



Creating a Short Pocket Dictionary of Nursing Terms in Finnish for Finnish as a Second Language Nursing Students

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2020 Laurea



Laurea University of Applied Sciences

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Faduma Ahmed, Jessica Smith,
Kayla Wieseckel
Degree program in Nursing
Thesis
May, 2020

Laurea University of Applied Sciences

Abstract

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Bachelor of Healthcare

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Year 2020 Number of pages 50

The purpose of this thesis is to provide early-on learning language support tool for Finnish as a second Language nursing students in order to help them develop their ability to perform well in clinical placements and assist their learning. The tool is in the form of a dictionary, and has been further evaluated for potential usefulness as a learning tool by a panel of English program nursing students from Laurea University of Applied Sciences. By doing this, the aim is to help address a gap within the system of English language nursing programs in which students struggle in clinical placements due to a lack of Finnish language skills, especially in the sector of nursing vocabulary. In order to gain feedback of the usability of the tool a small seven student panel was formed to view a prototype of the dictionary and filled out a feedback form assessing the tool's perceived usefulness and usability. The results highlighted that overall the dictionary was evaluated as useful. The student panel gave feedback concerning the layout of the dictionary, and what would they change or add to the dictionary. The resulting learning tool from this thesis can be used to develop the communication skills of nurses with Finnish as a second language, and can be used as guidance for further development of learning tools to aid nursing students, and the feedback gathered can be used to guide future learning tools developed with a similar purpose.

Keywords: Dictionary, Clinical Placement, Nursing Terms, Finnish as a Second Language

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Vuosi 2020

Sivumäärä

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Tämän opinnäytetyön tarkoituksena oli tarjota työkalu kielen tueksi suomea toisena kielenä puhuville sairaanhoitajaopiskelijoille, jotta he voisivat kehittää osaamistaan ja parantaa kykyä suoriutua työharjoitteluissa. Konkreettinen työkalu on luomamme sanakirja, jonka potentiaalista käytettävyyttä analysoitiin opiskelijapaneelin avulla. Osallistuvat opiskelijat olivat englanninkielisiä sairaanhoitajaopiskelijoita Laurea-ammattikorkeakoulusta. Työkalun avulla pyrimme korjaamaan aukkoa opiskelijoiden suomenkielentaitojen sekä kliinisten harjoitteluiden välillä. Paneeliin osallistui seitsemän sairaanhoitajaopiskelijaa, jotka arvioivat sanakirjan prototyypin täyttämällä kyselylomakkeen, joka mittasi sen käytännöllisyyttä, tarpeellisuutta, ja ulkoasua. Tulokset osoittivat, että sanakirja nähtiin yleisesti ottaen käytännöllisenä. Palautetta annettiin sanakirjan ulkoasun asettelusta, kielen asettelusta, sekä siitä, mitä opiskelijat lisäisivät tai muuttaisivat sanakirjassa. Tätä työkalua voidaan käyttää sairaanhoitajien viestinnän parantamisessa ja oppimisen tukena. Sanakirjaa sekä kerättyä palautetta voi myös hyödyntää suuntaviivana samantapaisten työvälineiden kehittämisessä.

Keywords: Sanakirja, Terveystieteen työharjoittelu, Hoitosanasto, Suomi toisena kielenä

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1 Introduction

With the growing increase of globalization and the worldwide phenomena of a growing shortage of nurses as the aging workforce begins to retire en masse (Rosseter, 2019; Yle, 2019), there is a need for nurses that for many countries, cannot be addressed without the help of immigrants and international workers.

Finland, like many countries, has seen this need and attempted to address it with increasing the amount of Higher Learning Institutions offering English-language programs. However, while some industries and companies may bridge the gap between education and working life by having the working language be partially or wholly in English, nursing and healthcare are decidedly fields that require a high degree of Finnish proficiency in order to succeed. Even within the English-language Nursing degree programs, high Finnish competency can be considered necessary, as students must complete multiple clinical placements within hospitals and healthcare facilities as part of the curriculum. While English instruction is sometimes available from the student's overseeing tutor during the clinical placement period, this same possibility often does not extend to patients, especially the increasing aging population. Students may struggle to communicate professionally with patients using the proper vocabulary required within the healthcare environment, and this can have a heavy impact on their learning. From this knowledge, as well as personal anecdotes and first hand experiences, it is well-known that there is a heavy need to bridge the gap between the need to communicate professionally and clearly, and the need to do this in a language that is not a student's first language.

In an initial literature search done for this thesis, a few other theses of similar nature were found, but none that fulfilled the specific gap of helping first-year nursing students who study in English bridge their theory and connect it to the Finnish vocabulary needed in clinical placements. One thesis that claimed to be developing vocabulary was found (Pinja et. al., 2017) but provided no actual developed list of Finnish to English vocabulary in the final published thesis, as it had claimed to in the abstract. In addition, the target of the thesis was also already graduated Finnish nurses who struggled with communicating with English patients, and not the reverse, which is where this thesis aimed to address.

Others included one that was Finnish to English for use in a stroke-specific hospital unit (Spataru, 2019), one designed for wound care (Hietala et. al., 2018), and another designed for gastroenterology (Ollilainen et. al, 2013). All of these prove to likely be useful language resources, but none of them truly address the gap in the market that this thesis felt was

necessary, which was the need for more resources related to basic nursing vocabulary and strengthening of a student's practical, field-based application of basic Finnish skills as soon as possible in their education, starting with their first clinical placement. In addition, there was the ideal of a dictionary that provided ease of use when finding words, so perhaps it could be used in-field at the clinical placement itself to assist the student.

Furthermore, while many of these had been produced to aid students, there appeared to be a gap in the assessment of the final products by students to know if the final learning aid was truly something to fill the gap it sought to fill.

Through creating a concise dictionary filled with vocabulary, explanations and slang alternatives for words, the idea was students would be able to study their basic care vocabulary before entering the clinical placement, and easily look up foreign words while in the field. This in turn will improve communication between students, patients, and staff, which will ensure optimal care for patients and optimal learning environments for students on their journey to become nurses in Finland.

2 Theoretical Framework

As an answer to the need for higher education for those who have immigrated to Finland, many higher learning institutions in Finland offer programs in both Finnish and English. Nursing in particular is a program offered at many Universities of Applied Sciences in English, due to the high need for nurses. Through an initial search for the term "nursing" within the site StudyInfo, the official site which lists programs and joint applications for high education in Finland, 21 results are returned. Through narrowing these and eliminating programs which include the search keyword "nursing" but are not actual Bachelor of Healthcare degrees, there are a total of 17 English-language nursing programs offered within Finland. (StudyInfo, 2020).

Study in Finland, a web page aimed at international students and run by the Finnish National Agency for Education, cites a figure of the overall number of international students studying throughout Finland as 20,000 (Study in Finland, 2018).

2.1 Language Requirements and Language Curriculum in Nursing Schools

Language requirements are often an issue in Finnish Health Care when it comes to workers recruited from abroad or workers who are not native Finnish speakers or who do not have Finnish as their mother tongue, also known as "Finnish as a second language". According to an

article in the Helsinki Times, in 2010 HUS (Hospital District of the Uusimaa region) recruited 25 nurses from the Philippines to attempt to fix some of the staffing issues and needs for nurses in Helsinki hospitals. Of the group of twenty-five, three of the nurses ended up ending their work contract, with the reason being cited as lack of language skills, and therefore failure to fulfill the language requirements of the job.

The article offers a quote from Minna Vanhala-Harmanen, who worked at Opteam, the company responsible for recruitment of the nurses, and she says, “When dealing with patient safety, there is no room for risks. The level of the required Finnish skills is incredibly demanding. Some don’t acquire the necessary language skills quickly enough...” (Rautakoura, 2012). However, in spite of this setback, HUS still regarded the program as largely a success.

The article also includes the fact that the language tests the nurses themselves were required to pass was Laurea University of Applied Science’s entrance examination. From this, it can be assumed their skills were near the B1 requirement that Laurea’s own students must have in order to be considered for admittance to the Nursing Program. As such, potential pitfalls in their language skills might also be a risk for Laurea’s own nursing students, especially in the student’s first clinical placement.

Pratt’s 2014 thesis “Experiences of Foreign Nurses In Finland, Barriers and How to Help Them” documents some experiences of English program nursing students, in which they express frustration with language barriers, which are often their biggest barrier to employment and everyday work life.

Students with Finnish as their non-mother tongue studying in a University of Applied Science will often be required to attend Finnish language courses. These courses are frequently taught to a wider group of students, such as both Nursing and Social Services students in a combined group, due to the fact that nursing students alone are usually not enough to fill out a single course, as many courses need a minimum of 25 students to enter the program per semester. The curriculum is also not standardized, as each school has their own nursing program curriculum and, by extension, Finnish language curriculum.

Furthermore, while a majority of the English-language nursing programs tend to have some Finnish language requirement or a Finnish language portion of the entrance examination aimed at assessing the student’s Finnish language skills, not every program even has such a requirement to begin with. So while many students start out with a basic knowledge of Finnish, it cannot be said every student admitted must at least have some basic Finnish language skills, as not every school tests for such things. These students would be at even greater risk for not being able to have a successful clinical placement, as they would have to

start learning the language from the very beginning alongside their nursing skills. If even some foreign nurses who have passed the language requirements for a school's nursing program have some troubles with language, then it can be concluded the risk is these students may experience extreme troubles. With the risk of the impending nursing shortage that has already begun and is only expected to worsen, one of the factors cited as worsening it is students failing to complete nursing school (Yle, 2019). While there is no available statistics that could be located on this phenomena, one could consider language barriers a reasonable factor as to why foreign students or students who have Finnish as their second language may have trouble completing a school's nursing program, even if it is not always the main factor.

2.2 Definition of Finnish as a Second Language

The term "second language" is a term used to mean a language one has learned secondary to their native language, especially those who reside in the area where this language is in general use (Dictionary.com, 2020).

When this thesis defines "Finnish as a Second Language" students, the students being referred to are those with a B2-equivalent level of language comprehension or lower, as anything higher than B2 is a more native fluency, and not appropriate for the aim of this thesis. This does not mean there are no students with Finnish as a Second Language (FSL) with skills higher than a B2 level, but means that FSL students with language skills higher than B2 are not the target of this particular thesis project and the product it seeks to produce and evaluate. As such, they are not to be considered part of the FSL students targeted by this thesis.

The Common European Framework of Reference for Languages (CEF or CEFR) has been developed by the Council of Europe in order to standardize the levels of language exams in different countries. It is very widely used internationally, and many important exams are mapped using the CEFR as a means of assessment (Exam English, 2019).

There are six levels: A1, A2, B1, B2, C1 and C2. This thesis mainly focuses on students who have achieved B1- and B2-level competence or the equivalent.

B1 level is stated as the 'intermediate level'. The speaker is able to understand important main points regarding school, work, family or leisure related topics, provided the topics and subjects are familiar. They are able to write text on topics that interest them, and are able to describe their experiences, dreams and ambitions, as well as express their opinions and plans.

B2 level is states as the ‘upper intermediate’ level, which means the speaker is a bit more advanced in their language skills. They are able to understand the ideas of complex texts if the subject is familiar to them, and are able to interact spontaneously with others in the language without too much strain. They are also able to write text on many subjects (European Union and Council of Europe, 2019).

2.3 Clinical Placements

Clinical placements are a mandatory part of the Nursing Bachelor’s program in Finnish institutions, with students being required to complete clinical placement work in seven different fields: geriatrics, internal medicine, paediatrics, home care, maternity care, psychiatric care, and surgical care. The World Health Organisations (WHO) review of the EU guidelines on nursing training state that within the European Union total nursing schooling, both theoretical and practical, should be 4600 hours or around three years. In Finland, nursing programs tend to spread this out over three and a half years minimum. In addition, the guidelines state that one-third of these 4600 hours, or around 1533 hours, should be theoretical, and that clinical training should be at least one half of the remainder, or in other words, clinical training should compromise at least one-third of the student’s schooling and training hours as well, if not more (Keighley, 2009). This means that over the course of three years, the EU guidelines expect students to spend at least 1533 hours doing clinical training, or at least 511 hours per year. This includes both clinical workshops done in schools and clinical placements, though a majority of it is actual clinical placement in health care facilities, as schools themselves generally cannot fulfil the EU requirements for training in the seven major clinical areas.

Unless there are exceptional circumstances, such as in the case of foreign exchange students, it is generally a requirement that placements largely be done in either of the official languages of Finland, Finnish or Swedish. According to the Finnish ‘language legislation’, it is the right of every citizen to use either of the two Finnish national languages, Finnish or Swedish, when using healthcare- or other state provided services (Kielilaki, 2003). In addition, from 2016 onward, in compliance with the Act on Healthcare Professionals, Valvira requires all employers to verify their employee’s language skills. This does not affect the actual nursing certification, but affects the ability to practice nursing in Finland, as it is a safety issue if a new hire cannot communicate properly (Valvira, 2016). Healthcare personnel must be able to reasonably communicate with the patient in their chosen language, in order to provide them with proper services. As such, nursing students who do not speak Finnish fluently must strive to learn the language in order to be able to provide services, even as early as their first clinical placement. To not fully support their language learning skills as

early as possible is to the detriment of their ability to practice in Finland once they earn their degree.

In addition, the lack of language skills can also affect a student's ability to complete school in the first place, as ability to practice in Finnish is heavily tied to the ability to successfully complete clinical placements and, in effect, the necessary clinical hours the European Union requires. If a student applies for a placement but their tutor finds their language skills insufficient, the student may be required to resign the placement, and any weeks spent at the placement are lost. The student will have to apply for a new placement and will receive no credits from the previous failed one. Clinical placements are only available as long as each ward has the resources to host students, and many wards take very few students at the same time, as educating a student takes up extra time and resources. Due to this, clinical placement spots can be limited and difficult to get, especially in more advanced or selective fields, such as paediatric units. This means that being forced to resign a clinical placement could result in a student struggling to get a similar placement in the same field. If the field is one of the necessary EU required clinical placement areas, it can further delay graduation, as students cannot graduate without having fulfilled placements in the required areas.

To combat this, this thesis focuses on providing opportunity to strengthen the student's vocabulary early-on in their education. Vocabulary is an important foundation for language-learning and has a positive impact on one's language proficiency as a whole (WordDive, 2013). The more vocabulary a student knows in relation to nursing, the more text they can read, the more conversations they can involve themselves in, and the more they can learn. The more vocabulary a student possesses, the more they can understand, and continue to acquire. Through this acquisition, one's ability to use language continues to grow, and a student will be able to more easily find success in their education and ability to practice in Finland after their degree has been completed.

3 Purpose and Aim

The purpose of this thesis is to provide early-on learning language support to Finnish as a second Language nursing students in order to help them develop their ability to perform well in clinical placements and assist their learning. The tool is in the form of a dictionary, and has been further evaluated for potential usefulness as a learning tool by a panel of English program nursing students from Laurea University of Applied Sciences.

By doing this, the aim is to help address a gap within the system of English language nursing programs in which students struggle in clinical placements due to a lack of Finnish language

skills, especially in the sector of nursing vocabulary. By assisting nursing students early on in strengthening their vocabulary skills, there is hope to increase the number of students who complete the nursing program and are able to go on to work in Finland as nurses with the appropriate language skills to do so. By reducing the struggle often experienced by FSL students to perform clinical duties and graduate due to language skill issues, this thesis hopes to overall improve graduation rates and success rates of students who do not have Finnish as their native language.

4 Methodology

The structural base of a functional thesis is the intent to develop activities that combine practical knowledge with theoretical base. It can be done as a guide, book, event, or as a project. A functional thesis has the two parts; firstly, the functional part which is the product itself, and secondly, the documentation and evaluation (Airaksinen & Vilkkä, 2009).

The thesis consists of two distinct but intertwined phases: the dictionary development phase, in which the words for the learning tool are chosen, categorized, translated and defined as needed. Duplicate words are put in the category that is determined by the researchers as best suited to them based on how they are most likely used in the elderly care sector of nursing. The words are then arranged into a dictionary format for ease of use. Illustrations were also added to the dictionary margins to enhance the feeling of the learning tool, and to provide a bit of visual aid, though the purpose is largely decorative in nature.

Subsequently, the formatted dictionary prototype is then presented to a panel of self-volunteered students for evaluation. The evaluation is structured as a feedback form with both open-ended and closed questions. The intent for closed ended questions is to gather data based on a numerical scale. The information and suggestions from these feedback forms is then summed up and used to make recommendations for potential corrections or additions to the dictionary, as well as a basis for future learning tool recommendations and future research of a similar manner.

4.1 Narrowing of the Dictionary's Scope and the Choice of the 'Elderly Care' Sector

The field of nursing is extensive, encompassing broad fields and numerous specialties within those fields. The European Union identifies seven key directives in which nurses must complete clinical training: general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, home care and care of the elderly, also known as geriatrics (Keighley, 2009). Among these, geriatrics is often

done as the first clinical placement for nursing students, as it tends to be more familiar and slower paced, encompassing long-term patients in elderly care homes who often need assistance in basic hygiene and daily needs.

The field of geriatrics was assessed by this thesis team as a good place to begin building a student's nursing vocabulary, as it encompasses many familiar everyday terms in many of the basic care procedures, and the new terms introduced are often the basis for many other nursing procedures. Many health problems encountered in elderly care are long-term and commonly encountered even in more heavily specialized fields of nursing. The narrow focus on elderly care allows for the dictionary's scope to be narrow enough as to not be overwhelmed with too many new words to allow it to be an effective quick reference guide. It also allows for boundaries, so the dictionary did not become too expansive and encompass too many specialty words that are unlikely to be encountered or required in the first few nursing practices. The key was to provide a guide that can help build basic vocabulary that would help the students further their skills from the start, and thus elderly care is a perfect scope to narrow the dictionary's categories to, as basic care and basic tools are used in every field of nursing, and will be words a student can continue to use throughout their clinical placements and studies.

4.2 The Concept of Nursing Terms and Their Applications

While attempting to find data on nursing terms or nursing vocabulary, it became apparent that for the purpose of this thesis, there would need to be a defined concept of "nursing terms". This is done in order to define what separates specific nursing vocabulary from general vocabulary, in what would constitute a nursing-vocabulary focused learning tool. Various websites and resources (Vocabulary.com, 2011; Beare, 2019; Chen, 2017) can be found with lists of nursing words or nursing vocabulary, but there is no real attempt by any of these sites to define what "nursing words" are, as they are just loosely assumed as "words nurses use".

So, within this thesis, "nursing terms" or "nursing words", as a concept, is defined as words which, while may have applicable use or be used outside the field of nursing or by non-nursing professionals, are words that have common use in the field of nursing. However, as a condition to separate these words from commonly encountered vocabulary, "nursing terms" are words that are unlikely to be encountered outside of the nursing field in everyday use. Words that happen to be used in the nursing field merely because they are common everyday objects or words, while they are words used within the field of nursing, do not qualify as "nursing words".

Through this definition, words such as “shirt” or “fork” are not considered nursing words, even though they are commonly encountered objects in daily care of patients, because they are merely everyday objects that happen to be used within the field of nursing. On the other hand, words such as “diaper” or “wound”, while common words that may be encountered outside the field of nursing, are words that are not always likely to be encountered by a FSL student outside of the field of nursing, unless they are under specific circumstances, such as adjacent healthcare fields or in care- and health-related situations. Thus, these words were considered qualified to be included in the learning tool, as their specific use largely within care- or health-related fields qualifies them as too specific to merely be general use words and not “nursing words”.

4.3 Categorization and Formatting

Words were selected after first deciding on broad categories relating to elderly care in the field of nursing. In terms of these categories, they were chosen both based on concrete categories that are definitively used across nursing and healthcare as a whole, such as categories related to bodily systems (i.e. ‘circulatory system’; ‘respiratory system’) and categories related to medical tools and equipment. In addition, based on personal experience within care facilities, the researchers added some categories they felt were personally important and useful and that required distinction, such as “pain” being made into its own separate category, as well as “religion”, a category which was added in an attempt to help students connect with their elderly patients on a more cultural and emotional level.

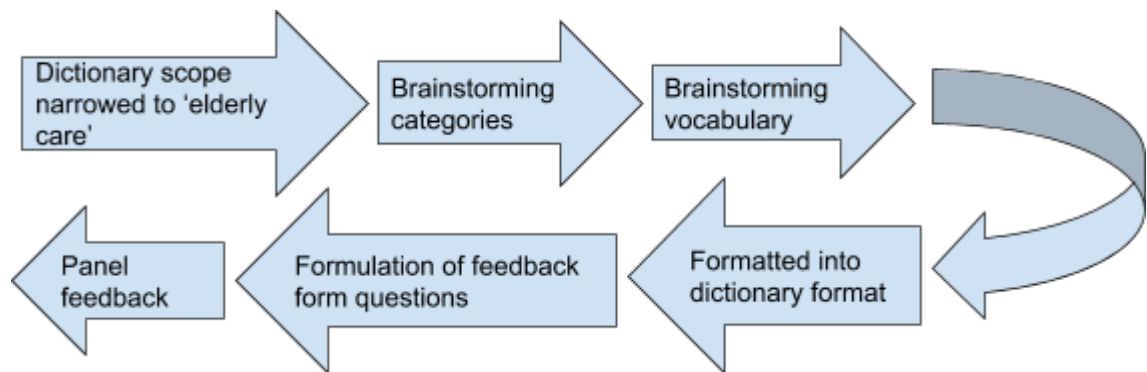


Figure 1 Process of Dictionary Creation

A dictionary should have a concrete concept and function (Schierholz, 2015). The concept for this dictionary was ‘First Elderly Care Clinical Placement’, and the function was designed as ‘helping FSL students communicate with fellow nurses and patients’. That was at the forefront of the categories. The categories, when brainstormed, needed to be functionally relevant but also fit into the predetermined dictionary concept. In this sense, categories should be simplistic in nature, so as not to become too specific and lose the purpose of this

being a first clinical placement dictionary, with the idea of this being a first introduction to practical application of nursing words in the field.

After these categories were created, words were brainstormed based on both common nursing situations and the researchers own familiarity with the field and commonly used vocabulary. Merriam-Webster describes methodology of abridged dictionary formation in this method, whereas only the most common of words are used. Their methodology describes that a word enters the dictionary based on commonality and the number of citations, or instances of uses that are found within everyday publications, such as books, magazines and newspapers. The more citations a new word has, the more likely it is to enter the dictionary (Merriam-Webster, 2020).

While citations were not made in a concrete list to assess commonality of a word, familiarity with the nursing field and nursing literature was practically applied during brainstorming sessions to procure a comprehensive list of words often used in the field.

As there are limitations to this method, a second phase was implemented to use the feedback from the forms to evaluate if the students felt these categories alone were sufficient or not. Through feedback, missing categories that had been overlooked could be brought to light.

Any duplicate words were to be chosen to fit the most suitable category, but no duplicate words occurred. Definitions were made using official Finnish-English translation resources, Sanakirja.org and the "*Finnish-english & english-finnish pocket dictionary*" by I. Rekiaro. As translations are often not a 1:1 ratio, some translations found in these dictionaries were required to be adjusted in order to give the proper perception of how the term is used within the field of nursing, and adjustments were made as seen fit.

Formatting was then done to make the lists of words and categories more user-friendly and easier to digest. A book-style format was used in order to allow for the dictionary to be printed and stapled and easily slipped into a pocket for quick reference during the actual clinical placement. The formatting was done with the hope students could quickly and practically reference the dictionary while in the field.

4.4 Creation of Feedback Form

The feedback form was created in order to acquire specific feedback on the dictionary, in order to acquire information about fellow students' perceived ideas about its usability. Questionnaire questions included:

How confident were you in your Finnish language skills when going for your first clinical placement?

How helpful do you think this dictionary could be for future nursing students whose mother tongue isn't Finnish?

Were slang words included familiar to you?

What words do you suggest we add to the dictionary?

Do you have any feedback on the layout of the dictionary?

What would you change?

Three closed-ended questions were selected, which enabled students to evaluate different aspects of the dictionary on a scale of 1 to 5. Four open-ended questions were selected, in order to allow students to assess the dictionary in relation to their own personal experiences with learning vocabulary, as well as in order to suggest changes they thought would be useful. All of the selected questions were designed to pertain directly to the dictionary and its assessment, and to be related directly to the students' own experiences. The questions were initially brainstormed based on the type of feedback desired, and then narrowed down. A few questions that did not seem relevant enough to provide the type of feedback desired were eliminated.

4.5 Invitation to Provide Feedback

In order to gain feedback on the prototype of the dictionary and the perceived usability a student panel was put together. Participants were invited via email, which was sent out to second year nursing students attending the English nursing program in the Tikkurila campus. Willing participants were invited to meet up for the panel. The contents of the email involved general information about the purpose and aim of the thesis, and the explanation that feedback on the dictionary was to be gathered via a feedback form. The panel was held in a specific classroom which was booked for the purpose, which participants were informed of beforehand.

Due to the fact that only one participant responded to the email, willing participants were also invited on the day to stay behind after their last class. An additional six volunteers stepped forward and wanted to join the student panel. In total, seven students offered to assess the dictionary and respond to the feedback form.

5 Analysing the Collected Feedback

The resulting feedback was gathered from the panel of seven students who self-volunteered to assess the dictionary developed by this thesis. There were two types of questions included in the questionnaire. The first section was a set of three closed-ended questions, which required participants to respond on a scale of 1-5, with 1 being a 'weak' or 'low' assessment and 5 being a 'strong' or 'high' assessment.

The second section was a set of four open ended questions, where participants were allowed to freely answer the questions however, they felt. The results are presented below:

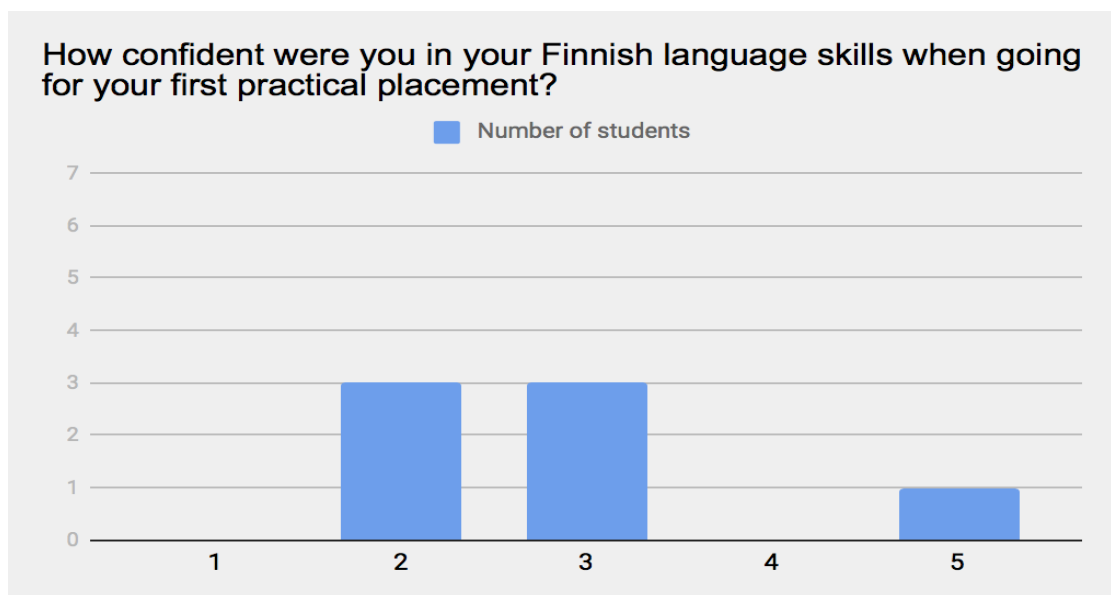


Figure 2: How confident were you in your Finnish language skills when going for your first clinical placement?

None of the seven participating students responded that their confidence was 1/5 (0%). Three students responded that their confidence was 2/5 (>43%). Three students responded that their confidence was 3/5 (>43%). No students responded that their confidence was 4/5 (0%). One student responded that they were 5/5 confident (<14%).



Figure 3: How helpful do you think this dictionary could be for future nursing students whose mother tongue is not Finnish?

None of the seven participating students responded 1/5 (0%). None responded 2/5 (0%). None of the students responded 3/5 (0%). Five students responded 4/5 (<71%). Two students responded 5/5 (>29%).

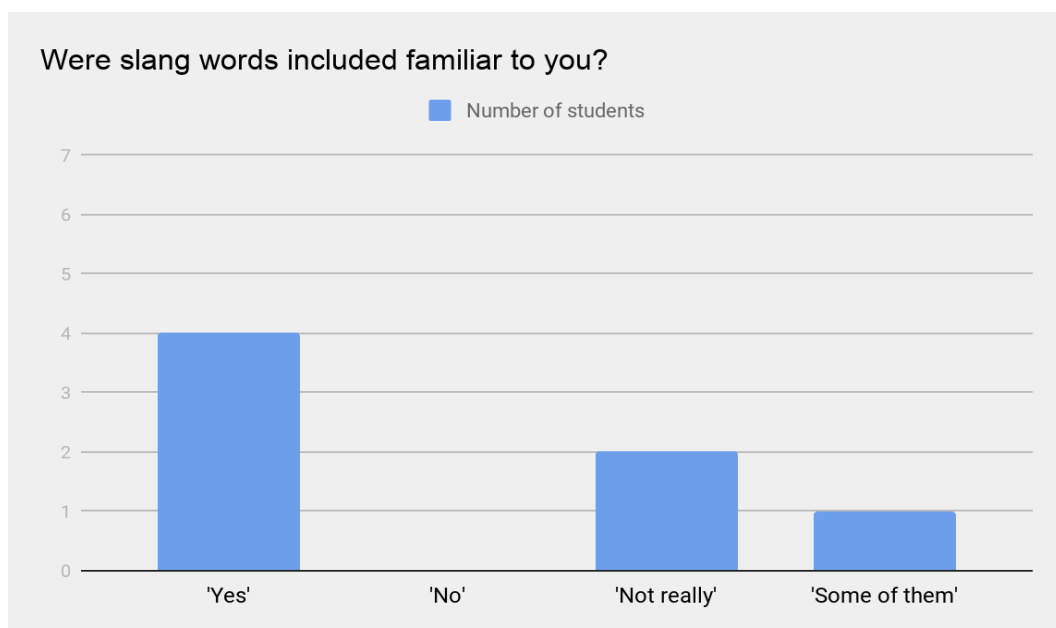


Figure 4: Were slang words included familiar to you?

Four of the seven participating students responded 'yes' (<57%). No students responded 'no' (0%). Two students responded, 'not really' (>29%). One student responded, 'Some of them' (<14%).

Question 3:

Were slang words included familiar to you?

- 'Not really'
- 'Yes'
- 'Yes'
- 'Not really'
- 'Some of them, I have study lähihoitaja in Finnish language'
- 'Yes'
- 'Yes there are alot'

Question 4:

What words do you suggest we add to the dictionary?

- 'Apuvalinet'
- 'Apuvalinet'
- 'Bit explanation like oxford dictionary have'
- 'Maybe more of medical terms'
- 'I will suggest sentences to use the words in'
- 'Not at the moment'
- 'If possible the slangs ones, I can't remember them'

Question 5:

Do you have any feedback on the layout of the dictionary?

- 'Looks really good and can be helpful for immigrants on their practice'
- 'Laidat- side rails'
- 'Smaller version is so small letter & hard to get it'

- 'The dictionary will be very helpful for the immigrant student has practices placement requires good skills in Finnish'
- 'It's nice and a lot of words are very useful but I will add sentences with examples because some words I know better in Finnish than English'
- 'It is good idea'
- 'So nice and helpful'

Question 6:

What would you change?

- 'Bed Rails or side rails'
- 'Nothing Great job!'
- 'There is more space in smaller version so you can add more on it'
- (BLANK)
- 'I reply in before questions'
- 'Nothing at the moment'
- 'It would be better if you add this as an electronic version. For example you can add just a link.'

6 Discussion of Feedback

The aim of the questionnaire was to gain information on the potential usefulness of the resulting dictionary, as evaluated by students who had already experienced their first clinical placement in elderly care but still had a fairly recent memory of it. The requirement was that the students would have around or near a B1 language ability in Finnish, with slightly higher language skills not being a disqualifying factor, but not being ideal, as the potential these students would not need vocabulary assistance would be higher.

In the end, seven participants were obtained, with varying levels of confidence in their Finnish language abilities. Direct assessment of their Finnish language level was not obtained, as while the CEFR framework is used as a standard for assessment, not every student or person learning Finnish is familiar with it or has had the opportunity to formally assess their skills via testing. It was merely enough that the students self-evaluated their own confidence in their Finnish language abilities via the feedback form given to them, as a low self-

evaluation score would be assumed to correlate with a Finnish language ability not close to that of a native Finnish speaker or advanced learner.

Out of the seven participants three students responded their confidence was 2/5 on self-evaluation, and three students responded 3/5. Only one student responded that their confidence was 5/5 (Fig 1). Based on these responses, it can be assumed the student panel is relatively familiar with not being confident in their Finnish language skills, and as such are most likely part of the target group for the dictionary's use. Thus, their assessment of the dictionary can be considered reasonably useful as a means to assess usefulness for Finnish as a second language nursing students as a whole.

When asked to perform a general assessment of "How helpful do you think this dictionary could be for future nursing students whose mother tongue isn't Finnish?" on a scale of 1-5, with 1 being assumed to mean "not very useful at all" and 5 as "extremely useful", 71% or five students out of seven responded with a 4/5 and 29% or two students responded with a 5/5 (Fig 2). With these results, the student panel assessed the dictionary as being fairly useful as a learning aid to students entering their first clinical placement who have Finnish as a second language. While the results do not assess how it may be useful specifically, as that was not an aim of the project, with these results it can be reasonably concluded that the dictionary will be useful as a learning tool to the potential group of students it is designed for.

The final question was an open-ended question asking for the assessment of, "Were the slang words included familiar to you?" Commonly-used slang words or shortened object names can vary widely within hospitals, even within the Uusimaa hospital network area. 4/7, or 57% responded "Yes". None of the students, (0% or 0/7) responded with "No". Two students, 2/7 or 29% responded, "Not really", which is assumed to indicate that perhaps the students were lightly familiar, but not enough to truly answer yes or no. Only one student, 1/7 or 14%, responded with "some of them", indicating they were familiar with a few of the slang words, but not all of them. From these answers it can be concluded that the inclusion of slang words within the dictionary is validated in that for at least some of the students, they did not seem to be entirely familiar. Thus, the conclusion can be drawn that there is benefit to having a concrete reference for students using the dictionary, as unfamiliar slang words often cannot be researched using standard dictionaries, where they are often not among the entries.

When it came to further suggestions, there was a series of open-ended feedback form questions asking the student panel for their free input. The first was "What words do you suggest we add to the dictionary?" Responses varied widely, with specific responses such as "apuvälineet" (a word that roughly means 'mobility aid' and is used in hospitals to refer to a

wide range of tools to assist patients, such as wheelchairs and walkers), to more general responses calling for more of certain categories of words such as “if possible slang ones” and “maybe more of medical terms”. In addition this question garnered some responses that were suggestions for the dictionary entries themselves, such as “bit (sic) explanation like oxfords (sic) dictionary have” and “I will suggest sentences to use the words in”.

The next open-ended feedback question was, “Do you have any feedback on the layout of the dictionary?” To this, feedback was largely positive, with feedback such as, “Looks really good and can be helpful for immigrants on their practice” and “So nice and helpful”. There was also feedback saying the layout of the pocket-sized version had text that was quite small, and difficult to read. Another response once again, like the responses to the previous question, suggested for example sentences to be included.

The final open-ended question was, “What would you change?” Which was a question without too much specific direction as to allow a space for the students to freely express their ideas about improvements that didn’t quite fit under the previous categories or specific categories. Two students responded they would not change anything, and another student left this question blank. One student responded that their improvement suggestions could be found in their answers to the previous two questions. One student replied, “bed rails or side rails”, an answer which was clarified by a conversation they had with those dispensing the feedback form. The meaning of this answer was that they suggested the definition of “laidat”, which refers to the side of a medical bed where the railing is, should be improved or clarified by changing the definition to the English word “bedrails” or “siderails”. One student answered, “It would be better if you add this as electronic version (sic). For example you can add just a link”, in a suggestion for the dictionary to be digitized. The last student’s answer was, “There is more space in smaller version so you can add more on it”, an answer which may mean that more categories of words could be added in the smaller size, as there is reasonable space in which to add further words.

6.1 Potential Implementations Derived from Feedback

While these responses range widely in their usability, all of them can be said to provide perspective as to the needs of students.

As expected, there was feedback regarding the content of the dictionary. Because the target audience was the same as the student panel participants, their responses hold a lot of merit regarding the changes that could potentially be made to the dictionary.

Content was one of the main sections being examined through the research, and feedback gathered gave insight to changes that could potentially be made. No participant responded with wanting to remove any of the content included, but suggestions such as ‘apuvälineet’ for word categories are good suggestions of implementations not in the dictionary that would be useful additions. Additional suggestions of clarification for the definition of “laidat” to “side rails” or “bed rails” instead of just “sides” (“Hospital beds generally have liftable and lowerable sides, used to ensure patient safety” (Appendix 1)), As it was defined as in the preliminary dictionary. This suggestion would improve the clarity of a current definition to make the concept of the word clearer.

Furthermore, the overall feedback and general consensus that the dictionary would be useful for students is important. It provides a base assessment as to the type of material that can aid future students in their endeavours in internships and study of nursing as a whole. The confidence assessment question, asking students to self-evaluate their confidence in their Finnish language skills prior to their first clinical placement, also provides a point of view as to the language skills of those starting to study nursing in the English language sector of Laurea School of Applied Sciences.

By viewing these results, a reasonable assessment as to the type of student that would benefit from this dictionary and the support it provides can be gained. Furthermore, while not intended as part of the feedback form, several members of the student panel asked the researchers if they were allowed to keep the dictionary after filling out the feedback form. The researchers, due to the demand, were even requested to print off further prototypes for students who wished to keep the resource for their own use after the panel finished. While not a concretely measurable form of assessment like the feedback form questions assessing usefulness, this anecdote and experience of students self-assessing the usefulness of the resource and deciding they would also like to make use of it provides further insight that this is something needed even by students who have already experienced their first clinical placement.

While the questionnaire itself merely provides theoretical assessment, this experience can be said to provide more practical assessment, as the perceived usability has been concretely demonstrated by students who, seeing the dictionary, desired to use it to further their own vocabulary and nursing education. However, some of the feedback suggestions, while perhaps good suggestions in their own right, were generally not applicable within the scope of this thesis. Suggestions for the dictionary’s format to be digitized, for example, is not within the scope of this thesis or the aim of it, and thus the suggestion can be considered a recommendation for future thesis projects, but does not apply very well to this particular

thesis. In addition, suggestions to dictionary format change that would require somewhat of an overhaul of the entire format, such as the addition of example sentences, are also not within the scope of this thesis. The dictionary's purpose and the aim of this thesis was to provide a learning tool of vocabulary, but the responsibility of being able to implement the words offered by the dictionary into language is, by the scope of this thesis, the student's own responsibility. Offering example sentences, while a very practical suggestion, is merely too big an implementation for the scope this project seeks to offer.

7 Trustworthiness and Limitations

The methods to produce the product and evaluate it will certainly prove reliable; while the Finnish language and all language gradually evolves as new terms come to light, medical vocabulary and language used to describe human anatomy and various equipment often stay fairly consistent. This product could easily be replicated for different specialized nursing fields, such as surgical or psychiatric fairly easily using the same methods for vocabulary-gathering and assessment. Given that this is a practical thesis, validity of the usefulness of the dictionary is largely individual. The dictionary can be replicated using the methods and assessed via the student panel, but results may vary depending on the individual student. This thesis, while designed to be a general-use dictionary, also cannot account for variations in encountered conditions and needed vocabulary that vary specifically from ward to ward or care home to care home. Assessment of the usefulness of the product in any future project replication may also vary depending on the replication project's included vocabulary and what vocabulary is required in the field.

Due to the fact that the dictionary assumes the general Finnish language abilities of the user, and the ability of the user to conjugate Finnish verbs and use Finnish words within a sentence, the dictionary may be limited in terms of students with lower Finnish language skills. The dictionary provides words in the "perusmuoto" or basic form, from which the word can be conjugated into partitive, plural, or any of the other various grammatical forms depending on which is suitable for the situation at hand. However, the knowledge of how to do this and the ability to do this can be largely dependent on the user's own knowledge of Finnish grammar rules and their abilities. The dictionary and this thesis assume a Finnish level of around a B1 user, though that limitation in itself does not mean that the dictionary could find use also with less advanced or more advanced users.

Further limitations, due to lack of email responses, mean the students that volunteered did not have much time to adequately self-assess if they have the language skills in the range

required of B1-B2. However, despite this, most of the students provided oral feedback that they found the dictionary useful to themselves personally, thus providing reasonable evidence they were within the target audience for the tool, and thus right for the assessment panel.

Credibility of the product can be seen from the sources, in which official Finnish-language dictionaries are used to provide definitions for the words. Usage of nursing texts, as well as the researchers' experience within the nursing field, are used to provide background for the reasonable assumption of what terms may be used in the elderly care field, and thus provide justification for their inclusion in the work. Furthermore, as the elderly care field largely comprises of basic care procedures, the nursing words provided by the dictionary can also be considered present in nearly all fields of nursing, as the need for basic care is present in most fields.

The authenticity can be found within the gaps in English-language nursing program curriculum, in which there is no standardized goal for learning any set amount of nursing-related vocabulary as well as the clear evidence of nursing crisis (Haddad, 2019) and evidence Finland has sought nurses from other countries as staff previously (Rautakoura, 2012). There is a need for further nursing-focused vocabulary tools, as student-focused, nursing-specific Finnish language learning tools are not easily found based on the literature review done of previous dictionaries designed to help students.

8 Ethical Considerations

Permission to conduct the panel was applied for, but due to the nature of the student panel it was not obligatory to obtain. Participants were gathered through sending out a course wide email inviting students to join. The invitation included facts on the research, why it was being conducted, who it was being conducted by, and the estimated duration of the questionnaire itself. The guidelines of TENK (TENK, 2019) were used for reference in order to assure the rights of the students providing feedback and the overall guidelines for ethical research were followed. Participants were informed that they could withdraw their participation at any time, without consequence.

This provided only one out of the minimum five participants desired, so further students were obtained by reading a short description of the research being conducted to a class of second year students in person, and willing participants were asked to stay after class. A total of six more people was interested in attending the panel, seven participants were obtained in total. All participants were volunteers.

At the beginning of the panel participants were read a short introduction as to what it was for, how the information would be used, and how their personal information would be protected. No personal information was demanded of them, and all responses remained anonymous.

Withdrawing participation at any point during the panel was allowed, but none of the participants decided to do so. All participants finished the feedback form, and responded to most, if not all, questions posed. Reasons for leaving questions unanswered is unknown.

All participants had the right to decide freely what they wanted to disclose in the feedback form, no pressure in terms of responses was put on them.

The privacy of participants was protected, they did not need to disclose any personal information, and none was gathered from them. This was important, as no personal information was necessary for this piece of research. All students were viewed as equal regardless of age, sex, religion or any other factor. The only criteria necessary as that participants were second year nursing students who possessed the Finnish language skills of B1 or higher.

Participants were not disturbed while completing their assessment, as not to influence their responses to form relationships with them. It is believed that relationships formed with participants may influence their responses, either positively or negatively, depending on the nature of the relationship. Attitudes may also influence responses, making results invalid. After the initial information was read out no other advice was given, nor was it needed.

9 Recommendations

For future dictionary developments, several possibilities could be suggested. For one, per the evaluations from the feedback forms, at least one student suggested the idea of an application for smartphones. Given the continued increase in technological integrations into daily life, this would be an incredibly intensive but useful project.

Furthermore, this thesis would also recommend the future development of further dictionaries to help students in more advanced or other specialized clinical placements in addition to elderly care. Many specialty fields of nursing, such as hospice care, surgical care, or specialty units such as lung care clinics or heart surgery wards contain their own unique nursing word vocabularies that are less often encountered outside these fields. For students within these fields, learning the specialized vocabulary can be a challenge, and further

dictionaries may help them further improve their learning and vocabulary. The more advanced a clinical placement is, the more likely an advanced degree of language is needed, so further learning tools to help students develop their competence would further improve their ability to successfully complete more advanced clinical placements, and further help them on their path to graduation.

10 Conclusion

The method used for this research was supported fully by the goals of the thesis. The aim was to gain information on the usefulness of the dictionary which was given to students who had completed their first clinical placement for evaluation. The requirement was that the students had near or around B1 language ability in Finnish, in the scale of “Common European Framework of Reference for Language” (CEFR). There were seven partakers that were pleased to provide their help in giving feedback on the dictionary. The questionnaire consisted of short questions aimed at evaluating the dictionary for improvements or any oversights that can improve the quality of the dictionary.

The results were positive and constructive. The dictionary was perceived to be either moderately helpful or extremely helpful for students entering their first clinical placement whose first language was not Finnish. In terms of the dictionary layout, there were some minor design and content changes that were suggested to be made in order to fulfil the feedback received. In conclusion, the dictionary would be a useful learning tool, and regardless of the suggestions given, it would likely positively impact the students’ clinical placement experiences.

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Appendices

Appendix 1: Finnish to English Dictionary of Nursing Terms, First Edition

Finnish - English Dictionary

For Finnish as a second language nurses primarily in the elderly care field.



Suomi - Englanti Sanakirja

Suomea toisena kielenä puhuville sairaanhoitajille pääasiassa vanhusten hoidossa töissä oleville.

Faduma Ahmed, Jessica Smith, Kayla Wieseckel

Johdanto/Forward

Tämän sanakirjan tarkoitus oli kehittää työkalu, jota Suomea toisena kielenä puhuvat oppilaat voisivat käyttää ensimmäisessä työharjoittelussaan vanhushoidon puolella. Tätä työkalua voi kuitenkin käyttää monessa eri ympäristössä, kuten Suomen kielen tunneilla sekä puhuessa Englanninkieliselle potilaalle.

The purpose of this dictionary was primarily to produce a dictionary that could be used by Finnish as a second language students entering their elderly care practice placement. It can, however, be used at a multitude of different settings, such as Finnish lessons and as an aid when communicating with English speaking patients.

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TYÖNTEKIJÄT – STAFF

Amanuenssi ...	Doctor in training
Apulaisosastonhoitaja...	Assistant ward sister

Apulaisyliääkäri...	Deputy senior physician
Erikoislääkäri...	Specialist doctor
Erikoistuva lääkäri...	Specialising physician
Fysioterapeutti ('fyssari')...	Physiotherapist
Lääkäri...	Doctor
Laitoshuoltaja...	Ward domestic
Moniammatillinen työryhmä...	Multidisciplinary team
Osastonhoitaja...	Ward sister
Sairaanhoitaja...	Registered nurse
Sosiaalityöntekijä ('sossu')...	Social worker
Yliääkäri...	Senior physician



VÄLINEET – EQUIPMENT

Alusastia...	Bedpan
Haaravyö...	Safety belt
A safety belt used with patients in wheelchairs, prevents injury.	
Housuvaippa...	Pull up nappy - 'inkot'

Kaide... Railing

Laidat... Sides

Hospital beds generally have movable sides, used to ensure patient safety.

Nostolaite... Hoist

Either stand-alone hoist or ceiling hoist, used to maneuver patients who are unable to do so themselves.

Nostoliina... Sling

Used with hoist to maneuver patients.

Nostovyö... Sling belt

A belt used to aid with maneuvering of patients.

Siirtoliina... Transfer sheet

Teippivaippa... Tape nappy 'teippari'

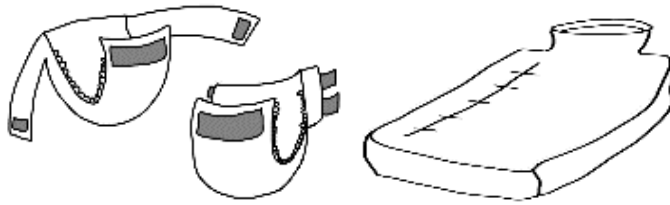
A nappy which is secured with velcro stickers on the sides. Generally more absorbent than a housuvaippa.

Virtsalasi ('Sorsa')... Urinary glass

Used to empty urine from a urine bag, either from a catheter or cystofix.

Vyövaippa... Belt nappy

A nappy which has a 'belt' that is secured around the patient's waist, the nappy is then brought between the patients' legs, and stuck, with velcro stickers, to the belt. Can be attached either way, the flap can open from the front or back, depending on the patient's preference.



LÄÄKKEET – MEDICATION

Aamulääkkeet...	Morning medications
Annosjakelupussi...	Pre-packaged medication bags 'Anja'
Antiseptinen Lappu...	Antiseptic wipe
Dilutus...	Dilutus
Usually an 80% alcohol based cleaning solution.	
Foliopaketti...	Foil package
Iltalääkkeet...	Evening medication
Kuumemittari...	Thermometer
Lääkekippo...	Medication cup
Survin ja laastin...	Medication pestle and mortar
'Lääkemurskaaja'	
Laastari...	Plaster
Lasipurkki...	Glass jar
NaCl ('nakkeli' 'suolaliuos')...	Sodium chloride/Saline

Neste...	Liquid
Neula...	Needle
Päivälääkkeet...	Day medication
Pinsetit...	Medical tweezers
Poretabletti...	Effervescent tablet
Ruisku...	Syringe
Särmäisjättestia...	Sharps bin
An enforced bin, usually yellow in colour, where sharps are disposed of.	
Tabletti...	Tablet
Tufferi...	Swab square
Verenpainemittari...	Blood pressure machine
Used to measure blood pressure. Features machine and bladder.	
Yölääkkeet...	Medication given at night

DIABETES – DIABETES

Freestyle Libre...	Freestyle Libre
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Relatively new device which measures blood sugar without needing a blood sample, instead it uses an insert applied to the arm, which lasts for a month at a time. Device reads blood sugar by holding it up to the insert.

Glukagoni...	Glucagon
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Hyperglykemia... Hyperglycemia

Hypoglykemia... Hypoglycemia

Ketoasidoosi... Ketoacidosis

Lansetti... Blood lancet

A small needle used for pricking the skin to obtain a blood sample.

Glukoosi Pastilli ('Siripiri')... Glucose pastille

A pastille used to raise the blood sugar levels hastily.

Verensokeriarvo... Blood sugar level

The level of glucose in the blood.

Verensokeriliuska... Blood glucose test strip

Verensokerimittari... Blood glucose machine

KIPU – PAIN

Arpi... Scar

Erittää... To secrete

Haava... Cut

Helpottaa... Relieve

Kipupumppu... Pain pump

Kirpaista... Quick pain

Kramppi...	Cramp
Lievittää...	To alleviate
Lihaskipu...	Muscle pain
Luukipu...	Bone pain
Märkä...	Pus/secretion
Murtua...	To break (bone)
Murtuma...	A break (bone)
Nekroosi...	Necrosis
Nipistää...	Pinch
Nivelkipu...	Joint pain
Päänsärky...	Headache
Parantaa...	To improve
Parantua...	To heal
Pisto...	Sting
Pistää...	To sting
Pitkäaikainen kipu...	Long-term pain
Polttaa...	To burn
Poltto...	Burn
Purema...	Bite
Reuma...	Arthritis

Rikkoa...	To break/tear
Rintakipu...	Chest pain
Särkeä...	Ache
Sattua...	Hurt
Selkäkipu...	Back pain
Tulehdus...	Inflammation
Tikki...	Stitch
Sykkiä...	To throb
Tikata...	To stitch
Tulehdus...	Inflammation
Haava...	Wound
Haavahoito...	Wound care

USKONTO – RELIGION

Ateisti...	Atheist
Raamattu...	Bible
Buddhalainen...	Buddhist

Enkeli...	Angel
Epäuskonnollinen...	Non-religious
Helvetti...	Hell
Herättää...	To awaken
Hijab...	Hijab
Hindulainen...	Hindu
Huivi...	Headscarf
Islam...	Islam
Jumala...	God
Juutalainen...	Jewish
Juutalaisuus...	Judaism
Katolinen...	Catholic
Kristinusko...	Christianity
Kristitty...	Christian
Muslimi...	Muslim
Protestantti...	Protestant
Rukoilla...	To Pray
Rukousnauha...	Rosary
Rukous...	Prayer
Saatana/Paholainen/Piru...	Devil

Taivas...	Heaven
Uskoa...	To believe
Usko...	Belief
Uskonto...	Religion

KUOLEMA – DEATH

Elää...	To live
Elämä...	Life
Exitus...	Death
The medical term to refer to someone's moment of death.	
Hauta...	Grave
Hautaoikeus...	Right to Burial
Hautausmaa...	Graveyard
Hautaus toimisto...	Undertaker, Mortician
Kuolema...	Death
Kuolemansyyntutkija...	Coroner
Kuolintodistus...	Death certificate
Kuolla...	To die
Lähiomainen...	Close relative

Palliatiivinen hoito...	Palliative care
Ruumis...	Corpse
Ruumisarkku...	Coffin
Saattohoito...	Hospice care
Syntyä...	To be born



TILAT – LOCATIONS

Huuhteluhuone...	Utility room
Where items are washed and sterilized.	
Kanslia...	Room or common area for nurses
Käytävä...	Hallway / Corridor
Keittiö...	Kitchen
Lääkehuone...	Medicine room
Päiväsali...	Day hall
Pesuhuone..	Wash room
Potilashuone...	Patient room
Ruokasali...	Dining room

Sauna...	Sauna
Välinevarasto...	Equipment room
WC ('vessa')...	Bathroom

ELIMISTÖ – SYSTEMS

HERMOSTO - NERVOUS SYSTEM

Aivoinfarkti...	Stroke
Aivoverenkiertohäiriö...	Cerebrovascular disorder
Epileptinen kohtaus...	Epileptic fit/seizure
Kohtaus...	Fit/Seizure
TIA kohtaus...	TIA attack

VERENKIERTO - CIRCULATORY SYSTEM

Sepelvaltimotauti...	Coronary artery disease
Sydämen vajaatoiminta...	Congestive heart failure
Verenpaine...	Blood pressure
Verihyytymä...	Blood clot

HENGITYS - RESPIRATORY SYSTEM

Happi...	Oxygen
Hengitys...	Breathing
Hengitystiheys...	Breath frequency
Keuhkot...	Lungs
Saturaatio...	Saturation
Saturaatiomittari...	Oxygen saturation meter



LÄHTEET – REFERENCES

<https://www.sanakirja.org/>

<https://www.laakariliitto.fi/laakaran-tietopankki/kuinka-toimin-laakarina/termit-ja-kaannokset/>

