Basic Writing Skills for Survey Staff
Welcome

The Basic Writing Skills for Survey Staff (BWS) course is a review course in the surveyor curriculum. It is designed to provide an opportunity for surveyors to review proper writing techniques and practice application of those skills while documenting statements that can be used in citations.

The course is beneficial for new surveyors to complete during their State Survey Agency (SA) orientation, as well as for experienced surveyors to review on an annual or as needed basis.
Course Syllabus

Mission Statement

The mission of the Department of Health and Human Services (HHS) is to protect the health of all Americans and provide essential human services, especially for those who are least able to help themselves.

Background

The Basic Writing Skills for Survey Staff (BWS) course provides an opportunity for survey staff to review proper writing techniques and practice application of those skills while documenting statements that can be used in citations. The course is beneficial for new surveyors to complete during their State Survey Agency (SA) orientation, as well as for experienced surveyors to review on an annual or as needed basis.

Course Goal

Surveyors will demonstrate the proper use of grammar, punctuation, voice, and plain language consistent with the Principles of Documentation (POD).

Course Description

The Basic Writing Skills for Survey Staff (BWS) course provides an opportunity for surveyors to review and apply correct language and effective writing techniques when composing defensible statements in Form CMS-2567.

The course takes approximately 1.0 hour to complete and is offered as self-paced, web-based training. Once enrolled, the learner will have 30 days to complete the course.

Audience

The targeted audience for the Basic Writing Skills for Survey Staff (BWS) course includes all surveyors who are responsible for composing Form CMS-2567 content.

Course Objective

At the conclusion of this training, the surveyor will be able to identify the proper use of grammar, punctuation, voice, and plain language consistent with the Principles of Documentation (POD) with 85 percent accuracy.

Module and Lesson Outline

The Basic Writing Skills for Survey Staff (BWS) course has one learning module. The following provides an outline of the module and lesson that the learner will complete in this course.

Module 1: Basic Writing Skills for Survey Staff

- Lesson 1—Basic Writing Skills for Survey Staff
Course Design
In order to successfully complete this course, learners must complete all of the required components within each module and pass the Post-Test with a minimum score of 85 percent. The required course components are:

- Course Pre-Test
- Learning module with lesson and knowledge check questions
- Course Post-Test
- Course Evaluation

Online Course Progression
Each module in the PODLA/LTC course contains two or more lessons. From the Surveyor Training Website (STW), learners will select Principles of Documentation Learning Activity—Long Term Care (PODLA/LTC) and then select the Launch the Course button to begin. Each module is listed as a separate menu item within the course.

It is recommended that learners complete the modules in the order they appear. Once a module is selected, learners will progress through each lesson within the module as designated on the Module Menu frame.

Upon completion of each module, learners may exit and select the next module from the STW website.

The first task is to complete the course Pre-Test. Follow the course progression guidelines below:

- Do not study for the Pre-Test.
- After completing the Pre-Test, select the link for the course.
- Participants scoring 85 percent or higher on the Pre-Test may opt out of the course.

Participants who score 85 percent or higher on the Pre-Test are not required to complete the course.

Post-Test
Upon completion of both modules, learners will be able to take the course Post-Test.

Details about the Post-Test are provided below:

- The Post-Test is an open-book exam.
- Learners are allowed three attempts to pass the exam during the month they are enrolled.
- If the learner does not pass the exam with a minimum score of 85 percent on the first try, they may choose from the following options:
  - Take a break.
  - Review the lessons, knowledge check questions, and resource materials again.
  - Engage in additional self-study, as needed.
  - Talk with their Training Coordinator or supervisor to arrange time to review the material.
  - Retake the exam, when ready, up to two additional times during the enrollment month.
- If learners do not successfully pass the Post-Test within three attempts, they may enroll again and repeat the entire course.
Learners should contact the Help Desk if they encounter any technical problems.

**Estimated Contact Time (To Complete the Online Course)**

Estimated contact time (often referred to as “seat time”) refers to the amount of time the average learner would require to complete all of the course content and any other online activities. A seat time of approximately 1.0 hour is estimated for this online course.

**Learner Participation**

In addition to reviewing the self-paced content in the course, learners will be prompted to participate in the instruction by responding to knowledge check questions, completing exercises, and accessing additional information through hyperlinks.

**Knowledge Checks**

Knowledge check questions are a type of interaction presented throughout each lesson. They help learners assess whether or not they have met the learning objectives for that lesson. After answering a knowledge check question, learners will be provided with immediate feedback regarding the accuracy of their response.

For correct responses, learners will be told that the response is correct and given the reason why. For incorrect responses, learners will be told that the response is incorrect and will be given the correct answer(s).

**Continuing Education Units (CEU)**

CMS is authorized to issue 2.7 Continuing Education Units (CEU) for this course.

- You must:
- Take the pre-test.
- Complete all the learning modules.
- Pass the post-test with a score of 85 per cent or higher.
- Complete the course evaluation.

You will be able to print your certificate from the LMS shortly following successful completion of the post-test.
Course Structure

In order to successfully complete this course, learners must complete all of the required components and pass the course Post-Test with a minimum score of 85 percent. Required components include:

• Course Pre-Test
• Module 1
• Course Post-Test
• Course Evaluation

Learners scoring 85 percent or higher on the Pre-Test may opt out of the course. Learners not scoring 85 percent or higher are required to complete the course.
Course Completion

In order to successfully complete this course, you must complete Module 1 and pass the course Post-Test with a minimum score of 85 percent.

If you score less than 85 percent on the first attempt, you may retake the Post-Test up to two more times.

After completing the Post-Test, you must complete the course evaluation form.
Copyright

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Accessibility

Every attempt has been made to make this course material accessible for the disabled. With that in mind, here are several resources to accommodate particular disabilities.

For Hearing Disabilities:

All course files that contain audio are also accompanied by Closed Captioning or another text alternative.

For Visual or Mobility Disabilities:

The course files are HTML5-based. For disabilities that require a screen reader, we have created a duplicate of the entire course in a PDF that works well with screen readers.
Resources

On this page, you will find information about resources referenced in the course. Links to web sites will open in a new browser window. To exit the Resources document and return to the course, simply close the tab on your browser window.

Appendix A—State Operations Manual (SOM) Survey Protocol, Regulations and Interpretive Guidelines for Hospitals

Exhibit 7A, Principles of Documentation

Exhibits Table of Contents, Medicare State Operations Manual, Chapter 9

State Operations Manual (SOM) 100-07

State Operations Manual Chapter 5 – Complaint Procedures

Statement of Deficiencies and Plan of Correction, Form CMS-2567

Medicare State Operations Manual (SOM) Appendix

Survey & Certification – General Information

Surveyor Notes Worksheet, CMS-807
# Glossary

The following terms are used in the *Basic Writing Skills for Survey Staff* course. You can access the Department of Health & Human Services (DHHS) Centers for Medicare & Medicaid Services (CMS) website to view the definitions of common acronyms.

### A

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acronym</td>
<td>An abbreviation formed from initial letters.</td>
</tr>
<tr>
<td>Action Verbs</td>
<td>A verb that expresses action.</td>
</tr>
<tr>
<td>Active Voice</td>
<td>One of the two “voices” (see also passive voice) of verbs. When the verb of a sentence is in active voice, the subject is doing the acting.</td>
</tr>
</tbody>
</table>

### B

### C

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers for Medicare &amp; Medicaid Services</td>
<td>A Federal agency within the Department of Health &amp; Human Services (DHHS) that administers the Federal Medicare program and works in partnership with state governments to administer Medicaid.</td>
</tr>
<tr>
<td>CfC</td>
<td>Condition for Coverage</td>
</tr>
<tr>
<td>CFR</td>
<td>Code of Federal Regulations</td>
</tr>
<tr>
<td>CLIA</td>
<td>Clinical Laboratory Improvement Amendments</td>
</tr>
<tr>
<td>CMS</td>
<td>Centers for Medicare &amp; Medicaid Services</td>
</tr>
<tr>
<td>Coach</td>
<td>Someone who helps someone else (a new surveyor) learn something that he or she would not have learned very well, learned slowly, or not at all if left alone.</td>
</tr>
<tr>
<td>Code of Federal Regulations</td>
<td>This is a codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal government. It is divided into 50 titles that represent broad areas subject to Federal regulation.</td>
</tr>
<tr>
<td>Conditions for Coverage</td>
<td>CMS develops Conditions for Coverage (CfC) that health care organizations must meet in order to begin and continue participating in the Medicare and Medicaid programs. These health and safety standards are the foundation for improving quality and protecting the health and safety of beneficiaries.</td>
</tr>
<tr>
<td>Conditions of Participation</td>
<td>Minimum health and safety standards that providers and suppliers must meet in order to be Medicare and Medicaid-certified and receive Medicare reimbursement.</td>
</tr>
</tbody>
</table>
CoP  Condition of Participation

**D**

Data Tag  A component of the State Operations Manual (SOM) Quality Review checklist that verifies the tag contains a Code of Federal Regulations (CFR)/Life Safety Code (LSC)/Clinical Laboratory Improvement Amendments (CLIA) requirement and a statement that the requirement is “Not Met.”

Deficient  This is a term used for not having enough of something that is important or necessary; not good enough; or not as good as others.

Deficiency Citation  A deficiency citation consists of (A) a regulatory reference, (B) a deficient practice statement, and (C) relevant findings.

Deficient Practice Statement  The statement of deficient practice is one component of the evidence. It includes: 1. The specific action(s), error(s), or lack of action (deficient practice); 2. Outcome(s) relative to the deficient practice, when possible; 3. A description of the extent of the deficient practice or the number of deficient cases relative to the total number of such cases; 4. The identifier of the individuals or situations referenced in the extent of the deficient practice; and 5. The source(s) of the information through which the evidence was obtained.

DPS  Deficient Practice Statement

**E**

e-CFR  Electronic Code of Federal Regulations

Evidence  Something that furnishes proof or as testimony; something legally submitted to a tribunal to ascertain the truth of a matter.

**F**

Facility  This is something, such as a hospital, that is built, installed, or established to serve a particular designated purpose.

Fact  A known occurrence; something known to exist or have happened.

Findings  Facts that support or illustrate an entity’s noncompliance with a requirement.

Form CMS-2567  This form is titled Statement of Deficiencies and Plan of Correction. It is the record of the survey wherein the survey team documents and justifies its determination of compliance and informs the provider or supplier of its state of compliance with the requirements for participation in Federal programs.
<table>
<thead>
<tr>
<th>Letter</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Generality</td>
<td>General information followed by specific details.</td>
</tr>
<tr>
<td>H</td>
<td>Homonyms</td>
<td>Words that are spelled and pronounced like one another but are different in meaning.</td>
</tr>
<tr>
<td>I</td>
<td>Identifiers</td>
<td>Names that identify a unique object, class of objects, or persons.</td>
</tr>
<tr>
<td></td>
<td>Inference</td>
<td>A conclusion or opinion that is formed because of known facts or evidence.</td>
</tr>
<tr>
<td>J</td>
<td>Jargon</td>
<td>Technical terminology or characteristic idiom of a special activity or group.</td>
</tr>
<tr>
<td>K</td>
<td>LSC</td>
<td>Life Safety Code</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>O</td>
<td>Outcome</td>
<td>This is a result of performance (or nonperformance) of a function or process and is one of three categories of Federal requirements for CMS participation or coverage.</td>
</tr>
<tr>
<td>P</td>
<td>Passive Voice</td>
<td>One of the two “voices” (see also active voice) of verbs. When the verb of a sentence is in passive voice, the subject does not act, but is the object or receiver of the action.</td>
</tr>
<tr>
<td></td>
<td>Plain language</td>
<td>Writing in a clear, concise manner to improve reader comprehension and surveyor credibility.</td>
</tr>
<tr>
<td></td>
<td>Plan of Correction</td>
<td>One column in Form CMS-2567 for statements reflecting the facility’s plan to correct the deficiencies cited and the anticipated time of correction.</td>
</tr>
<tr>
<td>POC</td>
<td>Plan of Correction</td>
<td>Plan of Correction</td>
</tr>
<tr>
<td>POD</td>
<td>Principles of Documentation</td>
<td></td>
</tr>
<tr>
<td>P&amp;P</td>
<td>Policy and Procedure</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td></td>
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<tr>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td>Process</td>
<td>This will outline a goal-directed, interrelated series of actions, events, mechanisms, or steps and is one of three categories of Federal requirements for CMS participation or coverage.</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>Quality review A systematic review of a deficiency citation to ensure it is understandable, defensible, and includes the required components.</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Redundancy Excessive wordiness or needless repetition of words, phrases, or ideas.</td>
<td></td>
</tr>
<tr>
<td>Regional Offices</td>
<td>CMS has ten Regional Offices (RO) located throughout the United States that are responsible for assuring that health care providers and suppliers participating in the Medicare, Medicaid, and Clinical Laboratory Improvement Amendment (CLIA) programs meet applicable Federal requirements.</td>
<td></td>
</tr>
<tr>
<td>Regulation</td>
<td>A law, rule, or other order prescribed by authority, especially to regulate conduct.</td>
<td></td>
</tr>
<tr>
<td>Regulatory reference</td>
<td>Includes the following components: 1. A survey data tag number; 2. The CFR or LSC reference; 3. The language from that reference which specifies the aspect(s) of the requirement with which the entity was noncompliant; and 4. An explicit statement that the requirement was “NOT MET.”</td>
<td></td>
</tr>
<tr>
<td>Relevant</td>
<td>Facts or observations that tend to prove or disprove the subject at hand or that relate to a subject in an appropriate way.</td>
<td></td>
</tr>
<tr>
<td>RO</td>
<td>Regional Office</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Slang Commonly known as informal, nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech.</td>
<td></td>
</tr>
<tr>
<td>SOD</td>
<td>Statement of Deficiencies</td>
<td></td>
</tr>
<tr>
<td>SOM</td>
<td>State Operations Manual</td>
<td></td>
</tr>
<tr>
<td>State Operation Manual</td>
<td>The regulatory authority for the state performance standards and protocols.</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>One of three categories of Federal requirements for CMS participation or coverage and pertains to specific initial conditions required for a facility.</td>
<td></td>
</tr>
</tbody>
</table>
Tags  A means to organize the components of the Conditions of Participation (CoPs) regulatory text in the Automated Survey Processing Environment (ASPEN), which supports the generation of survey reports. CMS breaks each hospital CoP into one condition-level tag and multiple standard-level tags. The number of standard-level tags does not usually correspond to the number of standards under a condition in 42 CFR Part 482. Generally, CMS breaks the regulatory standards down further into their separate and distinct requirements and assigns a tag number to each.
Basic Writing Skills for Survey Staff: Module 1
Welcome to Basic Writing Skills for Survey Staff

Have you ever been so busy that you don't have time to proofread and written something like this?

"Their practicing there grammar over their."

When writing it is important to follow good writing principles. You should adhere to grammar and punctuation rules and also check for spelling errors.

Writing in a clear, concise manner and in active voice is a necessity in order to present a clear picture to your reader of the sequence of events.

Using plain language helps reader comprehension and improves surveyor credibility.

The information in this module provides a review of these principles and rules and gives you opportunities to practice using them.
Objectives

After completing this module, you will be able to:

• Describe three methods of organizing documentation.
• Identify the difference between active voice and passive voice.
• Select appropriate punctuation, grammar, and spelling for sample sentences.
Module Overview

This module includes the following topics:

- Best writing practices
- Organizing the documentation
- Active voice
- Common grammar, punctuation, and spelling errors
Best Practices

These six tips will assist you when writing clear, accurate, and concise documentation. You will recognize most of these from the Basic Principles of Documentation (POD) course.

1. Choose simple descriptions.
2. Avoid using slang or professional jargon.
3. Minimize abbreviations.
4. Whenever possible, write in simple present tense.
5. Choose action verbs.

Let’s take a quick look at each of these.
#1 Choose Simple Descriptions

Choose simple descriptions to prevent misunderstanding. Why are simple descriptions useful?

- Your audience may come from various fields such as medical, legal, administrative, and technical.
  - For example, “The facility must be offered the opportunity to request an IDR.” is better stated as, “The facility must be offered a form to request an informal dispute resolution.”
- Public or lay readers may not be familiar with terminology that other professionals use or may attach different meanings to words.
#2 Avoid Using Slang or Professional Jargon

Use the most precise terms possible.

For example, “The patient was NPO before surgery.” is better stated as, “The patient was not allowed to have anything by mouth before surgery.”
#3 Minimize Abbreviations

Use abbreviations only when they are convenient for your reader, not because they are shorter and easier to write.

Identify the term and its abbreviation or acronym the first time it is used (e.g., Certificate of Competency (CoC)).

Remember, the more abbreviations you use, the harder it is for the public to understand what you are writing.
#4 Whenever Possible, Write in Simple Present Tense

Present tense simplifies sentences and keeps readers focused on the action in the moment.

Simple present tense also makes instructions clear, complete, and unambiguous. It expresses the idea that an action is repeated or unusual.

Example #1
  Provide a Plan of Correction

Example #2
  When does this course begin?

Example #3
  We always review the medical records.

Although best practice is to use simple present tense, Form CMS-2567 is written in past tense since it contains documentation of events that happened in the past.
#5 Choose Action Verbs

Action verbs tell us what the subject of our clause or sentence is doing. Review these phrases to see examples of simplified verb usage.

- Conduct a survey → survey
- Have a dialogue → talk
- Make a choice → choose
- Comes to a conclusion → concludes
#6 Be Concise

Here are a few techniques for identifying and eliminating unnecessary phrases.

- Put the main idea first.
- Emphasize the action.
- Remove unnecessary or redundant words or phrases (e.g., “if” vs. “in the event of”; “the hospital survey team” vs. “a team that surveys hospitals”).

Let’s take a few minutes to check your recall of the six best practices.
Knowledge Check

Use abbreviations when they are __________.

a. shorter and easier to write
b. used officially within your agency
c. educational to your readers
d. convenient to your readers

You should not use abbreviations simply to shorten text, or because they are official agency-used terms, or to educate your readers. The correct answer is use abbreviations when they are convenient to your readers.
Knowledge Check

Action verbs help keep the reader engaged.

a. True
b. False

The correct answer is True. Action verbs keep the reader engaged.
Organizing the Documentation

A critical step when completing Form CMS-2567 is to organize your information chronologically according to purpose. Remember you are telling the story of what happened, when, where, and how it happened, and who was impacted.

Documentation needs to be clear, concise, complete, and correct. Remember the basics:

• Write notes and complete Form CMS-2567 so readers can easily find the information they need, understand it, and use it to respond effectively.

• Start with the information they need most.
  o State the requirement that the reader must meet (i.e., the bottom line).

• Answer the most important questions first.
  o Describe the deficiency and the evidence that supports the noncompliance.
  o List who was impacted and what the outcomes were due to the deficient practices.
Organization Methods

If there is more than one finding, organize the information using one of these methods:

Criticality:
• State the highest-priority issue first and add others in order of importance.

Chronology:
• State the issues in the order you discovered them.
• Clearly convey sequential events that result in a citation.

Generality:
• State general information, and then add specific details to support the findings.
Organizing Example

Review the example below:

483.15(a) DIGNITY AND RESPECT OF INDIVIDUALITY

The Bottom Line…
This REQUIREMENT is not met as evidenced by:
Based on interview and record review, the facility staff failed…

Describes the deficiency and the evidence...
to respond in a timely manner to call lights for one of six sampled residents (Resident 10) who sought help with toileting. This failure caused the resident to sit for long periods of time in soiled undergarments…

Use specific actions and descriptions when citing findings…
Findings:
During an interview on 9/18/13 at 2:10 PM, R10 indicated that the resident was frustrated because staff “does not come when you call.” The resident stated that on several occasions the resident was unable to wait and was incontinent. The resident indicated that they felt “humiliated” and had to sit for at least 20 minutes until staff assisted them.

Clinical record review for Resident 10, on 9/18/13, included review of the Minimum Data Set (MDS) assessment completed on 6/22/13. The assessment indicated the resident needed help in and out of the wheelchair and was totally incontinent of bowel and bladder.

On 9/19/13 at 11:15 AM, the charge nurse (RN1) confirmed that R10 had incontinent episodes due to staff failure to respond to the call bell. RN1 stated, “We aim to treat our residents with the utmost respect and care. Unfortunately, staff was unavailable and these incontinent episodes occurred.”
Knowledge Check

When completing Form CMS-2567, surveyors use criticality, chronology, and generality to __________.

a. choose correct wording for the audience
b. organize information for understanding
c. address readers’ questions
d. determine the bottom line

When completing Form CMS-2567, surveyors use criticality, chronology, and generality to organize information for understanding.
Writing in the Active Voice

One grammar rule that writers often overlook is the use of active voice.

What is active voice and why should we use it?

In active voice, the subject of the sentence does the action. In passive voice, the target of the action gets promoted in the subject. Active voice makes your writing more direct, engaging, and descriptive. It allows you to get to the point quickly and efficiently.

To use active voice effectively, identify and dissect passive voice sentences and give them a sense of action by transforming them to active voice.
Differences in Voice

The “voice” in your writing determines how readers will form mental images and understanding. Voice has two primary forms: active and passive. Active voice and passive voice refer to how subjects and verbs are represented in a sentence.

Passive Voice: This form speaks indirectly, often obscuring the subject performing the action.
Example: Form CMS-2567 was completed by the surveyor.

Active Voice: This form speaks in a direct tone and emphasizes the subject that performs the action.
Example: The surveyor completed Form CMS-2567.

Take a moment to reflect on the mental image each sentence creates. In the first sentence, you may have only envisioned the form. In the second, you probably envisioned a surveyor writing (action).
Passive Versus Active Voice

When changing passive voice to active:
• Ask “Where is the action?”
• Change the “action” into a simple verb.
• Make the doer into the subject.

Passive voice example:
• The medications were distributed by the nurses each evening.

Active voice example:
• The nurses distributed the medications each evening.

Let’s see how you’re doing with the next three Knowledge Checks.
Knowledge Check

The following sentence is an example of __________.

Because the hospital had an Immediate Jeopardy (IJ) violation, the survey team conducted a second survey.

a. redundancy
b. active voice
c. passive voice
d. present tense

The sentence shown is not an example of redundancy, active voice, or present tense. This sentence is an example of active voice.
Knowledge Check

To make the sentence below active voice, who or what should be the subject of the sentence?

A second survey was conducted by the survey team because the hospital had an Immediate Jeopardy (IJ) violation.

a. survey team  
b. survey  
c. hospital  
d. Immediate Jeopardy (IJ) violation

Survey, hospital, or Immediate Jeopardy (IJ) violation are not the subject of the sentence. The correct answer is survey team. The survey team is the “doer” of the action (conducted). “A second survey” should be the object, not the subject. To make this active voice, you would reword the sentence to “Because the hospital had an Immediate Jeopardy (IJ) violation, the survey team conducted a second survey.”
Knowledge Check

When writing in active voice, which of the sentence components below should be the first word and subject of a sentence?

a. The modifier  
b. The action  
c. The doer  
d. The object

Placing objects, modifiers, or actions first in a sentence typically indicates the sentence is passive. The correct answer is the doer.
Punctuation

Even using active voice, you still have to be concerned about correct punctuation.

Punctuation provides important indicators for interpretation of written communications. These signals indicate pauses, change in tone of voice, or emphasis.

The material that follows summarizes the proper use of common punctuation marks that often cause problems, including:

- Commas
- Semicolons
- Colons
- Apostrophes
- Quotation marks
Commas

These examples illustrate correct comma usage:

- **When joining two independent clauses:**
  - The pharmacist filled the orders, and technicians delivered them to the care floors.

- **When using introductory or prepositional phrases:**
  - During the nursing shift change, call bells remained unanswered.
  - Discharge planning remained undocumented; however, it was performed as required.

- **When introducing direct quotes:**
  - The physical therapist said, “Our contracted service provides appointment scheduling.”
Semicolons

These examples illustrate correct semicolon usage:

- *Separate comma-containing elements in series*
  - (Frog Butte, ND; Raritan, NJ; and Ponte Verde, NM)

- *Join two clauses of equal emphasis*
  - The nursing service is understaffed; shifts remain uncovered.

- *Restate the first clause (e.g., that is)*
  - Corrections must be systemic; that is, they must be hospital-wide procedures.

- *Begin with a conjunctive adverb (e.g., therefore, moreover, furthermore, thus) or transition (e.g., in fact, in addition, even so).*
  - Dietary runs a clean facility; in fact, they steam-clean meal carts daily.
Colons

These examples illustrate correct colon usage:

- To join two independent clauses when emphasizing the second clause
  - Administration created a process: staff continues unaware of it.

- When a list follows an independent clause, quotation, appositive, or other idea directly
  - The Appendices that contain the material are: A, B, F, and E. (Independent clause followed by a list)
  - The response is usually: “We don’t have enough staff.” (Quotation)
  - The Director of Nursing, a Registered Nurse, supervises the care of all of the patients in the facility. (Appositive)

- At the end of the greeting in a business letter
  - Dear Sir:
  - To Whom It May Concern:

- To separate the hour and minute(s) in a time notation
  - 11:52
Apostrophes

These examples illustrate correct apostrophe usage:

- Form possessives of nouns
  - the preceptor’s instructions

- Show the omission of letters in contractions
  - isn’t, can’t

- Indicate certain plurals of lowercase letters
  - Mississippi contains four i’s and four s’s.

- Apostrophes are *NOT* used with possessive pronouns.
  - (e.g., his, hers, its, yours, and ours)

- Apostrophes may be used with indefinite pronouns.
  - (e.g., one’s, anyone’s, others’, no one’s, and anybody’s)

- Apostrophes are *NOT* used to form most plurals.
  - (e.g., states, 1990s)
Quotation Marks

Below are some tips for using quotation marks:

- Always come in pairs
- Indicate the words from an individual or source
- Indicate publication titles
- May indicate novel or ironic use of a word
- Periods and commas should be included inside of quotation marks

Example 1: The administrator said, “Our QAPI represents the most thorough in our field.”

Example 2: The CEO asked if I had read “The One-Minute Manager.”

Example 3: Medicines delivered within two hours were considered “on-time.”
Knowledge Check

Which sentence demonstrates correct comma use?

a. Nancy read the information about commas carefully and she earned a perfect score on the practice quiz.
b. Nancy read the information about commas carefully, and she earned a perfect score on the practice quiz.
c. Nancy read the information about commas carefully and she earned a perfect score on the practice quiz.
d. Nancy, read the information about commas carefully, and she earned a perfect score on the practice quiz.

The sentence that indicates correct comma use answer is “Nancy read the information about commas carefully, and she earned a perfect score on the practice quiz.”
Knowledge Check

Which sentence demonstrates correct usage of quotation marks?


The correct sentence is Bureau of the Census publication PC(Sl)-108 is titled “Population and Land Area of Urbanized Areas for the United States 1970 and 1960.”
Spelling

Misspelled words persist, even with the use of spell-check. Formal writing demands correct spelling and word choice.

Correct spelling not only clarifies your message, but it accurately represents your level of knowledge and professionalism.
Spelling Errors

Commonly misspelled words need special attention. The links below list words commonly misspelled or misused in Statements of Deficiency.

Select this link to view some commonly misspelled words.

Select this link to view some commonly misused homophones.
Homonyms Practice (1 of 2)

1. Do you __________ Medicare in your clinic?
   a. except
   b. accept

Accept is the correct word.

2. In a patient interview, __________ all the information you can.
   a. elicit
   b. illicit

Elicit is the correct word.

3. The CEO is the __________ officer of the hospital and its board of governors.
   a. principle
   b. principal

Principal is the correct word.

4. The supervisor accepted __________ point and will let you off with a caution.
   a. you’re
   b. your

Your is the correct word.

5. The surveyor could not promise full confidentiality, but did promise to be __________.
   a. discrete
   b. discreet

Discreet is the correct word.

6. The doctor gave the patient a __________ for pain medication.
   a. prescription
   b. proscription

Prescription is the correct word.
Key Points

The key points to remember from this module include:

• Organize your writing according to purpose.
• Write in the active voice.
• Always follow proper grammar and punctuation rules.
Module Summary

This module introduced you to the following:

• How to present medical, technical, and legal information in an organized, precise fashion using correct grammar, punctuation, and spelling.

You have now reviewed some important rules for correct grammar, punctuation, and spelling.

Most importantly, remember to:

Proofread! Proofread! Proofread!
Congratulations!

You have just completed this course.