabulary on surgical nursing

Is the word related to the perioperative nursing process?		Is the word important and useful enough to be used often in perioperative nursing?		Is the word simple enough, yet not too complex to be understood by specialists as well as patients?		Is the word likely to be included in other/general nursing vocabularies?	
Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Include	Do not include	Include	Do not include	Include	Do not include	Do not include	Include

The words that are contained in the vocabulary are taken from preexisting sources regarding either general nursing or the specialty of surgical nursing. Some words were gathered from a nursing academic wordlist (Yang 2015), some from high quality but uncredited online vocabularies (Ylinen, Honorhealth 2023, Speak Languages 2023

[A], Speak Languages [B]), some from The Finnish Care Classification System, FinCC 4.0 User Guide (Kinnunen et al. 2021), some from previous thesis projects (Ahmed, Smith, Wieseckel 2020), and some words were found appropriate and applicable by the author without having appeared in any of the called sources.

Furthermore, phrases such as "hands off" in case of resuscitation were chosen to be included since certain phrases are repeatedly used and therefore needed when going to the clinical practice.

4.3.2 Translation of the words

The vocabulary will be provided to students as an educational support material for communication with patients and fellow nurses. The translation must be precise and without errors so that the nursing students can rely on the given information and the quality of communication is kept at the highest level.

Words can differ in meaning depending on the circumstances in which they are used (Foyle 2007). This can endanger the quality of translation. To minimize the risk, three independent separate translation websites were used to translate the selected words: Google Translate (Website of Google Translate 2023), Sanakirja.org (Website of Sanakirja 2023) and Glosbe (Website of Glosbe). In addition, the translated words were reviewed by native Finnish and English speakers who are qualified health care professionals in Finland. To be able to give qualified feedback, they were provided with the selection criteria and read through the product, then reporting back and giving suggestions where needed.

4.3.3 Design of the vocabulary

The digital vocabulary produced in this thesis is divided into two different products: a word list and a study set in Quizlet. Both products are digital academic tools, with the

word list belonging to "references and resources" and the study set in Quizlet being counted as a "designed learning activity".

The word list was designed as a general tool for the students, e.g., to print and take with them to the clinical placement. During the design process, a lot of attention was put towards the visual design. According to Chang, Xu, and Watt (2018) the visual design of a product has the two different functions of impacting the learners' cognition and affecting the learners' emotions. In this sense the color of the material to be learned can influence the learning outcome.

The word list is presented in two ways: once from English to Finnish and once from Finnish to English thus allowing the student to decide which language to focus on by either checking and learning the words with the English language as the base language or with the Finnish language as a base. Furthermore, the vocabulary can also be used in the Finnish degree program. The word list is separated into five different subcategories. The subcategories are also differentiated by color to visually support the categorization and the learning process. Each subcategory is sorted alphabetically. All words starting with the same letter are titled with their letter, thus being separated from different letter groups. This maintains the look of the vocabulary and further practically eases the process of finding unknown words quickly in a conversational situation with little time. The words in the word list are written by using the font Comic Sans MS, a font that was created for Microsoft in 1994 (Website of Microsoft 2023). While multiple studies (Gasser, Boeke, Haffernan & Tan 2005; French et al. 2013; Halin 2016) have shown that fonts with decorative strokes, so called serif fonts (e.g., Comic Sans MS, Baskerville, Monotype Corvisa), significantly improve the memorization process in comparison to fonts that are missing the decorative characteristics, so called sans-serif fonts (e.g., Arial, Helvetica, Bodoni), Dressler and McCormick (2018) fail to agree with the beforementioned results. Dressler (2019) bases the difference of the results on the length of the material that was to be memorized and the presence or absence of time limitation for the study process. She assumes that disfluent fonts such as serif fonts could be effective for shorter material such as lists, but not for extensive material. Since the vocabulary is presented in the form of a list, hence a short material, the words are written in a serif font, particularly in Comic Sans MS, based on the presented research.

Quizlet is a digital learning platform that provides users with multiple different study tools such as flashcards, quizzes, and games. It is accessible through a website as well as a mobile application for smartphones and tablets (available for Android and iOS). Students can either create their own study sets about topics of choice or use already existing sets for their learning experience. There are eight different study modes available on the website, five of them are usable in the smartphone application. (Website of Quizlet 2023.) In the following table 2 each study mode is described shortly and the availability in the app is compared to the availability in the web version.

Table 2: The description of learning modes in Quizlet App. (Setiawan & Wiedarti 2020, 87)

Learning mode	Description	Website	Mobile App
Learn	*"Words and their meanings can be learned through multiple choice and writing questions. Questions are sorted from easy to difficult."*	Available	Available
Flashcard	*"Digital flashcards demonstrate terms in which the students can flip them by using mouse clicks or touching the screens to show definitions or pictures that explain the term."*	Available	Available
Write	*"Students are asked to write the definitions for the terms or the pictures exposed. They can retake this module if they make an error."*	Available	Available
Spell	*"Students are asked to type what they hear from the audio prompt. If they misspell the word, they will hear it dictated*	Available	Non-Available

	letter by letter while the correct answer is being typed in the screen."		
Test	*"A test consists of four types of questions: written, multiple choices, matching, and True or False. The questions are based on the study set. The scores gained and the correct answers for the mistaken ones can be checked."*	Available	Available
Match	*"A game in which learners are asked to match terms to their definitions (or the corresponding pictures) as quickly as possible. After finishing it, the app shows them their scores and ranks among other learners."*	Available	Available
Gravity	*"In this game, students are asked to type the term which is corresponded with its definition before the asteroid falls and crashes onto the planet."*	Available	Non-Available
Live	*"There are 4 or more students required to play this module in which they are connected to http://Quizlet.com/live and they are asked to enter the unique session code. After that, multiple-choice questions based on the study*	Available	Non-Available

	sets should be answered by the students in each group through their computers. They have to collaborate to get the correct answers because the answers are randomly scattered among the devices. The winner is the first group that finishes the game."		

In each of the different study modes the program provides the student with feedback and corrects possible errors, which improves the student's autonomy during the study process. (Sanosi 2018, 72)

Nation (2011, 536) stated that "well directed deliberate vocabulary learning using word cards is very effective and much more efficient than teaching and vocabulary exercises". Word cards, also called flashcards, are double sided cards which are used for vocabulary learning. Words can be put on one side in the base language and on the other side in the target language, allowing the student to practice the words either L1-L2 or vice versa by flipping the cards around. (Hung 2015.) Hung (2015) believes that word cards, which can be "viewed as variation of word lists" provide the user with more flexibility. Spiri (2008) came to the result that when students were using a complimentary digital flashcard tool (WordChamp) performed better in vocabulary tasks than those students using word lists. Nakata (2008) discovered in a study comparing the learning outcomes of Japanese junior high school students` English vocabulary learning with word lists, word cards and computer drills, that vocabulary retention was best among the computer group, followed by the word cards group and lastly the word list group. Nakata (2008), Spiri (2008) and Hung (2015) all concluded in their studies that the use of digital flashcards can improve the result of the vocabulary learning experience. Additionally, Quizlet provides the users with an auditory support feature. It allows the word to be played back in the required language. (Website of Quizlet 2023.) The selected words were built into a study folder on Quizlet. The categories are represented by five different study sets in the study folder. The words can be studied either separately in the sets or altogether in the folder.

5 EVALUATION

5.1 Ethical considerations

While conducting the research, the author fulfilled the work meticulously to provide a product with scientific accuracy. This also includes that the information used should be scientifically reliable (Website of the Finnish National Board on Research Integrity TENK 2022). To ensure this, the author has used multiple databases such as CINAHL, Arto, Finna, and PubMed. The methodology of the project is ethically sustainable and scientifically justified and the publication is done in an open way. (Website of the Finnish National Board on Research Integrity TENK 2022.) When using the work of another researcher, the author guarantees that all quoted work is cited correctly, so that the reader can differentiate the author's work from quoted work (Website of the Finnish National Board on Research Integrity TENK 2022). When collecting research, it can be quoted to scientifically support the author's idea. To prevent any type of fraud, the finished work is run through the Turnitin plagiarism detection system (Website of Satakunta University of Applied Sciences 2023). It was ensured, that a research permit has been claimed and all parties within the project group consent on the responsibilities and tasks that evolve around the project work (Website of the Finnish National Board on Research Integrity TENK 2022).

5.2 Evaluation

The implementation of the project was done following the plan developed by using the Waterfall method described in the thesis. The model's importance was recognized as a critical project management tool, since it provided a structure that was to be followed throughout the process of the implementation of the project.

Determining the phases in a visual figure provided an additional structure that assisted in following through with the stages meticulously. The early research of topic related material was important as to provide a broad base of knowledge regarding the topic and to ease the work in later steps. This task was crucial for the quality assurance of

further work. There were multiple sources with sufficient material to base the project on.

The main resource for the project was the time. Time management was also the biggest identified risk. Even with the prior assessment of risks, it could not be avoided.

The difficulty of finding precise and qualified translations represented the main weakness of the project. The words were checked through various translation websites and the vocabulary was reviewed by independent English- and Finnish-speaking healthcare professionals. When reviewing the product, the subscriber found certain translations to be unfitting. These translations either had to be changed or the words had to be taken out of the vocabulary altogether due to insufficient or unfitting translations.

Overall, the project progressed fluently apart from unexpected timely gaps between the different stages. The product was assessed needed and fitting for work life by the subscriber.

REFERENCES

Ahmed, S. 2017. Intentional learning vs incidental learning. Journal of Psychology and Clinical Psychiatry 2, 1-5. Referred 27.03.2023. https://doi.org/10.15406/jpcpy.2017.07.00426

Ahmed, F., Smith, J. & Wieseckel, K. 2020. Creating a Short Pocket Dictionary of Nursing Terms in Finnish for Finnish as a Second Language Nursing Students. Thesis: Laurea University of Applied Sciences. Referred 26.04.2023. https://urn.fi/URN:NBN:fi:amk-2020060115848

Alqahtani, M. 2015. The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education 3, 21-34. Referred 06.01.2022. https://ideas.repec.org/a/sek/jijote/v3y2015i3p21-34.html

Al Shamsi, H., Almutairi, A. G., Al Mashrafi, S. & Al Kabani, T. 2020. Implications of Language Barriers for Healthcare: A Systematic Review. Oman Medical Journal, 35. Referred 08.06.2022. https://doi.org/10.5001/omj.2020.40

Barr, B. W. B. 2016. Checking the effectiveness of quizlet as a tool for vocabulary learning. The Center of EFL Journal 2, 36-48. Referred 26.04.2023. https://doi.org/10.15045/ELF_0020104

Bilgin, R., Bingol, M. 2022. Intentional Vocabulary Learning Vs Incidental Vocabulary Learning for Beginner Students: Tishk International University Preparatory School Case. Canadian Journal of Language and Literature Studies 3, 57. Referred 21.03.2023. https://doi.org/10.53103/cjlls.v2i3.49

Chang, B., Xu, R. & Watt, T. R. 2018. The Impact of Colors on Learning. Adult Education Research Conference. Referred 12.04.2023. https://newprairiepress.org/aerc/2018/papers/30/

Cleary, S., Harran, M., Lück, J., Potgieter, S., Scheckle, E., van der Merwe, R. & van Heerden, K. 2008. Communication: A Hands-On Approach. Landsdowne: Juta & Co Ltd. Referred 28.03.2023. https://books.google.de/books?id=vHWea1nFGd4C&printsec=copyright&redir_esc=y#v=onepage&q&f=false

Dressler, E.R. 2018. Understanding the Effect of Font Type on Reading Comprehension/Memory under Time-Constraints. Thesis. Omaha: University of Nebraska. Referred 24.04.2023. https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1072&context=university_honors_program#:~:text=A%20notable%20finding%20between%20all,than%20participants%20reading%20sans%20serif.

Dressler, E.R. & McCormick, A. 2019. Get with the times (new roman): Investigating the relationship between type of font and reading comprehension and memory under time constraint. Unpublished manuscript, 1-17.

DuPraw, M. E. & Axner, M. 1997. Working on Common Cross-cultural Communication Challenges. In: Toward a More Perfect Union in an Age of Diversity. Topsfield: Topsfield Foundation, 12-16.

Elgort, I. 2011. Deliberate learning and vocabulary acquisition in a second language. Language Learning 2, 367-413. Referred 27.03.2023. https://doi.org/10.1111/j.1467-9922.2010.00613.x

Finnish Agency for Education. Statistics on Foreign Degree Students in Higher Education Institutions. 2017. Referred 08.06.2022. https://www.oph.fi/sites/default/files/documents/167121_factsexpress9b_2018_0.pdf

Foyle, T. F. 2007. The Role of Context in Meaning and Understanding. Dissertation. Potsdam: Universität Potsdam. Referred 24.04.2023. https://publishup.uni-potsdam.de/opus4-ubp/frontdoor/deliver/index/docId/2297/file/doyle_diss.pdf

French, M. M. J., Blood, A., Bright, N. D., Futak, D., Grohmann, M. J., Hasthorpe, A., Heritage, J., Poland, R. L., Reece, S. & Tabor, J. 2013. Changing fonts in education: How the benefits vary with ability and dyslexia. The Journal of Educational Research 4, 301-304. Referred 24.04.2023. https://doi.org/10.1080/00220671.2012.736430

Gasser, M., Boeke, J., Haffernan, M. & Tan, R. 2005. The influence of font type on information recall. North American Journal of Psychology 2, 181-188.

Halin, N. 2016. Distracted while reading? Changing to a hard-to-read font shields against the effects of environmental noise and speech on text memory. Frontiers in Psychology 7, 570-590. Referred 24.04.2023. https://doi.org/10.3389/fpsyg.2016.01196

Hughey, D. 2009. The Traditional Waterfall Approach. Comparing Traditional Systems Analysis and Design with Agile Methodologies. Referred 24.04.2023. https://www.umsl.edu/~hugheyd/is6840/waterfall.html

Hung, H. S. 2015. Intentional Vocabulary Learning Using Digital Flashcards. English Language Teaching 10, 107-112. Referred 27.03.2023. http://dx.doi.org/10.5539/elt.v8n10p107

Kinnunen, U-M., Liljamo, P., Härkönen, M., Ukkola, T., Kuusisto, A., Hassinen, T. & Moilanen, K. 2021. The Finnish Care Classification System, FinCC 4.0 – User Guide. Helsinki: Finnish Institute for Health and Welfare. Referred 24.04.2023. https://thl.fi

Kourkouta, L. & Papathanasiou, I. V. 2014. Communication in Nursing Practice. Materia Sociomedica 1, 65-57. Referred 26.04.2023. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3990376/

Lapum, J., St-Amant, O., Hughes, M. & Garmaise-Yee, J. 2020. Introduction to Communication in Nursing. Toronto: Ryerson University. Referred 26.04.2023. https://openlibrary-repo.ecampusontario.ca/jspui/bitstream/123456789/750/3/Introduction-to-Communication-in-Nursing-1597424323.pdf

Masgoret, A. M. & Gardner, R. C. 2003. Attitudes, motivation, and second language learning: a meta-analysis of studies conducted by Gardner and associates. Language Learning 1, 167-210. https://doi.org/10.1111/1467-9922.00227

Murrells, C. & Bergström, N. 2023. Digital Vocabulary, Child and Adolescent Nursing. Thesis. Pori: Satakunta University of Applied Sciences. Referred 26.04.2023. https://urn.fi/URN:NBN:fi:amk-202303022998

Myrkyta, I. 2023. The Use of Quizlet to Enhance L2 Vocabulary Acquisition. Encuentro, 56-69. Referred 26.04.2023. https://doi.org/10.37536/ej.2023.31.2123

Nakata, T. 2008. English vocabulary learning with word lists, word cards and computers: Implications from cognitive psychology research for optimal spaced learning. ReCALL 1, 3-20. Referred 28.03.2023. http://dx.doi.org/10.1017/S0958344008000219

Nation, I. S. P. 2011. Research into practice: Vocabulary. Language Teaching 4, 536. Referred 27.03.2023. http://dx.doi.org/10.1017/S0261444811000267

Nation, I. S. P. 2016. Making and Using Word Lists for Language Learning and Testing. New York: John Benjamins Publishing Company. Referred 14.06.2022. https://ebookcentral.proquest.com/lib/samk/reader.action?docID=4673371

Patino, C. M. & Ferreira, J. C. 2018. Inclusion and exclusion criteria in research studies: definitions and why they matter. Jornal Brasileiro Pneumologia 2, 84. Referred 24.02.2023. https://doi.org/10.1590/s1806-37562018000000088

Peate, I. 2016. Medical-Surgical Nursing at a Glance. West Sussex: John Wiley & Sons. Referred 13.06.2022. https://ebookcentral.proquest.com/lib/samk/reader.action?docID=4107721

Pressman, R. S. 2014. Software Engineering: A Practitioner's approach. New York: McGraw-Hill.

Rieder-Bünemann, A. 2012. Second Language Learning. In: Seel, N.M. (eds) Encyclopedia of the Sciences of Learning. Boston: Springer, 2980-2983. https://doi.org/10.1007/978-1-4419-1428-6_826

Sanosi, A. B. 2018. The Effect of Quizlet on Vocabulary Acquisition. Asian Journal of Education and e-Learning 4, 74. Referred 19.03.2023. https://doi.org/10.24203/ajeel.v6i4.5446

Setiawan, R. & Wiedarti, P. 2020. The effectiveness of Quizlet application towards students' motivation in learning vocabulary. Studies in English Language and Education 1, 83-95. Referred 11.04.2023. https://doi.org/10.24815/siele.v7i1.15359

Smart, A. & Jagannathan, S. 2018. Textbook Policies in Asia. Metro Manila: Asian Development Bank. Referred 26.04.2023. https://www.adb.org/sites/default/files/publication/478946/textbook-policies-asia.pdf

Smith, A. O. 2021. Helsinki Times 10.08.2021. Referred 08.06.2022. https://www.helsinkitimes.fi/finland/news-in-brief/19749-new-degree-program-for-immigrants-aims-to-solve-finland-s-nursing-shortage.html

Smith, N. E. & Timby, B. K. 2014. Introductory Medical-Surgical Nursing. Philadelphia: Lippincott Williams & Wilkins. Referred 13.06.2022. https://books.google.fi/books?id=tMOeAgAAQBAJ&dq=surgical+nursing+definitio n&lr=&source=gbs_navlinks_s

Sok, S. & Han, Z. 2020. A study of L2 vocabulary acquisition under incidental and intentional conditions. Vigo International Journal of Applied Linguistics 17, 113-140. Referred 27.03.2023.

Spiri, J. 2008. Online study of frequency list vocabulary with the WordChamp website. Reflection of English Language Teaching 1, 21-36. Referred 27.03.23.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. 2018. National Study of English Learners and Digital Learning Resources. Referred 26.04.2023. https://tech.ed.gov/files/2018/10/matrix-digital-learning-resources-supports.pdf

Website of Cambridge Dictionary. Referred 21.03.2023. https://dictionary.cambridge.org/

Website of the Finnish National Board on Research Integrity TENK. Referred 08.06.2022. https://tenk.fi/en

Website of International Institute for Educational Planning. Referred 26.04.2023. https://learningportal.iiep.unesco.org/en

Website of Glosbe. Referred 17.05.2023. https://glosbe.com/

Website of Google Translate. Referred 24.04.2023. https://translate.google.com/

Website of HIDOE Office of Curriculum & Instructional Design. Referred 26.04.2023. https://learningdesign.hawaiipublicschools.org/home

Website of Merriam-Webster. Referred 27.03.2023. https://www.merriam-webster.com/

Website of Microsoft. Referred 24.04.2023. https://learn.microsoft.com/en-us/

Website of Nurse. Referred 13.06.2022. https://nurse.org/

Website of Quizlet. Referred 22.02.2023. https://quizlet.com/en-gb

Website of Sanakirja. Referred 24.04.2023. https://www.sanakirja.org/

Website of Satakunta University of Applied Sciences. Referred 08.06.2022. https://www.samk.fi/

Website of Speak Languages [A]. Referred 28.04.2023. https://fi.speaklanguages.com/englanti/sanasto/apteekissa

Website of Speak Languages [B]. Referred 28.04.2023. https://fi.speaklanguages.com/englanti/sanasto/terveys

Website of Study in Finland. Referred 08.06.2022. https://www.studyinfinland.fi/

Website of Studyinfo. Referred 08.06.2022. https://opintopolku.fi/konfo/en/

Website of UNESCO Institute of Statistics. Referred 25.05.2023. https://uis.unesco.org/en/home

Website of Valvira. Referred 05.01.2022. https://www.valvira.fi/web/en

Website of Yale University. Referred 24.04.2023. https://www.yale.edu/

Wieking, B. A. 2016. Technology Integration and Student Learning Motivation. Thesis. Orange City: Northwestern College. Referred 26.04.2023. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1014&context=education_masters

Yang, M-N. 2015. A nursing academic word list. English for Specific Purposes, 27-38. https://doi.org/10.1016/j.esp.2014.05.003

Ylinen, E-R. Sairaalasanastoa Englanniksi. Referred 26.04.2023. https://www.ge-hoitajat.org/tiedotteet/artikkelit/sanasto.pdf

Surgical Nursing Vocabulary

Kirurgisen Hoitotyön Sanasto

Link to study set on Quizlet: https://quizlet.com/teresaspang/folders/surgical-nursing-kirurginen-hoitotyo?x=1xqt&i=n5n1c

This digital vocabulary was created by a nursing student as a bachelor's thesis project. The purpose was to create a product to assist students as a digital learning material when entering the clinical placement or encountering other situations regarding surgical nursing. Furthermore, the vocabulary may be used as a communicational tool and teaching material. The author made use of translation websites, but the product has not been examined by an interpreter.

Tämä digitaalinen sanasto on sairaanhoitajaopiskelijan opinnäytetyö.

Opinnäytetyön tarkoituksena oli luoda tuote, joka digitaalisena oppimateriaalina auttaa opiskelijoita heidän ollessaan kliinisessä harjoittelussa tai muissa kirurgisen hoitotyön tilanteissa. Sanastoa voidaan myös käyttää viestintävälineenä ja opetusmateriaalina. Tässä opinnäytetyössä on käytetty käännössivustoja, mutta tuote ei ole tulkin tarkastama.

ENGLISH – FINNISH

SYMPTOMS AND DIAGNOSES	OIREET JA DIAGNOSIT
A	
abscess	paise
aneurysm	aneurysma
angina pectoris	rasitusrintakipu
appendicitis	umpilisäkkeen tulehdus
atrial fibrillation	eteisvärinä
B	
backache, backpain	selkäkipu
bleeding	verenvuoto
blood clot	verihyytymä
bradycardia	bradykardia
brain lesion	aivovaurio
C	
cancer	syöpä
chest pain	rintakipu
cerebrovascular disorder, stroke	aivoverenkiertohäiriö
comorbidity	monielinvamma
cardiac insufficiency, heart failure	sydämen vajaatoiminta
E	
edema	turvotus
embolism	veritulppa
F	
fistula	fisteli
fracture	murtuma

H	
hernia	tyrä
hemophiliac	verenvuototaudista kärsivä
hemorrhoids	peräpukamat
I	
infection, inflammation	infektio / tartunta
M	
myocardial infarction	sydäninfarkti
N	
necrosis	nekroosi
P	
pain	kipu
paralyzed	halvaantunut
pulmonary embolism	keuhkoveritulppa
pus / secretion	erite
S	
scar	arpi
sepsis	sepsis
skin lesion	ihovaurio
suture	ommel
swollen	turvonnut
T	
tachycardia	takykardia
TIA (transient ischemic attack) attack	TIA (transient ischemic attack) kohtaus
tumor	kasvain
U	

unconscious	tajuton
W	
wound	haava

TYPES OF SURGERY	LEIKKAUSTYYPIT
A	
abortion	abortti
amputation	amputaatio
aortic valve replacement	aorttaläpän vaihto
appendectomy	umpilisäkkeen poisto
arthroscopy	artroskopia
B	
biopsy	koepala
C	
carotid endarterectomy	kaulavaltimon endarterektomia
cataract surgery	kaihileikkaus
cesarean section	keisarileikkaus
cholecystectomy	kolekystektomia
colostomy	kolostomia
coronary artery bypass	sepelvaltimon ohitus
coronary catheterization	sepelvaltimon katetrointi
cosmetic surgery	kauneusleikkaus
D	
day surgery	päiväkirurgia
dilation and curettage (D&C)	laajennus ja kyretaatio
E	
emergency surgery	hätäleikkaus
G	
gastroenterostomy	gastroenterostomia
H	
hand tendon repair	käden jänteiden korjaus

heart surgery	sydänleikkaus
heart-lung transplant	sydämen keuhkonsiirto
hemorrhoidectomy	hemorrhoidektomia
hip replacement	lonkan tekonivelleikkaus
hysterectomy	kohdunpoisto
I	
inguinal hernia repair	nivustyrän korjaus
J	
joint replacement	tekonivelleikaus
K	
knee replacement	polven tekonivelleikkaus
L	
laparoscopy	laparoskopia
liver transplant	maksansiirto
lung transplant	keuhkonsiirto
M	
mastectomy	mastektomia, rinnanpoisto
N	
neurosurgery	neurokirurgia
O	
organ transplantation	elinsiirto
P	
pacemaker implantation	sydämentahdistimen laitto
R	
reconstructive surgery	korjausleikkaus
S	
shunt	shuntti

skin graft	ihosiirre
stoma	avanne
surgery	leikkaus
T	
tonsillectomy	nielurisojen poisto
V	
vascular surgery	verisuonikiurgia

SURGICAL INSTRUMENTS AND DEVICES	KIRURGINEN INSTRUMENTIT JA LAITTEET
A	
arthroscope	artroskooppi
B	
bronchoscope	bronkoskooppi
C	
clamps	puristimet
colonoscope	kolonoskooppi
curet	kaavin, kyretti
D	
defibrillator	defibrillaattori
drain	dreeni
E	
electrocardiography (ECG)	elektrokardiografia (EKG)
endoscope	endoskooppi
esophagoscope	esofagoskooppi
F	
forceps	pihdit
G	
gastroscope	gastroskooppi
H	
hemostat	hemostaatti
heart-lung machine	sydän-keuhkokone
L	
laparoscope	laparoskooppi
laryngoscope	laryngoskooppi

M	
microscope	mikroskooppi
N	
needle	neula
P	
proctoscope	proktoskooppi
R	
retractor	haavanlevitin
S	
sample	näyte
scalpel	skalpelli
(surgical) scissors	(kirurgiset) sakset
splint	lasta
suction machine	imulaite
T	
tissue forceps	kuhdospihdit
U	
urethroscope	uretroskooppi
V	
ventilator, respirator	ventilaattori, respiraattori, hengityskone

HOSPITAL	SAIRAALA
B	
burn department	palovammaosasto
E	
emergency department	päivystyspoliklinikka
I	
intensive care unit	teho-osasto
M	
medical ward	sisätautiosasto
medicine room	lääkehuone
O	
operating room, operating theatre	leikkaussali
orthopedic ward	ortopedinen osasto
R	
recovery room	heräämö
S	
sluice	huuhteluhuone
surgical ward	kirurginen osasto
T	
treatment room	toimenpidehuone

PROFESSIONAL VOCABULARY	AMMATTISANASTO
A	
analgesia	analgesia
anesthesia	anestesia / nukutus
anesthesiologist	anastesialääkäri
anesthetic	puudutusaine
antibiotics	antibiootit
antiseptic	antiseptinen
artificial heart	keinotekoinen sydän
artificial joint	keinonivel
assessment	arvio
B	
breathing	hengitys
bandages	sidetarpeet
C	
compassion	myötätunto
compliance	noudattaminen, ohje, määräys
CT scan	tietokonetomografia
D	
disability	vamma, vammaisuus
Do not resuscitate order	Elvytyskielto
E	
effective	tehokas
emergency	hätätila
emergency team	ensiapuryhmä
H	

Hands off!	Irti!
I	
incisional	leikkaava
infusion	infuusio
N	
nasogastric tube	nenämahaletku
S	
sling	side
sterile	steriili
stitches	tikit
surgeon	kirurgi
surgical nursing	kirurginen hoitotyö
O	
orthopedist	ortopedi
oxygen	happi
P	
prepping	valmistelu
pulse oximeter	saturaatiomittari
Q	
quality of care	hoidon laatu
R	
radiographer	röntgenhoitaja
radiologist	radiologi
respiratory rate	hengitystiheys
S	
saturation	saturaatio

stent	stentti
V	
vital signs	vitaalielintoiminnot
W	
to wash hands	pestä kätensä
wound care	haavahoito

FINNISH – ENGLISH

OIREET JA DIAGNOSIT	SYMPTOMS AND DIAGNOSES
A	
aivovaurio	brain lesion
aivoverenkiertohäiriö	cerebrovascular disorder, stroke
aneurysma	aneurysm
arpi	scar
B	
bradykardia	bradycardia
E	
erite	pus / secretion
eteisvärinä	atrial fibrillation
F	
fisteli	fistula
H	
haava	wound
halvaantunut	paralyzed
I	
ihovaurio	skin lesion
infektio / tartunta	infection, inflammation
K	
kasvain	tumor
keuhkoveritulppa	pulmonary embolism
kipu	pain
M	
monielinvamma	comorbidity

murtuma	fracture
N	
nekroosi	necrosis
O	
ommel	suture
O	
paise	abscess
peräpukamat	hemorrhoids
R	
rasitusrintakipu	angina pectoris
rintakipu	chest pain
S	
selkäkipu	backache, backpain
sepsis	sepsis
sydämen vajaatoiminta	cardiac insufficiency, heart failure
sydäninfarkti	myocardial infarction
syöpä	cancer
T	
takykardia	tachycardia
tajuton	unconscious
TIA (transient ischemic attack) kohtaus	TIA (transient ischemic attack) attack
turvonnut	swollen
turvotus	edema
tyrä	hernia
U	
umpilisäkkeen tulehdus	appendicitis

V	
verenvuoto	bleeding
verenvuototaudista kärsivä	hemophiliac
verihyytymä	blood clot
veritulppa	embolism

LEIKKAUSTYYPIT	TYPES OF SURGERY
A	
abortti	abortion
amputaatio	amputation
aorttaläpän vaihto	aortic valve replacement
artroskopia	arthroscopy
avanne	stoma
E	
elinsiirto	organ transplantation
G	
gastroenterostomia	gastroenterostomy
H	
hemorrhoidektomia	hemorrhoidectomy
hätäleikkaus	emergency surgery
I	
ihosiirre	skin graft
K	
kaihileikkaus	cataract surgery
kaulavaltimon endarterektomia	carotid endarterectomy
kauneusleikkaus	cosmetic surgery
keisarileikkaus	cesarean section
keuhkonsiirto	lung transplant
koepala	biopsy
kohdunpoisto	hysterectomy
kolekystektomia	cholecystectomy
kolostomia	colostomy
korjausleikkaus	reconstructive surgery

käden jänteiden korjaus	hand tendon repair
L	
laajennus ja kyretaatio	dilation and curettage (D&C)
laparoskopia	laparoscopy
leikkaus	surgery
lonkan tekonivelleikkaus	hip replacement
M	
maksansiirto	liver transplant
mastektomia, rinnanpoisto	mastectomy
N	
neurokirurgia	neurosurgery
nielurisojen poisto	tonsillectomy
tekonivelleikkaus	joint replacement
nivustyrän korjaus	inguinal hernia repair
P	
polven tekonivelleikkaus	knee replacement
päiväkirurgia	day surgery
S	
sepelvaltimon katetrointi	coronary catheterization
sepelvaltimon ohitus	coronary artery bypass
shuntti	shunt
sydämen keuhkonsiirto	heart-lung transplant
sydämentahdistimen laitto	pacemaker implantation
sydänleikkaus	heart surgery
U	
umpilisäkkeen poisto	appendectomy
V	

| verisuonikirurgia | vascular surgery |

KIRURGINEN INSTRUMENTIT JA LAITTEET	SURGICAL INSTRUMENTS AND DEVICES
A	
artroskooppi	arthroscope
B	
bronkoskooppi	bronchoscope
D	
defibrillaattori	defibrillator
dreeni	drain
E	
endoskooppi	endoscope
esofagoskooppi	esophagoscope
G	
gastroskooppi	gastroscope
H	
haavanlevitin	retractor
hemostaatti	hemostat
I	
imulaite	suction machine
K	
kaavin, kyretti	curet
elektrokardiografia (EKG)	electrocardiography (ECG)
kolonoskooppi	colonoscope
kuhdospihdit	tissue forceps
L	
laparoskooppi	laparoscope
laryngoskooppi	laryngoscope

lasta	splint
M	
mikroskooppi	microscope
N	
neula	needle
näyte	sample
P	
pihdit	forceps
proktoskooppi	proctoscope
puristimet	clamps
S	
(kirurgiset) sakset	(surgical) scissors
skalpelli	scalpel
sydän-keuhkokone	heart-lung machine
U	
uretroskooppi	urethroscope
V	
ventilaattori, respiraattori, hengityskone	ventilator, respirator

SAIRAALA	HOSPITAL
H	
heräämö	recovery room
K	
huuhteluhuone	sluice
kirurginen osasto	surgical ward
L	
leikkaussali	operating room, operating theatre
lääkehuone	medicine room
O	
ortopedinen osasto	orthopedic ward
P	
palovammaosasto	burn department
päivystyspoliklinikka	emergency department
S	
sisätautiosasto	medical ward
T	
teho-osasto	intensive care unit
toimenpidehuone	treatment room

AMMATTISANASTO	PROFESSIONAL VOCABULARY
A	
analgesia	analgesia
anastesialääkäri	anesthesiologist
anestesia / nukutus	anesthesia
antibiootit	antibiotics
antiseptinen	antiseptic
arvio	assessment
E	
elvytyskielto	Do not resuscitate order
ensiapuryhmä	emergency team
H	
haavahoito	wound care
happi	oxygen
hengitys	breathing
hengitystiheys	respiratory rate
hätätila	emergency
I	
infuusio	infusion
Irti!	Hands off!
K	
keinonivel	artificial joint
keinotekoinen sydän	artificial heart
kirurgi	surgeon
kirurginen hoitotyö	surgical nursing
L	

AMMATTISANASTO	PROFESSIONAL VOCABULARY

hoidon laatu	quality of care
leikkaava	incisional
M	
myötätunto	compassion
N	
nenämahaletku	nasogastric tube
noudattaminen, ohje, määräys	compliance
O	
ortopedi	orthopedist
P	
pestä kätensä	to wash hands
puudutusaine	anesthetic
R	
radiologi	radiologist
röntgenhoitaja	radiographer
S	
saturaatio	saturation
saturaatiomittari	pulse oximeter
side	sling
sidetarpeet	bandages
stentti	stent
steriili	sterile
T	
tehokas	effective
tietokonetomografia	CT scan
tikit	stitches

V	
valmistelu	prepping
vamma, vammaisuus	disability
vitaalielintoiminnot	vital signs