LEARNING TEAM STYLE GUIDE

For Learning Materials

📄 Table of Contents

Purpose

The Learning Team Style Guide provides guidance in developing educational materials that will be used across Vancouver Coastal Health (VCH), the Provincial Health Services Authority (PHSA), and Providence Health Care (PHC) sites. The guide was updated with consideration given to how to reach our learners in a clear, professional and consistent voice. This includes grammar, language, and tone.

The style guide does not cover templates for different learning materials. However, this guide does include high-level formatting standards to improve formatting consistency.

Writing Style Guidelines

Writing is a skill that takes practice. This section provides guidelines to improve readability and consistency of the learning materials. In addition, learning principles should be used to structure the content and make the materials easy to follow.

Audience

- Important considerations for writing for our audience:

    o A diverse group of health care professionals that come from many backgrounds.

    o As learners, it's important not to overwhelm them with the CST terminology that we're familiar with.

Inclusivity

- Patients selected for learning materials as a whole should reflect different genders, ethnicities and ages to represent our community and the patients served in our programs.

- Remember not to stereotype people e.g. all doctors as men, nurses as women and marriages between and man and woman

- Use gender-neutral language

- Alternate the gender of pronouns or use "they" to denote singular non-binary pronoun

Tone

- The tone of learning materials will be based on the audience, not the personality of the content author. Materials are written for the reader, not the teller.

    o Use "we," "you" and "our."

- The two most effective tones for learning materials are:

    o Conversational and personal, used to provide scenario context.

    o Instructional and directive, used for step by step instructions.

- **TIP**: For a conversational and personal tone use contractions as you would in everyday language, such as *it's, you're, that's,* and *don't*.

Concise Plain Language

- Say it with as few words as possible. A good rule of thumb is that sentences should be between 10-29 words in length and have one idea per sentence.

- Use verbs where possible, e.g. "Explain" rather than "provide an explanation."

- Don't use overly complex words or phrases when a simple one will do.

- Avoid jargon, acronyms, overused trendy words, "project speak" and clichés.

Active Voice

- Use an active voice whenever possible.

- **TIP**: In active voice, the subject of the sentence performs the action. In passive voice, the subject of the sentence has action done to it. The word 'by' next to a verb is usually a good indicator that the sentence is in passive voice.

    Example: Use the Barcode Scanner to scan the patient's wristband (active). The patient's wristband is scanned by the Barcode Scanner (passive).

Tense

For learning materials, present tense is used in most sections; however, other tenses may be more applicable for introductions and summaries.

- Future tense is appropriate when introducing what the learner will do.

- Use present tense for the teaching content as if the learner is reading as they are doing (e.g., "**The Search window opens**.", rather than, "The Search window will open.").

- Past tense is appropriate when summarizing what the learner did.

- Test the grammar to make sure it is written for the audience as they read the material. See List of Action Verbs Appendix.

- There are different present tense grammatical forms. Here are two of them:

  o Continuous: e.g. Ordering Lab Tests

    ▪ Verb ends in "ing"
    ▪ Use to describe actions or situations in progress, around the present time, but not necessarily at the moment of speaking

  o Imperative: e.g. Order Lab Tests

    ▪ Verb does not end in "ing".
    ▪ Use to tell learner to do something at the moment of speaking (Step by Step instructions)

Grammar and Spelling

- CST has adopted Canadian Institutes of Health Research (CIHR) recommendation to utilize the Canadian Oxford Dictionary spelling for words to following principles to Canadian-ize the system.

  o See the following resources: Commonly Mistaken Words Appendix

- Ensure you proofread the document for consistent verb tenses, proper sentences with correct punctuality.

A Little Grammar Lesson

There are a number of common grammar mistakes:

- Instructing the learner to click somewhere e.g. a button or tab.

- Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.

  o Incorrect preposition up e.g. when to use "in", "on", "at", and "over".
  o Although it is not grammatically wrong to end a sentence with a preposition, it is less formal. Be sure that the meaning of the preposition is clear.

● When using pronouns, make sure is clear as to which noun the pronoun is representing. Define what it is in a sentence when there is more than one nouns (the antecedent).

Word	Grammar	When it's used	Incorrect
The	definite article	Use "the" where you referring to a specific noun. The determiner "the" is also known as an article. Articles are words that define a noun as specific/definite ("the") or unspecific/indefinite ("a", "an"). Click **the** \<name\> button, icon, link Click **the** \<name\> tab	"On the" is **not** as concise
On	preposition	A preposition to refer to a position on any surface (computer screen). For pages, including online pages, always use ON. Click the Add button **on** the Orders page.	In
In	preposition	A preposition of place used to discuss an enclosed space. Used to indicate a specific location within a larger area Click **in** the Search box and type... Click the Heading **in** the Results component. Click the **Ok** button **in** the Confirmation window. Click Refresh **in** the top right corner	
At	preposition	Click the Sign button at the bottom of the page	
Over	preposition	Use over when something is covering something. Hover your mouse over	
It, Them, He, She, You, Their, Her, Him, Its, This, That, Who, Which and more	Pronouns and their antecedent	There are many different pronouns, and different types of pronouns. A pronoun represents a noun. In grammar, the meaning of the pronoun is dependent on an antecedent (or noun) it represents. When using pronouns make sure the pronoun is clear. "It", "his", "her", "them", "their" pronouns need to have the noun, the pronoun is representing, defined. When there is more than one noun using a pronoun could be ambiguous. Paul brings his dog Rex to visit patients. Rex loves to give sloppy wet kisses to the patients.	**Paul** brings his dog **Rex** to visit patients. **He** loves to give sloppy wet kisses to the patients.

Hyphenation

● Avoid hyphenation that split up a word into two lines.

- **TIP**: Turn off the hyphenation in Microsoft Word's Hyphenation settings on the Page Layout ribbon.

Formatting

This section includes a guideline for creating training materials using established templates. For more detailed instructions for specific materials, see the following references.

Brand Standards

- Brand standards have been included in the templates developed. See brand standard: https://wiki.phsa.ca/display/LEAR/Graphic+Resources

Types of Learning Material

Learning materials that are covered by this style guide include:

Templates	Links	Additional Resources
Writing Learning Materials	Link	Provides more detailed information on formatting as well as how to use required Word and Snagit functionality used in learning materials.
Classroom Workbook	Workbook Template	Workbook Template Assistant Writing Learning Materials
Key Learning Review	Link to template	
Sign in Sheet	Link to template	
CST Cerner Help topics	Link to template	Instructions for Using the Template Writing Help Topics video to use the template Writing Learning Materials
CST Cerner eLearning Modules	Link to template	
PowerPoint Presentations		

See Template Formatting Styles.

Bold, Italics and Underline

Bold

- Use **bold** to emphasize the part of the screen (e.g., application, button, window, name of a PowerPlan).

- Use bold to emphasize a word, such as "not"

Italics

- Use italics to indicate the exact information a learner needs to type into the system, e.g. Type *38.4*

Underline

- Only use underline for hyperlinks as most identify underlined text as a link and not as part of text that require audience to pay special attention to.

Headings and Subheadings

- Use the correct styles for the template

- Capitalize all "major" words (nouns, verbs, adjectives, adverbs, and pronouns) in the title/heading, including the second part of hyphenated major words (e.g., Self-Report not Self-report); and

- Use lowercase only for "minor" words of three letters or fewer such as

    o Conjunctions (words like and, or, nor, and but)
    o Articles (the words a, an, and the)
    o Prepositions (words like as, at, by, for, in, of, on, per, and to),

    With the exception of the first word in a title or subtitle

Use of Ampersand (&)

Use "and" whenever possible. Ampersands may be used in online titles and headings where it is necessary to save space. Ampersand is to be used if it is seen in CST Cerner, e.g. Interactive View and I&O.

Date and Numbers Formatting

Date & Time

- Format for date/time is aligned with provincial standards and consistent to the format commonly used in Canadian health care settings.

Date Display	dd-Mmm- yyyy	Eg. 20-Dec-2019
Time Display	hh:mm:ss	Eg. 16:45:10

Numbers and Measurements

- Spell out numbers under ten, and use figures for those 10 and above.

  Exceptions:

  o The number is part of a title.
  o The number is an age
  o The number is a measurement

- When referring to two numbers, spell out the first number and use figures for the second number e.g. there are four 8 hour shifts.

- Numbers should be spelled out at the beginning of a sentence.

- Numbers with more than three digits should have a comma per three digits e.g. 1,300 or 2,054,000.

- Use a space between the numeric value and the unit of measure. For example: 20 kg, 25 cm

- If a number is large and round, it can written as a words e.g. "a million members" or "six thousand people."

- Use International System of Units for mass, length, time and amount of substance.

- Only use units on the approved Units of Measure Code Set by the Med Management Team. DO NOT USE the Apothecary or Imperial units of measure, for example: inches, foot, yard, ounce, tablespoon, pound, gallon, fluid dram

Use of i.e. and e.g.

- Use "i.e." to say "that is" or "in other words." Use the abbreviation "i.e." when you want to add on to the first part of a sentence and give the reader more information. The information should explain the first part of the sentence in more detail so the reader understands it better.

- Means "for example". It can be pronounced as "e.g." or "for example":

Lists

Bulleted or numbered lists can help with readability. Lists can be either long or short, but should follow a parallel structure.

> **NOTES**:
> - Bulleted lists indicate everything is of equal importance
>
> - Numbered lists indicate order, chronology or relative importance

Lists Used in Step by Step Instructions

- Consider using a heading to help learners find instructions quickly. Use the heading to tell learners what the instructions will help them do.

- Each action is a new step. It's OK to combine short steps that occur in the same place on the same screen.

- Consider using annotated screen shots to indicate the order of actions

- Use complete sentences with punctuation.

- Use imperative verb forms

Lists: Case and Punctuation

- **Lists involving full sentences**

  o Upper case letters to start the bullet points
  o Use proper sentence punctuation.
  o Steps should be sentences with periods.

- **Lists involving sentence fragments**

Bulleted lists do not need to be sentences. When a bullet is a sentence fragmented do not use periods. When sentences are used in a bullet, the bullet should have the correct punctuation.

- o Upper case letters to start the bullet points
- o Do not use periods with bulleted/numbered items when the bullets are fragments.
- o Each fragmented sentence should use the same grammar that works with the leading paragraph.

Use List Styles in Templates

Use lists styles in Workbook and Help topic templates.

- **BodyBullet1** – use for regular text bullets

1. **Step1Number** – use for each consecutive step. It is automatically numbered.

   - **Step1Bullet**– use for different options within the numbered step (indents under Step1Number)

     - o **Step3Bullet** – use for sub steps when order is not important (indents under Step2Bullet or Step2Letter)

2. **Step1Number** – use for each consecutive step. It is automatically numbered.

   a. **Step2Letter** – use for sub steps **when order is important** (indents under Step1Number)

   b. **Step2Letter**

     - o **Step3Bullet** – use for sub points (indents under Step2Bullet or Step2Letter)

       ▪ Step4Bullet - use for sub points (indents under Step3Bullet)

Images and Screenshots

Screen shots should be as readable as possible. See the document xxx for detailed instructions on capturing good quality screenshots.

Inline Images

- When advising user to click on an iconic button, use both an image of the button and use the proper name for the button or icon to conform with guides for visual impairment.

  Eg. Click the **Orders for Signature** button to review and sign the order.

Capture Larger Screenshots

- Use Snagit to capture screenshots.

- Use monitor with the highest screen resolution, full monitors rather than laptops. This maximizes visibility.

- Resize window, column width to maximize visibility by reducing white space.

- Crop the screenshot in Snagit, not in the Word document. This will prevent the image from being resize when imported to CST Cerner Help.

- Resize as necessary in Word. This allows the image to be made larger in CST Cerner Help to improve visibility.

- If you need to save the image, save as PNG - Word templates automatically use this setting.

- Do not format images and screenshots (e.g. no boarders, drop shadows).

- Do not use screen shots that include any kind of trademark names, cartoon names or other inappropriate context.

- Do not use screenshots of real patient data or test patient data that may be disrespectful.

Annotate Step by Step Screenshots

- Use the default red circle (Step) in Snagit with the step number (1 2 3) or letter (a b c) for any areas that correspond with the steps explained in the content.

- Use Snagit default red box or red arrow to highlight the featured elements in a screen shot. Boxes should **not** be created in Word.

- Avoid using more than 4 boxes on one screenshot

- Locate the screenshot after the step(s) that are indicated in the image

Image with Legend

A screen shot can provide an overview of a screen. Do not use when the learner needs to follow step by step instructions

- Annotate the screenshot with upper case letters in red squares

- Include a table that lists the Upper case letters in the first column and the description in the second column. Descriptions can be full sentences, or simply the name of the part indicated.

TIP: See Using the Workbook Template for examples.

Note Boxes and Warning Boxes

● Use Note boxes to specifically add detail or exceptions to a step. Multiple points and images can be placed in a Note box.

● You can copy and paste a Note or Warning box from applicable templates
Consider where the box is best placed so it does not interfere with the learner going through step by step instructions.

● When there are multiple notes or points for a warning, use bullets to list the notes.

● Avoid listing too much information in a note box, try not to exceed five bullets. Instead, consider referring to a different section that provides more information.

> **NOTE**: Place screenshots after a soft return (press SHIFT and ENTER together). This will ensure that the screenshot is aligned with the text it demonstrates.

● Use Warning boxes to caution the learner about something.

> **WARNING**:
> ● Avoid manual adjustments – for example changing indents by dragging the ruler tools or clicking the toolbar icons for the best conversion to html format.

CST Cerner and Medical Terms

● Use consistent terminology when identifying parts of CST Cerner. See glossary on CIS Help and CST Cerner Terminology Appendix and Commonly Misspelled Words for reference.

Capitalization

● When referring to parts of CST Cerner (e.g. buttons, tabs, orders), match case to what's seen in CST Cerner. These are proper nouns which are always capitalized.

Acronyms & Abbreviations

Abbreviations and acronyms (abbreviations that are pronounced as words) can slow the reader down and cause confusion, so use them sparingly.

- **TIP:** Consider that most learners will not remember the acronym, and could already be faced with cognitive overload.

- Use acceptable acronyms, but keep in mind that our materials are used for people who are new to our organization(s). See the acceptable Acronyms: http://our.healthbc.org/sites/AAS/SitePages/Home.aspx

- Avoid using abbreviations for CST Cerner Terms, e.g. MPTL, especially when the term is just used a few times in the material.

- When you need to use abbreviations, spell out the full name and put the acronym in brackets immediately following the full version in the text. The acronym can be used on the same page for additional occurrences on that page only to avoid learners from having to memorize too much at once.

Use CST Cerner Technical Terms

CST Cerner uses many terms that will be new to a new user. Over time, these terms will become widely understood, but before that happens, they can be confusing to people who aren't familiar with them.

- Use technical terms consistently, between audiences and learning materials.

- Look up the correct approved term to use

  o Glossary on CST Cerner Help

  o CST Cerner Terminology Appendix

  o Words to avoid Appendix

Bold without Quotation Marks

- Do not use quotation marks around button or other parts of the screen (e.g. Click "Sign").

- Do not use quotation marks when instructing learners to type into CST Cerner.

Use of Ellipsis (…)

If a button or other part of Cerner ends with a colon or an ellipsis, don't include the ellipsis in the instruction (e.g. Search…). The ellipsis is distracting to the learner when reading text.

When Requiring Learners to Type into CST Cerner

- When instructing learners to input, use bold and italics to identify what they should type.

- Using the action word "Type" can help the learner shift from focusing on the keyboard instead of the mouse and to avoid confusion with the Enter key on the keyboard. E.g. Type ***patient refused medication*** and then press the **Enter** key on your keyboard.

- Using the action word "Enter" can be used when entering a number of different fields.

- Since learners often type exactly what you indicate:

  o Do not use an equal sign
  o Do not use quotation marks around what should be typed.
  o Do not include punctuation i.e. a period, unless it is part of what the learner should type.

- When listing what needs to be entered in different fields, format the text so that the user input appears on a new line(s), beside the field name and a colon. e.g.

  o Temperature: ***38.4***

- Do not use chevron brackets (>) between items to click, except for one page summary cheat sheets.

Appendixes

Appendix: CST Cerner Terminology
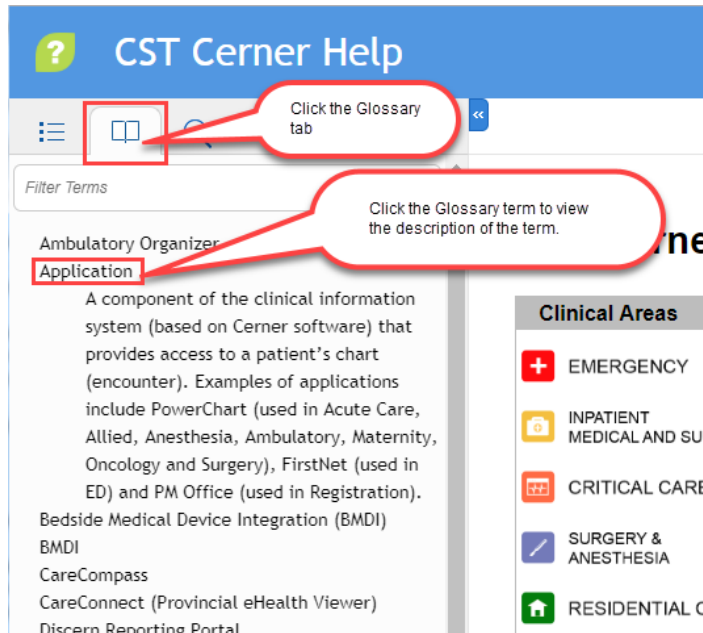
See **Glossary** on CST Cerner Help for a glossary of approved terms to use. These are terms that learners will see.

Refer to CST Cerner Help for the correct names of CST Cerner Icons:

Allergies Icons	Medication Administration Wizard (MAW) Icons
CareCompass Icons	Message Centre Toolbar Icons
Clinical Leader Organizer (CLO) Icons	Multi-Patient Task List (MPTL) Icons
Clinical Leader Organizer (CLO) Icons and Indicators	Patient List Toolbar Icons
ED Tracking Shell Icons	Perioperative Tracking Alert Icons
ED LaunchPoint Icons	PowerPlan Icons
Interactive View and I&O (IView) Icons	PowerPlan Icons (Pharmacy)
Flowsheet Toolbar Icons	PowerOrders Toolbar / Orders Icons
Maternity Tracking Shell Icons	Results Review Icons
Medication Order Buttons and Icons	Single Patient Task List (SPTL) Icons
Medication Reconciliation Icons	Workflow Pages Icons
Medication Administration Record (MAR) Icons	

Detailed List of CST Cerner Terms

Term	Description	Example
Button	Anything that a user can click on	Click on Patient List button to view assigned patients.
Icon	Symbols identifying something, may be a button with a graphic representation	Click on the icon to expand your search
System	avoid using "system"	Use CST Cerner or application name e.g. PowerChart, FirstNet, PM Office
Applications	Cerner programs; Use the application name as much as possible	FirstNet, PowerChart, PM Office, etc.
Application Views	A window within an application	CareCompass, Tracking Shells, ED Launchpoint, Clinical Leader Organizer
Patient Chart	this is equal to a single encounter	
Banner Bar	Bar at the top of a patient's chart that displays specific information about the patient and about the encounter	
Toolbar		
Menu	Navigation bar (TOC) located in the patient chart Used to access different pages such as Orders, Results Review	
Menu pages	Pages in the patient chart	Orders, MAR, Results Review,
Workflow tabs		
Summary tabs		

Term	Description	Example
Components	Sections within a Workflow or Summary mPage. Do not use the term mPage in the learning materials.	
Component lists	Navigation bar used to navigate to different components within the Workflow mPages) Do not use the term mPage in the learning materials.	
Component heading	Navigates from the Workflow or Summary page to the appropriate section of the patient's chart to view or add information	Click the Labs component heading to navigate to Results Review
Orders		
Orders page	A menu page	
Add Order window	The window that opens when a user clicks Add from the Orders menu or page. The term scratch pad is used inconsistently for some roles but does not appear anywhere	
Order sentence		
Details pane	Expandable pane to enter information about an order, not contained in the order sentence	
Details pane Expand and collapse arrows		
Orders for Signature button		
Orders for Signature icon		
PowerPlans	Order Sets	

Term	Description	Example
Quick Orders	Summary Menu page or tab, designed for specific roles	
Category	Boxes in quick orders e.g Medications	
Folder	Each of the rows within categories of a Quick Order	
PowerForms	Electronic forms used to document a collection of information concerning a patient, e.g. Discharge Planning Assessment, Surgical Assessment PowerForm, and Oncology Comprehensive Intake PowerForms	
MAR	Stands for Medication Administration Record. A Menu page in the patient's chart. It displays medications to be administered as well as those that have been administered.	
Interactive View and I&O	can use iView when referring to it multiple times under the same heading	
Bands		
Sections		
Activate		

Appendix: Words to Avoid (and Cerner Jargon)

Avoid Using	Details	Preferred Term
Hamburger	icon to access additional options	
Pizza box	icon for PowerPlans	PowerPlan icon
mPage		Workflow tab or Summary tab

eMAR	Not used or seen by learners MAR (Medication Administration record)	MAR
Cerner Cerner Millennium CIS CST	Name of the system	CST Cerner
PharmNet (Cerner)	confusion with provincial PharmaNet.	Pharmacy applications
Scratch pad	Used inconsistently to mean different things. Usually refers to the Add Order (search) window or the Order Details pane. It has also referred to the Orders page. These are totally different windows, which are used at different points while completing the same task. Terms like this cause confusion as they are hard to remember when a user never sees the term on the screen.	Refer to the screen for cues of what the screen, window or pane is called Orders Details pane
Order Profile	Is used to name a number of different windows, but is usually the terms used for providers identifying the Orders Menu page. It is sometimes refers to the Orders for Signature page that providers use to review the orders before signing them. Refer to the screen as it appears to avoid confusion with the learner.	Refer to the screen for cues of what the screen, window or pane is called Orders Orders for Signature

Appendix: Template Formatting Styles

Name of Style		Where its used		
		Workbooks	Help Topics	Attributes
Heading 1		No linked to Workbook Title	No	Arial 22pts Bold
Heading 2		No linked to Scenario	Yes	Arial 18pts Bold
Heading 3		No linked to Activity, Introduction	Yes	Arial 15pts (Heading 3)
Heading 4	Heading for section	Yes will not display in TOC linked to View Only	Yes	Arial 11pts Bold (Normal, 10pts before and 12pts after spacing)
Body text	Body	Yes	Yes	Arial 11 pts (Normal, multiple 1.15, space after 12pt)
Workbook Title	Based on Heading 1	Title of Workbook(s)	No	Arial 22pts Bold, left indent
TOC Title	Table of Contents heading, Based on Heading 2	Yes	No	Arial 15pts;Green picture bullet

Name of Style		Where its used		Attributes
		Workbooks	Help Topics	
Introduction	Based on Heading 3	Self-Guided and Train Domain headings	No	Arial 15pts; Pink road sign bullet (Level 3 of TOC) TEXT
Scenario	Based on Heading 2	Patient Scenario Heading	No	Arial 15pts; Black action board bullet (Level 2 of TOC) Text
Activity	Based on Heading 3	Activity Heading and End of Workbook	No	Arial 15pts; Pink puzzle bullet (Level 3 of TOC) Text
View Only	Based on Heading 4	Used to graphically indicate a section that is not part of step by step instructions	No	Arial 11pts Bold (Normal, 10pts before and 12pts after spacing) Text
Key Learning	Key learning points	Yes	No	Arial 13 pts Bold, Orange key bullet (Body text) Text
Bullet Green	Green bullets	Learning objectives; scenario outline	No	Arial 11pts; Green box bullet (Body text, indent level 1, after space 12pts,) text
Step1Number	Step by step instructions	Yes	Yes	Arial 11 pts (indent level 1, after space 12pts, style-1,2,3) 1.
Step2Bullet	Sub points listed under a step	Yes	Yes	Arial 11 pts (indent level 2, after space 12pts, style-bullet)

Name of Style		Where its used		
		Workbooks	Help Topics	Attributes
				●
Step2Letter	Sub step with an order	Yes	Yes	Arial 11 pts (indent level 2, after space 12pts, style-a,b,c) a.
Step3Bullet	Points under sub step	Yes	Yes	Arial 11 pts (indent level 3, after space 12pts,no spacing when followed by same style, style-bullet) o
Step4Bullet	Points under sub step	Yes	Yes	Arial 11 pts (indent level 4, after space 12pts, no spacing when followed by same style, style-bullet) ▪ Text
LegendLetter	List with upper case letters used in legend table	Yes	Yes	Arial 11 pts, (indent level 4, after space 12pts) A
BodyBullet1	Used in Note and Warning boxes when there are multiple points Used for general points outside of step by step instructions	Yes	Yes Related Topics, Positions, Key Words Multiple notes	Arial 11 pts (indent level 1, after space 12pts, style-bullet) ●

Name of Style		Where its used		
		Workbooks	Help Topics	Attributes
BodyBullet2	Indented under body bullet 1 (not part of step by step instructions)	Yes	Yes	Arial 11 pts (indent level 2, after space 12pts, no spacing when followed by same style, style-bullet) ○
BodyBullet3	Indented under body bullet 2 (not part of step by step instructions)	Yes	Yes	Arial 11 pts (indent level 3, after space 12pts, no spacing when followed by same style, style-bullet) ▪
Table Heading	Based on Table text. Used in tables for heading row(s)	Yes	Yes	Arial 11pt (bold, .2cm left indent, 6pt before and after spacing) **LEGEND**
Table Text	Used in tables. Indents text from table border	Yes	Yes	Arial 11pt, (.2cm left indent, 4pt before after spacing) Locations.
Proficiency	Used at the beginning of the Key Learning Review	Used in Key Learning Review	No	Arial 15 pts, Green paper bullet, Heading 2
TOC Title		Yes	No	📄 TEXT

Appendix: Action Verb List

Verb	Description	Example
Enter or type	Information being documented; avoid using "capture"	RN enters the vitals in iView.
Click	A single click on the dominant button (left-click default). Use on applying the action on pressing a button or icon. Use click instead of press.	Click on iView to begin documenting
Double-click	Two clicks	
Right-click	Click on the right mouse (non-dominant) button. Displays a context sensitive pop-up menu	
Select	Select from a drop-down menu, list of options or checkboxes	
Launch, Start	starting up an application	ED Provider launches FirstNet.
Navigate	Go to a specific page. Can be used when there may be different ways to get to a page and the learner has been taught to get to the page.	Navigate to Multi-Patient Task List
Explore, Review	Can be used for an activity that involves exploring a screen or reviewing information.	Explore the icons by hovering your mouse over them.
Open	A window opens. Helps to make user aware that a pop-up or dialogue box has opened on top of the screen they were viewing.	Open the patient's chart. The Add Order window opens.
Display, Appear	A new page, part of a page, or data that displays on the page	MAR Summary displays the medication documented
Order	A directive placed by practitioners to plan or initiate types of care required for a patient	ED Provider places order to transfer patient to oncology unit.
Plan order	Placing an order for provider to review by pressing Sign after selecting order	ED Provider places a planned medication order

Verb	Description	Example
Initiate order	An order is ready to be performed or dispensed, press Initiate to begin.	PAC RN initiates ANES Anesthesia Adult Perioperative Phased on Order screen
Perform	to execute a particular task	ED RN performs treatment on patient
Verify	to make sure information or result is accurate	PAC RN reviews Perioperative Summary mPage
Modify	making partial or minor changes to something	Pain Service MD modifies orders, as necessary
Transfer	Moving from one part of the facility to another	OR Circulator transfers patient to OR
Discharge	Moving from one part of the facility to home or to community care	The patient was discharged after 36 hours of hospitalization.
Complete	completing a document	PAC RN assesses patient and completes patient and/or family education
Retrieve	get or bring back something or someone	PAC RN retrieves patient from the waiting area
Connect	connecting to either a device or another system	OB RN physically connects the patient to the monitor

Appendix: Commonly Misspelled Words

The *Oxford Canadian Dictionary* and *The Canadian Press Caps and Spelling* are the go-to sources to check spelling. If the two resources differ, go with *Caps and Spelling*.

- accommodation
- acknowledgment
- adviser (not advisor)
- a lot (not alot)
- benefited (not benefitted)
- cellphone (not cell phone or cell-phone)
- centre (not center)
- commitment
- consensus
- cooperation (not co-operation)
- cooperative (not co-operative)
- coordinator (not co-ordinator)
- counsellor (not counselor)
- dietitian (not dietician)
- email (not e-mail)
- full-time
- in-depth
- inquiry (not enquiry)
- liaison
- non-profit
- Use "z" not "s" in verbs.
  Example: theorized, apologized, and capitalized.

- occasion
- occurrence
- online (not on line or on-line)
- organize
- organization
- part-time
- per cent (not percent)
- program (not programme"
- province-wide
- separate
- supersede
- travelling
- useable
- webcast
- web page
- website
- workforce
- workload
- workplace

"Our" Rule

For words of more than one syllable where the "u" is not pronounced, Canadian Press has adopted the "our" spelling as the standard. Here's a quick reference of the "our" words:

armour	favourable	honourable BUT honorary
behaviour	flavour	humour BUT humorous
colour	harbour	labour BUT laborious
demeanour	honour	odour BUT odorous
endeavour	neighbour	rigour BUT rigorous
favour	rumour	vapour BUT vaporous
favourite	saviour	vigour BUT vigorous

The Double "L"

The following is a list of common double "l" words that can challenge even the best spellers:

counsel	counselled	counselling
signal	signalled	signalling
enrol	enrolled	enrolment
total	totalled	totalling
install	instalment	installation

Commonly Confused Words

Accept	Except
Accept is a verb that means to receive, admit or say yes. *He was accepted into university.*	Except means excluding. *We all ran a mile, except Katie.*
Affect	**Effect**
Use affect to mean act upon or influence. It is usually a verb. *My decision to move across the country affected my family.*	Use effect to mean cause, make possible, accomplish or complete. It is usually a noun. *The medication had an undesirable effect.*
Assure	**Insure**
Assure is used with reference to setting people's minds at ease. *My mom assured me.*	Insure is used in the business sense of guaranteeing against risk. *I am insured in case of an accident.*
	Ensure
	Ensure is used in other senses. *The communications policies ensure compliance*

Compose Compose is to make or create by putting together	**Comprise** Comprise means consisting of.
Counsel verb counsel	**Council** Noun city council
Dependant **noun**	**Dependent** (adjective)
Discreet Discreet means tactful or unobtrusive. *She made a discreet noise.*	**Discrete** Discrete refers to something being distinct or separate. *Each discrete unit must be examined*
Follow up Verb	**Follow-up** (noun or adjective)
Further Farther refers to physical distance. *Let's go farther away.*	**Farther** Further refers to degree, quantity or time. *After further discussion, a plan was developed.*
Fewer If you can count it, use fewer. *fewer physicians, fewer applicants*	**Less** If you can't count it, use less. *less money, less risk*
Its Its is a possessive pronoun. *The cat licked its belly.*	**it's** It's is a contraction of "it is." *It's hot today.*
License Use license as a verb. *I am looking for information about licensing.*	**Licence** Use licence as a noun. *My driver's licence was suspended.*
Practice Use practise as a verb. *Dr. Smith practises medicine in Burnaby.*	**Practice** Use practice as a noun. *I set up my therapy practice last year.*
That Use that when the clause is essential to the meaning of the sentence. *Restaurants that are in the west end are cheapest.*	**Which** Use which set off with commas for clauses that are not essential to meaning. *The restaurant, which opened in 2013, burned to the ground.*

Who	Whom
Who is used when you're referring to a subject, or when it would replace he, she or they.	Whom is used when you're referring to an object, or when it would replace him, her or them.
Who made the request?	*You were speaking with whom? (The answer would be him, her or them, so **whom** is correct.)*
*(The answer would be he, she or they, so **who** is correct.)*	