

Working collaboratively to facilitate the acquisition of culturally relevant and competent communication skills in ESL nursing students for clinical practice

School of Nursing and Midwifery: University of Western Sydney

Presenter

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The Honor Society of Nursing, Sigma Theta Tau International

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Clinical Communication Workshops Context

- Background of the UWS nursing students who have English as a Second Language (ESL)
- Concerns raised by nurse educators in managing ESL students with language barriers in clinical settings
- The Nursing and Midwifery Board of Australia (NMBA) English skills requirement for nurse registration
- Developing communication skills for nursing
 - UWS workshops and student support
- Findings from the Clinical Communication Workshops program



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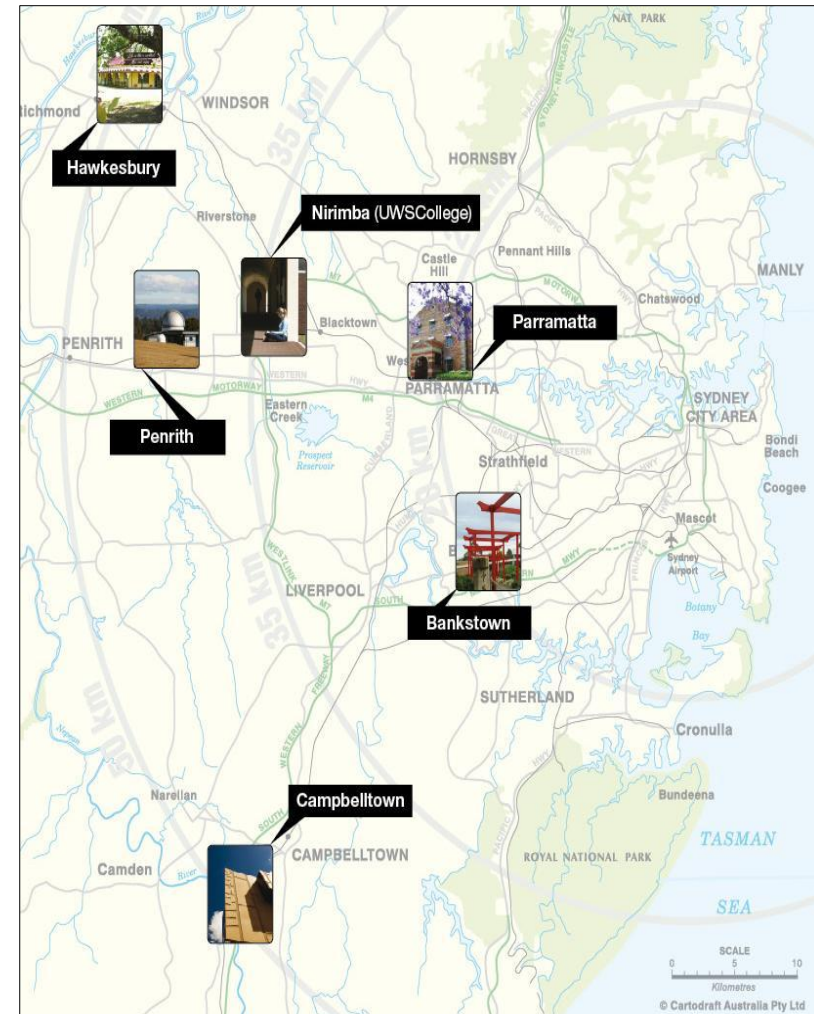
The Western Sydney Region

- 1.9 million people
- 9% of Australia's population
- 150 cultural/ethnic groups
- Australia's 3rd largest economy
- 60% of Sydney's growth by 2026
- 9000 km²

The University

- 40,000 students in 2012
 - 90% local
 - 10% international
- 6 campuses

(University of Western Sydney, 2012b)



UWS in greater Western Sydney provides higher education for students in a region with significant challenges:

- many areas suffer economic and social disadvantage
- a large indigenous community
- low participation in higher education
- rapid growth in population not matched by infrastructure investment
- a very diverse multicultural community with:
 - 150 cultural/ethnic groups
 - almost one third of residents born overseas
 - 50% first or second generation Australians

(University of Western Sydney, 2012a)

Demographics of Bachelor of Nursing students

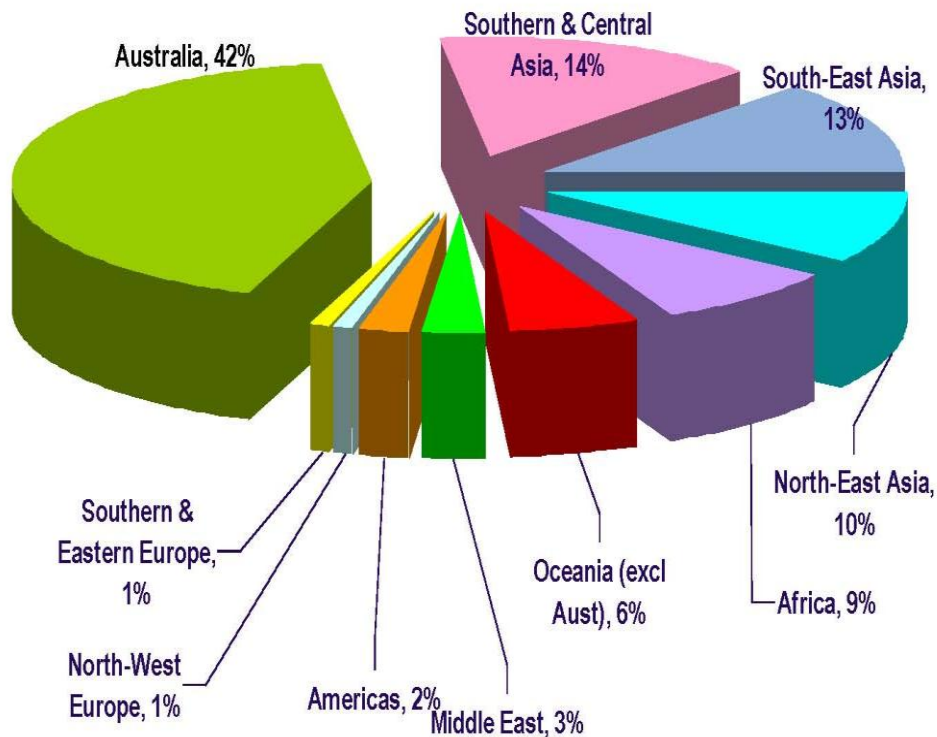


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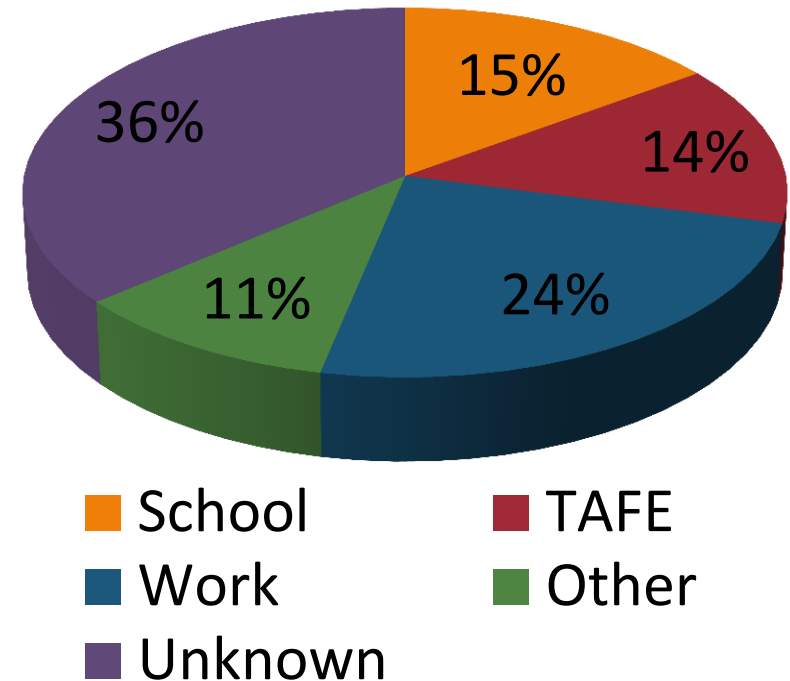
74 different countries of birth



2011 Pathway



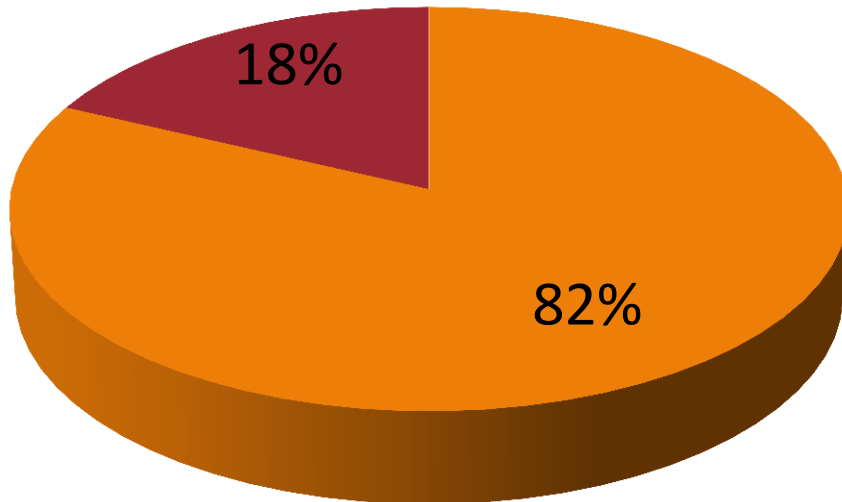
(Salamonson & Koch, 2012)



(Lombardo & Salamonson, 2012)

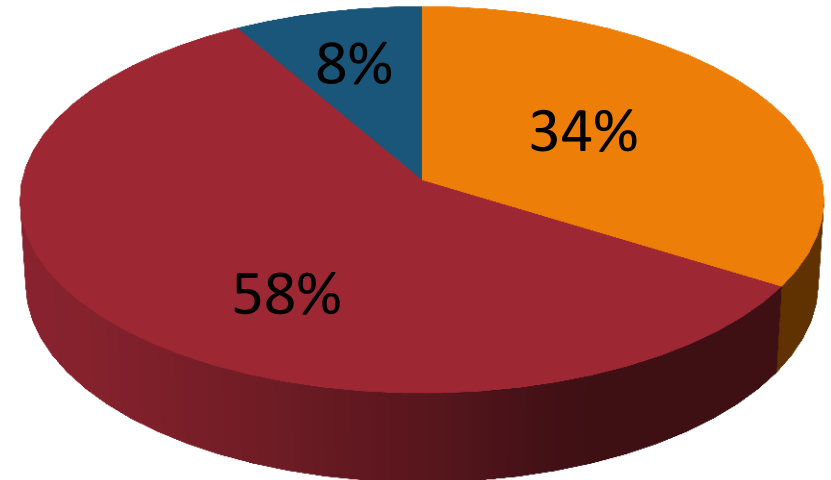
Demographics of Bachelor of Nursing students (continued)

International/Domestic



■ Domestic ■ International

First in Family



■ No ■ Yes ■ Unknown

(Lombardo & Salamonson, 2012)

Nursing and Midwifery Board of Australia English skill requirement for Nurse Registration

NMBA English skills standard for nurse registration:

- Academic IELTS of 7.0 minimum in each band
- Occupational English Test with grades A or B in each skill

(Nursing and Midwifery Board of Australia, 2011)

Appropriate level of English language for safe patient care

(Australian Resources Centre for Healthcare Innovations, 2008)

Based on inadequate English skills for nursing:

- Delay and exclusion of graduate nurse entry into the workforce
(Glew, in press)
- Declined registration applications (NSW Nurses' Association, 2008)
- Nurse registration removed (Nurses and Midwives Board of NSW, 2009)

Integrated Literacy Support for the Undergraduate Nursing Program

Academic Literacy Initiatives

- based on the Good Practice Principles
(Australian Universities Quality Agency, 2009)

Clinical Communication Workshops

- preparation for clinical placements
- support for students who had difficulties on a practicum
- focus on developing speaking skills for clinical settings
- interactive sessions with scenarios and role-play
- building student capacity in effective communication
- intensive instruction and practice

(Choi, 2005; Johnston & Mohide, 2008; Louey, 2007; Salamonson, et al., 2008)



2009-2011 Regular Three-day Clinical Communication Workshops

Participation of students in the workshops involved:

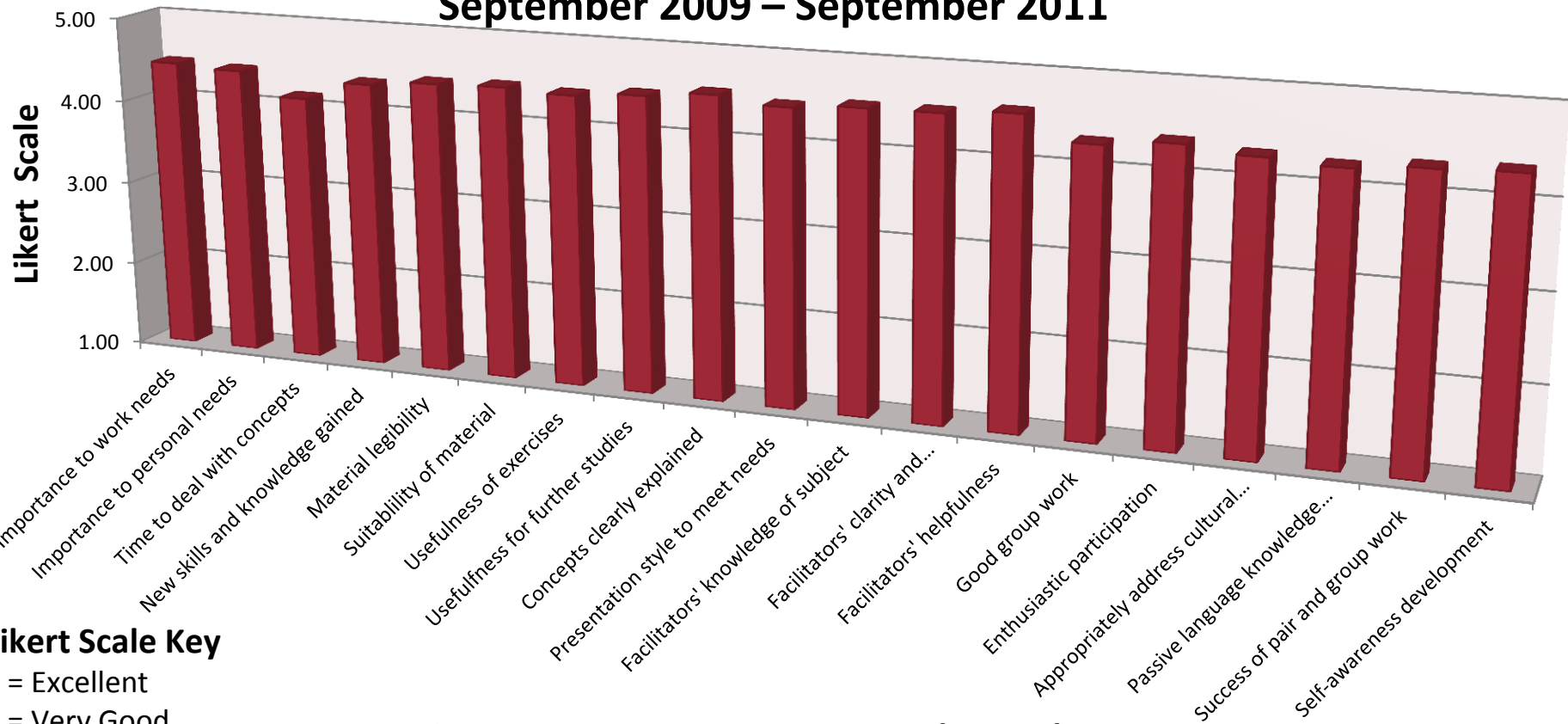
- self-selection to enrol
- referrals from tutors and the clinical office
- engagement in interactive sessions - scenarios, role plays, problem solving and conflict resolution

Evaluation of the workshops involved:

- participants' evaluations of the workshops
- participants' self-report of the personal impact
- outcomes report from the clinical office

Findings – Personal Impact

Student Self-report on Personal Impact of Clinical Communication Workshops September 2009 – September 2011



Likert Scale Key

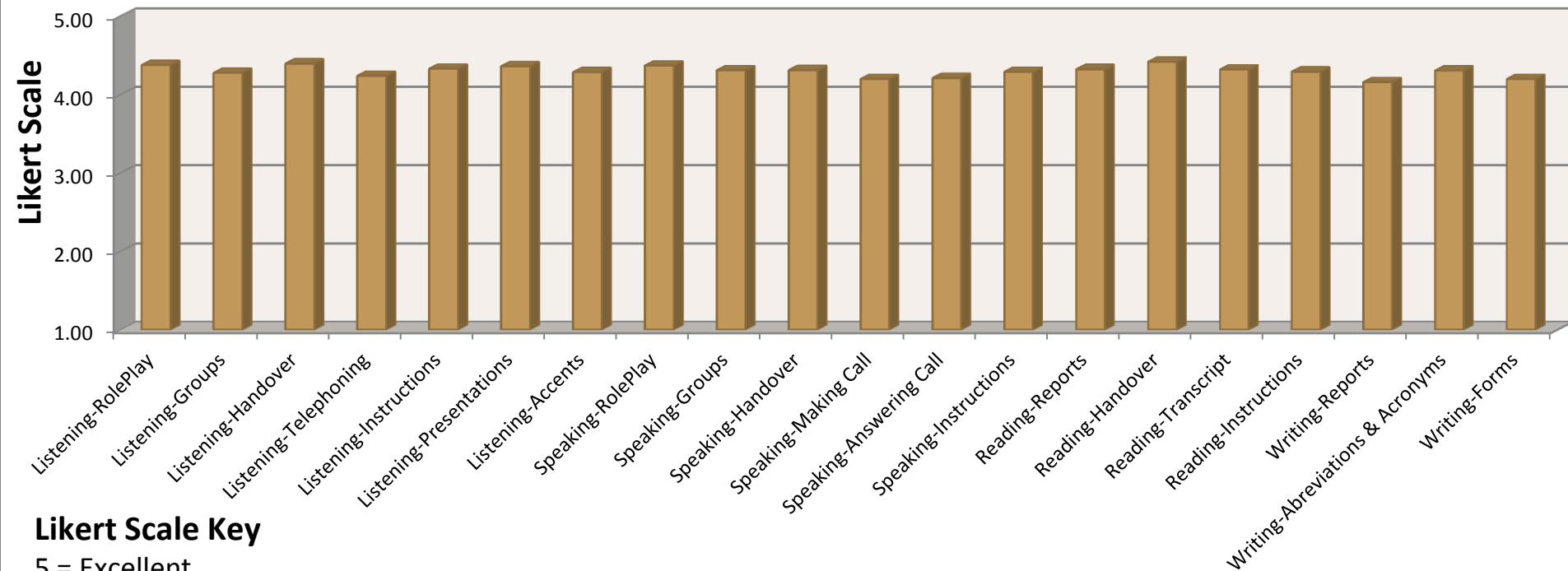
- 5 = Excellent
- 4 = Very Good
- 3 = Satisfactory
- 2 = Fair
- 1 = Poor

Mean of Personal Impact Categories (n=151)

Acknowledgement : Georgina Hoddle*

Findings – English Skills

Student Evaluations of the Listening, Speaking, Reading and Writing Skills for the Clinical Communication Workshops September 2009 – September 2011



Likert Scale Key

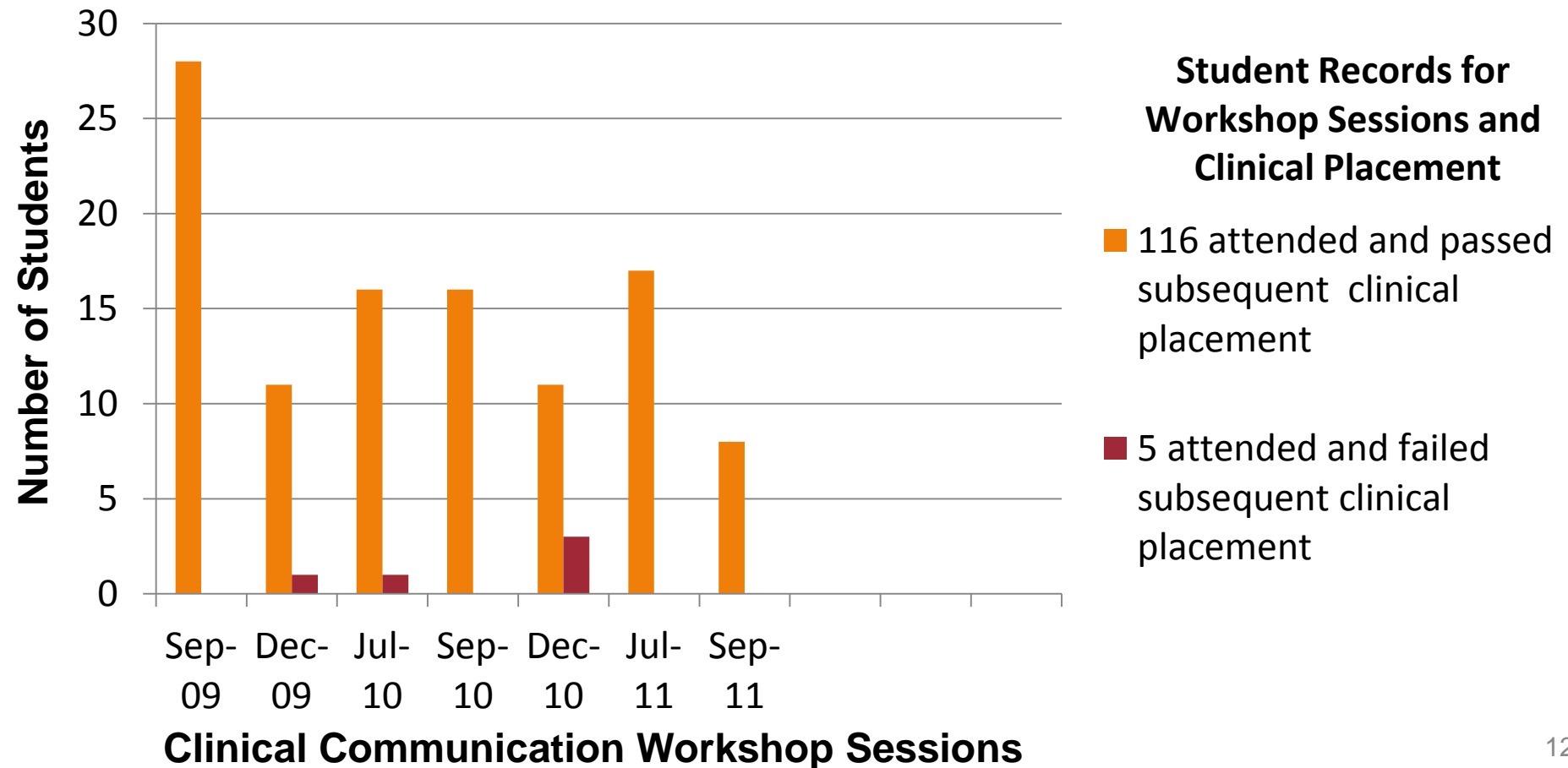
- 5 = Excellent
- 4 = Very Good
- 3 = Satisfactory
- 2 = Fair
- 1 = Poor

Mean of Categories for Listening, Speaking, Reading and Writing Skills (n = 152)

Acknowledgement : Georgina Hoddle*

Findings – Improved Competence

Clinical Placement Outcomes Resulting from Clinical Communication Workshop Attendance September 2009 – September 2011



Findings – Increased Confidence

Evidence of increases in student confidence on clinical

- Comparison of pre and post Clinical Facilitator feedback
- Clinical Summary exemplars over a five month period

Feedback from clinical facilitators indicates increased nursing student confidence in:

- using verbal and written communication
- working as a member of a nursing team
- applying their nursing knowledge in a clinical setting
- seeking clarification
- asking appropriate questions of staff

Limitations and Recommendations

Limitations of the study

- The workshops are one of a number of literacy strategies available to students in the School of Nursing and Midwifery to address the development of English skills
- The workshops are limited to three day sessions offered several times a year
- For students to become proficient in English they need to be fully immersed in the language and need to take responsibility for their own learning

Recommendations

Acknowledgements

I would like to acknowledge the substantial literacy development work of Dr Sharon Hillege, Ms Barbara Beale and Ms Lyn Stewart who have developed the Clinical Communication Workshop program for the School of Nursing and Midwifery at the University of Western Sydney, and conducted much of the research underpinning this presentation. Thanks also to the Dean, Professor Rhonda Griffiths, and the Director of the Student Learning Unit, Dr Janice Catterall and lecturers from her staff whose sustained support of the literacy interventions is invaluable to the nursing program.

* The research team gratefully acknowledge the contributions of Ms Georgina Hoddle who in 2009 participated in the development of the survey tools used in this study.

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