

Nursing as an Additional Language and Culture (NALC) Program

Renée Cantwell, DNP, RN, CNE, CPHQ
Daria Napierkowski, DNP, APN, RN, CNE



SCHOOL OF
NURSING

University of Medicine & Dentistry of New Jersey








SCHOOL OF NURSING

University of Medicine & Dentistry of New Jersey

The Concept of NALC

The study of nursing requires an understanding of many new languages:

-  Nursing theory & practice
-  Disease and the treatment of disease
-  System of health care & documentation
-  Technology used in healthcare
-  Mathematics used in healthcare






NALC -Culture of Nursing

- 🧪 Nurses must also understand
 - 📖 the profession & culture of nursing
 - 📖 the culture of healthcare
 - 📖 the culture of nursing education
- 🧪 “This culture change, while difficult for most students, is more profoundly difficult for students educated in other countries, and for whom English is not their primary language”
(Pacquiao, 1995)



Purpose of NALC


-  To provide:
-  a comprehensive assessment and education intervention that will enhance academic success
 -  decrease the risk for academic attrition among students from diverse and disadvantaged backgrounds



Project Goals

 Implementation of the proposed NALC program will:

 Retain racially & ethnically diverse ABSN student population

 Enhance confidence and participation of disadvantaged students through cultural support and culturally responsive academic, clinical and social experiences

 Increase the racially & ethnically diverse nursing workforce



Action Plan

- 📖 Provide pre-entry academic support to minimize or eliminate barriers to program success
- 📖 Immerse students in ongoing socialization experiences → better understanding of new learning & professional role expectations
- 📖 Continue support throughout the ABSN program



Background

- 🧪 Currently 67,407 licensed registered nurses employed in nursing in New Jersey.
- 🧪 The majority of New Jersey's nurses are Caucasian non-Hispanic (86.8%), with 6% Black/African-American & only 1% Hispanic
- 🧪 A significant under-representation of minorities in the nursing workforce



Significance

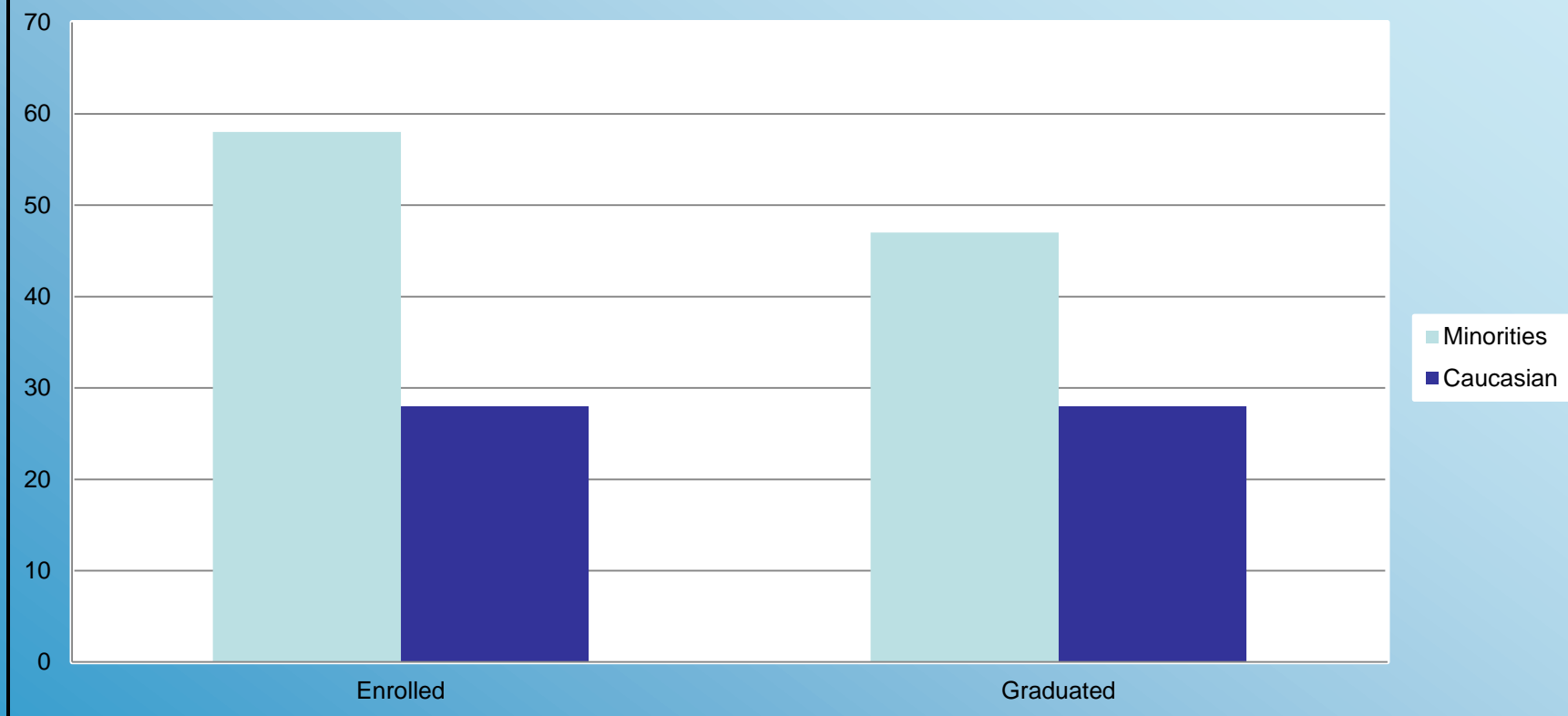
- 🧪 Recruitment of ethnically and racially diverse students has been successful at UMDNJ
- 🧪 Retention and graduation of disadvantaged minority students has been less successful;
 - 📖 May 2006 through May 2009 (five graduating cohorts), academic attrition rate of 14.4 % for all students.
 - 📖 Ethnically and culturally diverse students experienced an academic attrition rate (failure to graduate from program) of 22.4% as compared to 2.2% for Caucasian students.



Minority and Caucasian Enrollment & Graduation in 2008

Figure 4. Minority and Caucasian Enrollment and Graduation in 2008




Source: Office of the Registrar UMDNJ.



SCHOOL OF
NURSING



University of Medicine & Dentistry of New Jersey

Reasons for Attrition

-  Failure of any one course in the first semester → putting students at greater risk of academic attrition
-  Withdrawal from one or more courses because of failing mid-term grades
-  Withdrawal from the nursing program related to personal reasons



Pathophysiology Course

-  Pathophysiology → a course offered in the first semester of the program, is the course that students most often fail in the first semester.
-  9.4% failure (average grade of less than 75%) for ethnically and racially diverse students as compared to 3.6% failure for Caucasian students.



Pathophysiology Grades

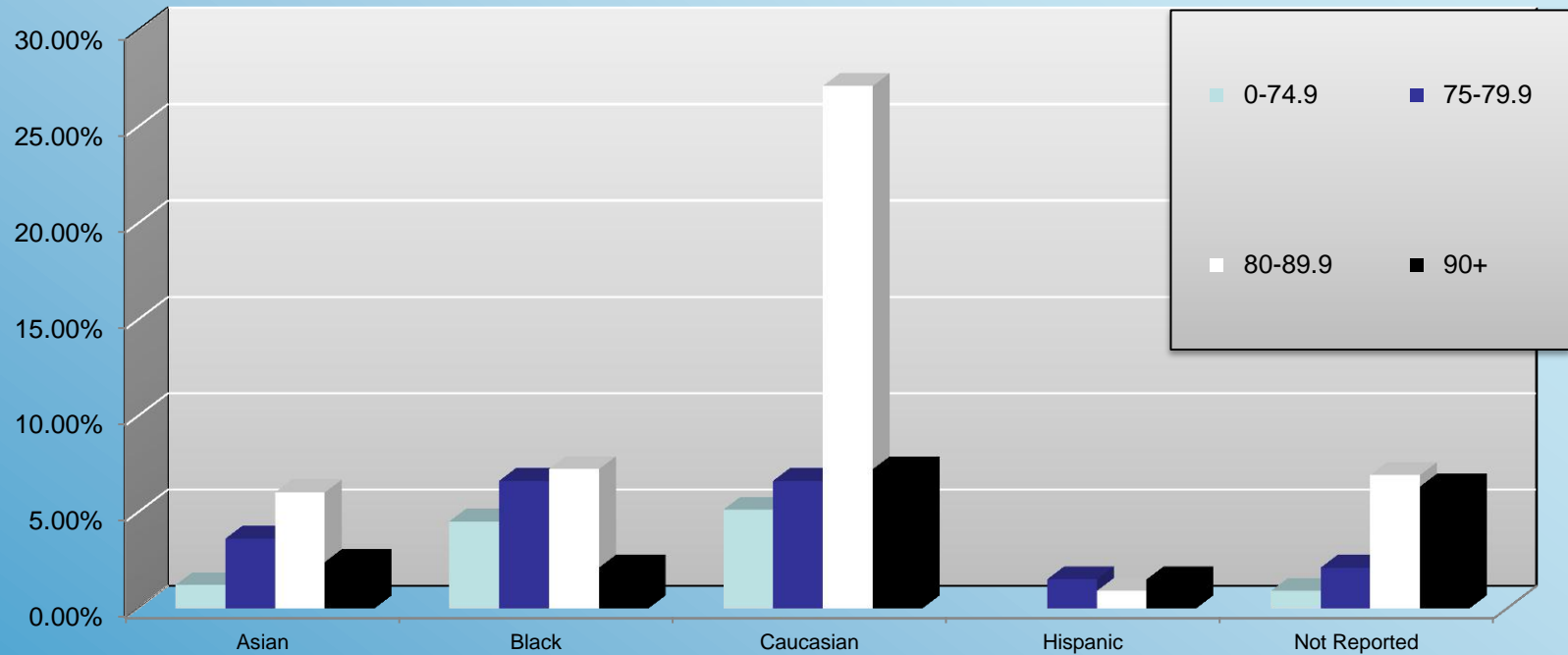




Figure 12: Percentage of students by their scores in Pathophysiology (N= 332)

Theoretical Framework

 Kolcaba's (2003) holistic comfort theory was utilized during the development and implementation of the NALC program.

 “Comfort is defined for nursing as the satisfaction (actively, passively or co-operatively) of the basic human needs for relief, ease or transcendence arising from health care situations that are stressful” (Kolbaca, 1994, p.1178).



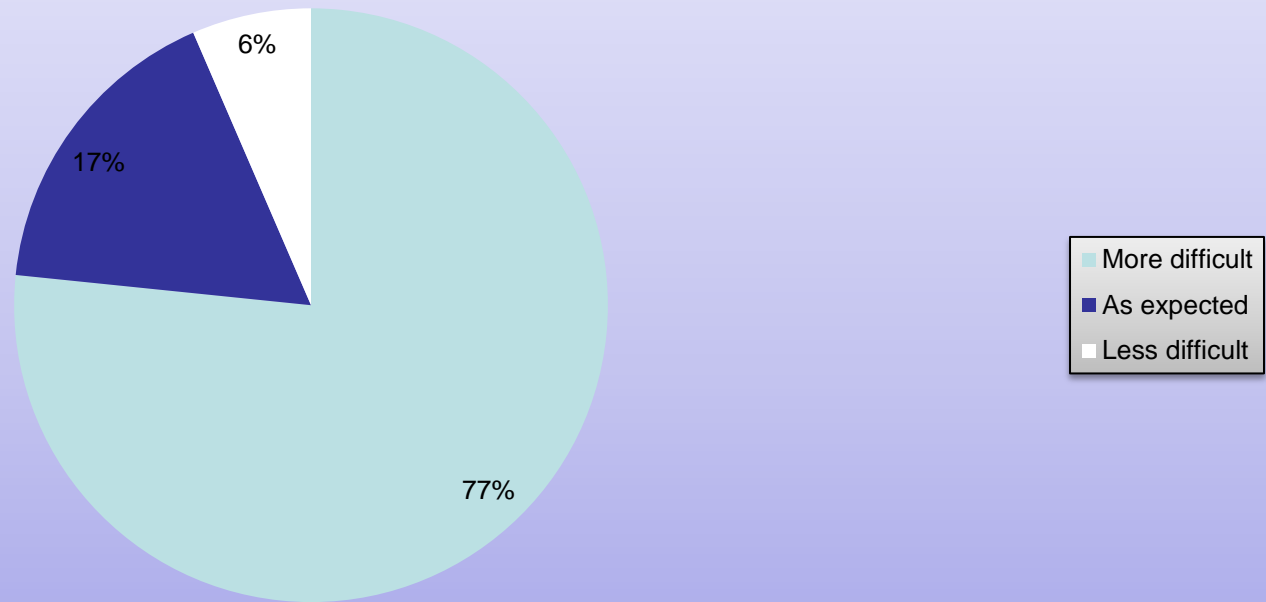
Needs Assessment

- 🧪 Minority students had a higher rate of dropping out or failing (25% in Newark and 20% in Stratford).
- 🧪 Proficiency in English was identified by both students and faculty as significant to students' communication with faculty and peers.
- 🧪 Difficult adaptation to the fast paced academic environment and voluminous reading assignments.
- 🧪 As much as 5% of minority students think in another language.
- 🧪 Perceived most difficult by students were Pathophysiology and Adult Health (Med Surg) offered in level 1 and level 2 respectively.



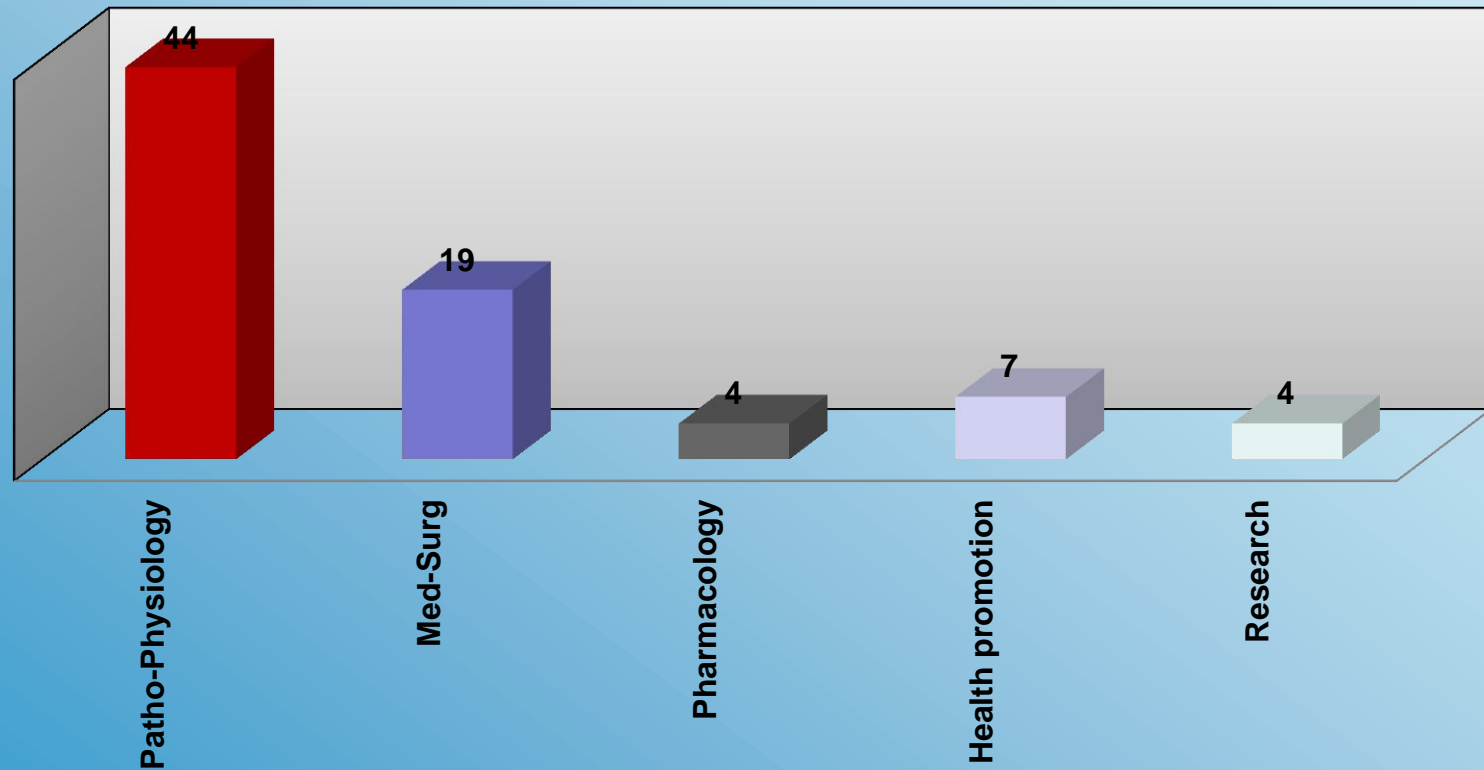
Level 4 Survey

Figure 13. Is this program more (or less) difficult than you expected?





Survey: Most difficult course

Figure 15. Students' Identification of 'The Most Difficult Course' (N=78)



Plan

-  Provide an education intervention that would assist students to be more successful in the first semester – allowing them to graduate and ultimately add to the NJ nursing workforce.
-  Program components were selected to ease transition to first semester.



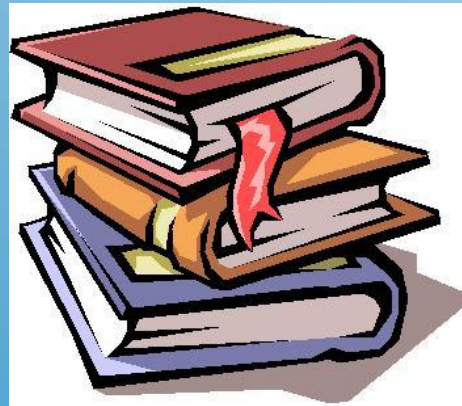
NALC- Pre-ABSN Component

- 🧪 Admitted students with paid deposit
- 🧪 Free and voluntary
- 🧪 9 days, 6 hrs a day
- 🧪 1st day students take the TEAS- Test of Essential Academic Skills by ATI (Assessment Technologies Institute)
- 🧪 Reading, Math, Science & English



Academic Schedule

- 🧪 Success in Nursing:
 - 📖 Learning style survey
 - 📖 Test taking skills & Time management,
 - 📖 Note taking & Critical thinking processes
- 🧪 Review Anatomy & Physiology



Academic Schedule (con't)

 Introduce Medical Terminology

 Scholarly writing:

 Finding a topic

 Structure of a paper

 APA format

 Plagiarism

 Medical math



Pre-Program Socialization & Diversity

- 🧪 Meet and Greet Lunches with faculty, SGA, former NALC students
- 🧪 Library tour
- 🧪 Cultural Diversity in Nursing Luncheon






Cultural Luncheon



SCHOOL OF
NURSING

University of Medicine & Dentistry of New Jersey

Resources

-  *Test Success*, 5th edition, by Patricia Nugent & Barbara Vitale, FA Davis, 2008
-  *Medical Terminology* 2nd edition by Marjorie Canfield Willis, Lippincott, Williams, & Wilkins. 2008
-  *Henke's Med-Math Dosage Calculation, Preparation & Administration*, 6th edition by Susan Bucholz. Lippincott, Williams & Wilkins, 2009.

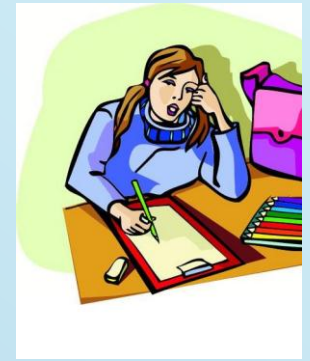


Continuing Support for Students

- 🧪 Faculty advisement for students
- 🧪 NALC website
- 🧪 Center for Academic Support (CAS)
- 🧪 Mentors



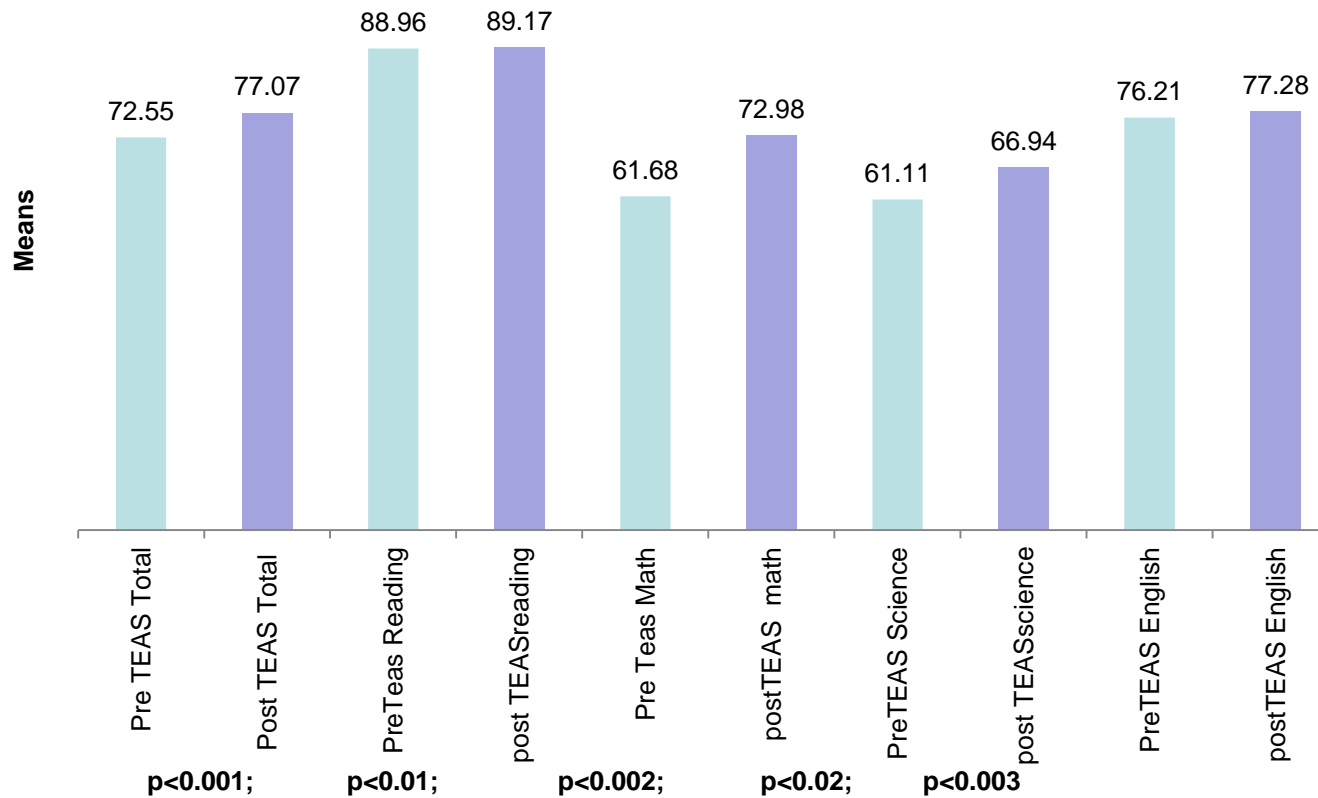
Evaluation- Testing



- 🧪 Comprehensive math exam
- 🧪 A&P/Medical terminology quizzes- one group test, one individual test
- 🧪 Attrition rates- progressed to level 2
- 🧪 Passed Pathophysiology
- 🧪 Currently: Collect data on grade progression, GPAs & attrition rates compared to non pre program students

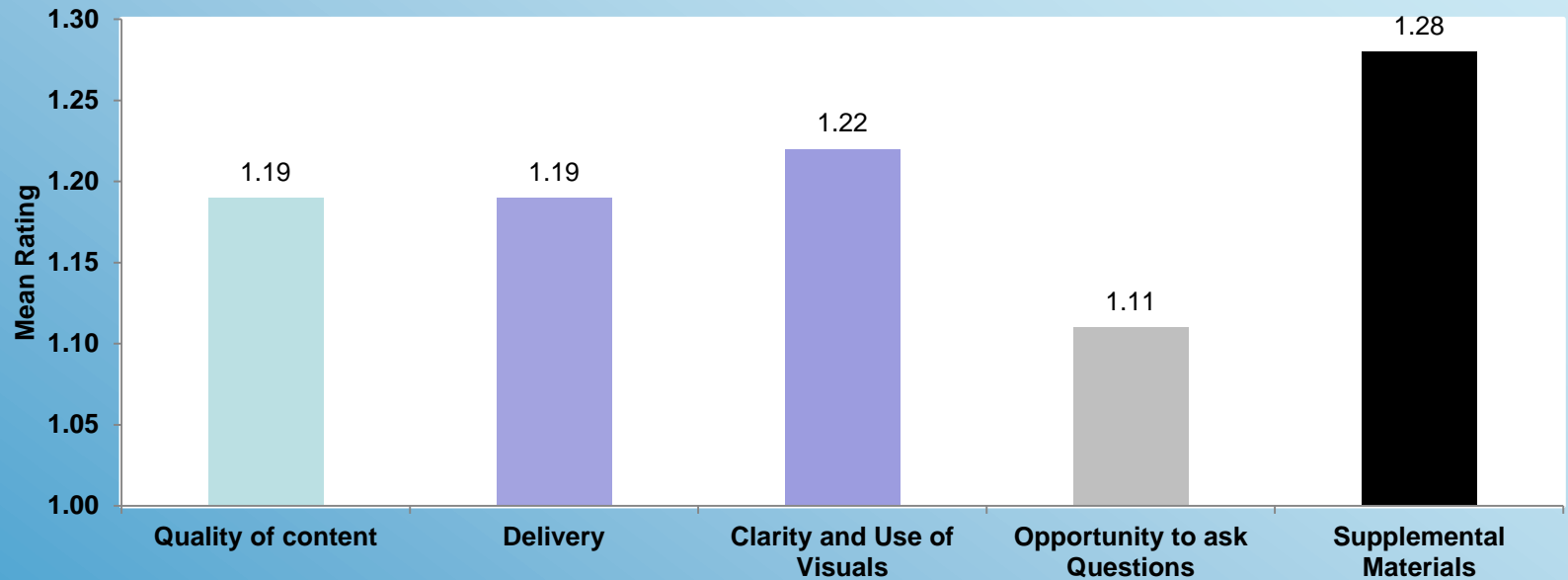
Pre & Post TEAS Scores

Figure 19: Comparison of Pre & Post TEAS Scores (Paired t-test)



Program Rating




Figure 20 : Please Rate the Items Related to the Program N=18



Items to be rated (Rating Scale: 1=Excellent, 2=Good, 3=Fair, 4= Poor)



Student Comments (Survey, 2011)

-  “The only thing to improve or change would be to either make it mandatory or encourage more incoming students to attend.”
-  “Overall the program is a great starting point, gave me an understanding of what to expect in the upcoming semester.”
-  “It was good in preparing us for Nursing Related Math and some of the terminology. It gave us an idea of what to expect, and def. a program. I would recommend to those coming into the program. A good way to get your feet wet.”








Student Suggestions

- 🧪 Spend less time on lunches
- 🧪 Spend more time on
 - 📖 Academic writing
 - 📖 How to manage reading (7 chapters in a week)
 - 📖 Network of nursing
 - 📖 Interactive games and quizzes






Barriers and Future Goals

Barriers

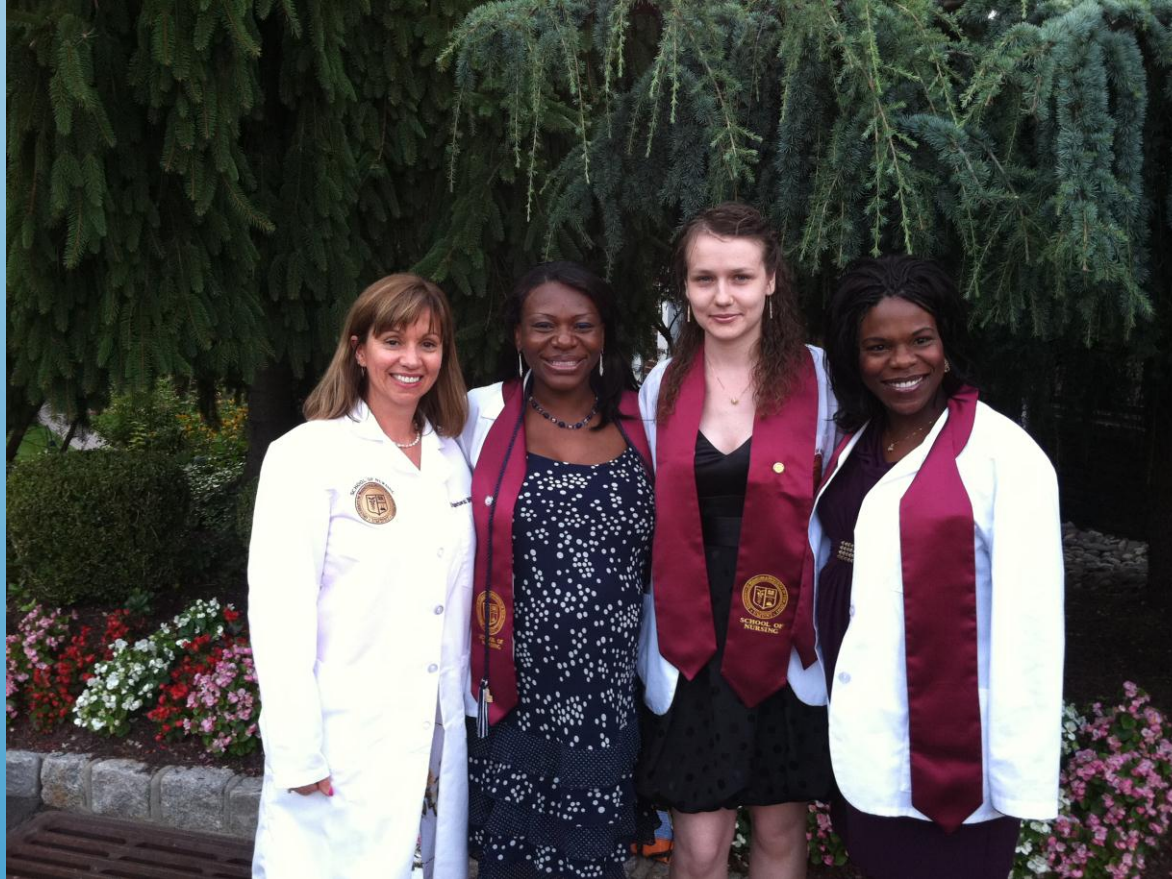
-  Faculty time
-  Room schedule
-  Admission process
-  Student work schedule
-  Financial support

Future Goals





-  Obtain HRSA grant
-  Offer stipends and scholarships
-  Update program based on student comments, grades, & attrition rates



First graduating NALC students- Summer 2011






Special thanks

-  Special thanks to the Evaluation team of UMDNJ-SN
-  Zoon Naqvi, EdM, MHPE, MD
-  Rubab Qureshi, MD, PhD
-  Wendy Ritch, MA, MTS



References

-  IOM. (2010). Future of the Nursing: Leading Change, Advancing Health. *Institute of Medicine*. Retrieved from <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health/Report-Brief.aspx>.
-  Kolcaba, K. (1994). A theory of holistic comfort for nursing. *Journal of Advanced Nursing*, 19:1178–1184.
-  Pacquiao, D. F. (1995). Educating faculty in the concept of educational biculturalism: a comparative study of sociocultural influences in nursing students' experience in school. *NLN Publ*(14-2699), 129-162.



Questions



SCHOOL OF
NURSING

University of Medicine & Dentistry of New Jersey



SCHOOL OF
NURSING

University of Medicine & Dentistry of New Jersey