S1 Introduction to Communication in Nursing

The following passage is the introductory paragraph to a unit on trauma-informed approach to communication. Read the passage and answer the questions that follow. Words likely to be unknown by your ELLs have been substituted with the word "huh"

A **huh**-informed approach can be used as one part of **huh** communication. It involves emphasizing confidentiality, identifying the interview purpose, letting the **huh** set the pace of the interview and shaping it based on their needs, and engaging in **huh** intervention so that the **huh** is in control and **huh**. As you apply this approach you should always be thinking about how you can promote safety, control, and choice for the **huh.**

Given how **huh huh** is in clinical practice, a **huh** informed approach makes sense to incorporate into your communication and with **huh**. This kind of approach is especially useful because you will often not know who has experienced **huh** or the circumstances of their **huh**. **huh**ncludes the emotional consequences of a **huh** event (Centre for **huh** and Mental Health [CAMH], n.d.). Many circumstances can lead to **huh**, including child abuse and neglect, sexual **huh** and **huh** personal violence, **huh** and **huh**,, as well as events such as car accidents, a death of someone close to you, natural disaster, and war.

Questions:

1. **Are you confident that you summarize the main points of the paragraph?**

2. **Approximately how long did it take you to read this passage?**

3. **If you had to look up the blacked out words in a dictionary, approximately how long would it take you to read this passage?**

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Now read the passage with all the words visible.

A trauma informed approach can be used as one part of therapeutic communication. It involves emphasizing confidentiality, identifying the interview purpose, letting the client set the pace of the interview and shaping it based on their needs, and engaging in collaborative intervention so that the client is in control and empowered. As you apply this approach you should always be thinking about how you can promote safety, control, and choice for the client.

Given how pervasive trauma is in clinical practice, a trauma informed approach makes sense to incorporate into your communication and with clients. This kind of approach is especially useful because you will often not know who has experienced trauma or the circumstances of their trauma. Trauma includes the emotional consequences of a distressing event (Centre for Addiction and Mental Health [CAMH], n.d.). Many circumstances can lead to trauma, including child abuse and neglect, sexual assault and intimate personal violence, bullying and harassment, as well as events such as car accidents, a death of someone close to you, natural disaster, and war.

Word Coverage

Percentages of words in each category for the passage you just read:

86.8%	6.4%	6.8%
New General Word List	New Academic Word List	Off – List Words
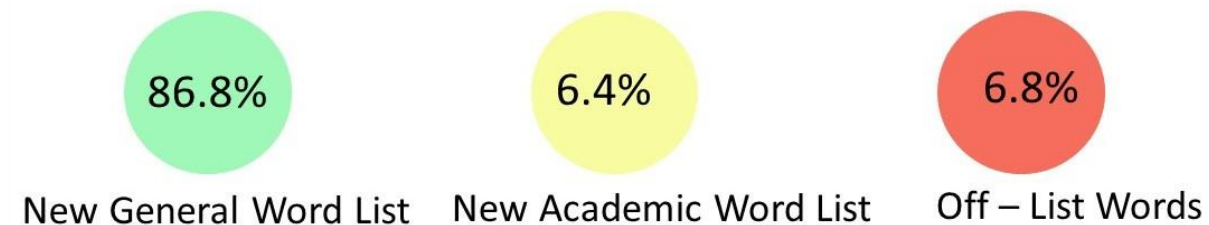
Much of the text belongs to the New General Service List which represents the 2800 core English words.

Some of the words are in the New Academic Word List which represents 963 words and their forms that are common in academic texts across disciplines.

client, trauma

Some of the words do not appear on either list. Many of these words are subject specific jargon that are important to understand the subject content.

addiction, assault, bullying, collaborative, distressing, empowered, harassment, intimate, pervasive, therapeutic

Most ELLs will know most of the common text found on the General Service List and some of the vocabulary from the New Academic Word List if they have studied those words or encountered them previously. They may be familiar with some of the off-list text also depending on their prior learning and their first language which may have some similar words (cognates) or similar root words. In order to read with good comprehension, readers should know 98% of the vocabulary in the text (Schmitt et al., 2011).

Task A

This passage is from the section "Anti-racist Approach to Communication." Highlight the words that you think would not be on the new general word list or the new academic word list in this passage.

The focus of anti-racism is acknowledging and working to address power inequitiesand systemic bias predicated on race as well as unearned privilege that is afforded to non-racialized people. Linked with racism is the concept of white privilege which refers to advantage afforded to those who are to non-racialized over persons of other racial backgrounds. It does not mean that every white person is rich, healthy, or living a lavish life. In a paper entitled "White Privilege: Unpacking the Invisible Knapsack", McIntosh (2003) lists several daily occurrences that are privileged based on race. For example, when applying for a mortgage, skin colour will not bias financial credibility when non-racialized people are applying, but it can be a significant determining factor for those of other races. Recognizing white privilege can often be conflated with feeling guilty about race, but this is not the aim. The focus on individual guilt deviates the conversation and intention of anti-racism, which is ultimately to dismantle racist structures that subjugate and discriminate against racialized people.

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Task B

Consider the words that you have highlighted. Some of the words are frequently used in many contexts and appear on the New Academic Word List so students should learn them. Others are used specifically for this context. For those words, students should be given a reference glossary. Categorize the highlighted words into the categories "learn" and "glossary."

Online tools such as the [NAWL Highlighter](#) can analyze text to identify words that are on the New Academic Word List, New General Service Word List or are Off-List. The online tool [Rewordify](#) identifies difficult vocabulary and provides simplified wording. Teachers can use this tool to quickly identify words that may be difficult for ELLs. Based on the suggestions, text can easily be modified. The simplified wording can be used to quickly generate vocabulary tasks and glossaries. Students can use this tool to support their reading comprehension.

The following is text output from Rewordify. The text in brackets is the simplified text.

A **trauma** [serious physical or emotional harm] informed approach can be used as one part of **therapeutic** [medically helpful] communication. It involves **emphasizing** [focusing on] **confidentiality** [keeping private information private], identifying the interview purpose, letting the client set the pace of the interview and shaping it based on their needs, and **engaging in** [starting/working at] **collaborative** [group/(working well together)] **intervention** [action that helps a bad situation] so that the client is in control and **empowered** [gave power to/permitted]. As you apply this approach you should always be thinking about how you can **promote** [help increase/show in a good way] safety, control, and choice for the client.

Given how **pervasive** [widespread] **trauma** [serious physical or emotional harm] is in **clinical** [medicine-based] practice, a **trauma** [serious physical or emotional harm] informed approach makes sense to **incorporate** [include/combine] into your communication and with clients. This kind of approach is especially useful because you will often not know who has experienced **trauma** [serious physical or emotional harm] or the **circumstances of** [facts or conditions that surround] their **trauma** [serious physical or emotional harm]. **Trauma** [serious physical or emotional harm] includes the

emotional **consequences** [results] of a **distressing** [upsetting] event (Centre for **Addiction** [state of being dependent on a drug] and Mental Health [CAMH], n.d.). Many circumstances [facts or conditions (that surround someone)] can lead to **trauma** [serious physical or emotional harm],including child **abuse** [very mean, unfair treatment] and neglect, sexual assault [attack] and intimate personal violence, bullying and **harassment** [teasing and threatening over and over again in a mean way], as well as events such as car **accidents** [car crashes], a death of someone close to you, natural disaster, and war.

Tips

What can you do to support ELLs with assigned readings for your course?

1. Be selective in quantity and general accessibility
   - Select the minimum number of accessible readings that are essential for your course. Additional readings can be assigned as additional readings but all assignments and testing should be based on the essential readings.
   - Assign specific sections of a chapter to read rather than the whole chapter. Chose sections that align with your specific learning objectives. Give students a specific purpose for completing the reading so they know what they are supposed to learn from the reading.
2. Provide definitions of key subject specific vocabulary
   - Identify key terminology with simply written definitions from an ELL dictionary (https://www.oxfordlearnersdictionaries.com/us/) for your subject. Alternatively, create a class collaborative dictionary. Ask students which words are unfamiliar in the readings to develop an understanding of the challenges for your typical learners.
3. Highlight text features
   - Early in your course, take some time to highlight how to navigate your course textbook. Awareness of the usefulness of features such as the table of contents, glossary, index (important words often appear both in the glossary and the index) and appendices is beneficial for ELLs. Taking a "chapter walk" with your students illustrates helpful features of a text such as chapter objectives (to help identify key concepts), headings and subheadings, text (colour, italics and bold used to indicate important words), side notes, illustrations, graphics, captions, review questions, quizzes and further readings. Focus on how these features organize the text and highlight important information.
4. Scaffold Learning
   - Provide questions based on the text that focus on key language and concepts to help ELLs understand what you want them to learn from the reading. An advance reading organizer helps ELLS prioritize important vs unimportant details and also indicates when they have missed important pieces of information. For example, if the organizer asks

them to list the four identifying features of a specific item and they can only list three, then they know that they need to re-read the passage or seek clarification from you.

5. Choose e-resources when possible
   - E-resources support the use of multiple tools that may help ELLs comprehend the text. Encourage your students to install Read Write Gold, a free toolbar. Its features include a phonetic spell checker, picture dictionary, text-to-speech, speech-to-text, translator, screen shot reader, vocabulary list builder, concept mapping, word prediction, PDF aloud, word banks, voice notation, and highlighting. With this tool, your ELLs can hear the text read aloud, find meanings of words easily and highlight key concepts.
   - Use the web app remodify.com to indicate vocabulary in a reading passage that might be challenging to comprehend, and to view accessible wording for ELLs. Encourage students to use the site to generate reading **passages with the difficult words replaced or defined** [insert link to highlighted passage] with more accessible language. Settings can be changed to view the original side by side with the same passage that has had the difficult words replaced by simplified language.

In addition to supporting ELLs, these tips increase accessibility for all learners in your class.

Put in Action

1. Pick a selection from your course readings and highlight the subject specific vocabulary that may be unknown by ELLs in your courses.
2. If there is a text glossary – check to see if these words have been defined.
3. For any words not already defined, write a simple definition. Use a learner dictionary to find definitions that are accessible for ELLs (https://www.oxfordlearnersdictionaries.com/us/) or use rewordify.com to provide simplified wording.

Task A/B Answer

The following words are the words in the passage that are not on the New General Service word list. Some of the words are frequently used in many contexts and appear on the New Academic Word List so it is helpful for students to learn them. Others are used specifically for this context. For those words, a glossary is sufficient. Drag the words into the categories "learn" and "glossary"

anti-racism, conflated, credibility, deviates, discriminate, dismantle, guilt, inequities, invisible, knapsack, lavish, non-racialized, occurrences, predicated, racialized, racism, racist subjugate, systemic, unearned, unpacking,

Learn: credibility, occurrences

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Gloss: anti-racism, conflated, deviates, discriminate, dismantle, guilt, inequities, invisible, knapsack, lavish, non-racialized, predicated, racialized, racism, racist subjugate, systemic, unearned, unpacking,

Seneca

HUMBER

ecampus
Ontario

Gloria McPherson– Seneca College | Catherine Dunn - Humber College