Core Matters

Collaboration between Nursing and Spanish for Professionals

Susan Michele Blankenship, Ed.D., MSN, RN-BC

Beatriz Potter, Ed.D.

Valdosta State University

August 8,2017

Introduction

- Our work involved integration of 2 courses
  - **Spanish for Professionals** (SPAN-3012) and
  - **Nursing** (NURS-3203)
- Cultural education and language learning skills of Nursing and Spanish for Professionals (SFP)- Healthcare students were emphasized
- Virtual and traditional simulations targeted diversity and language skills
- In this presentation we describe importance of lower level Core classes, outcomes, lessons learned, and plans for the future

Background

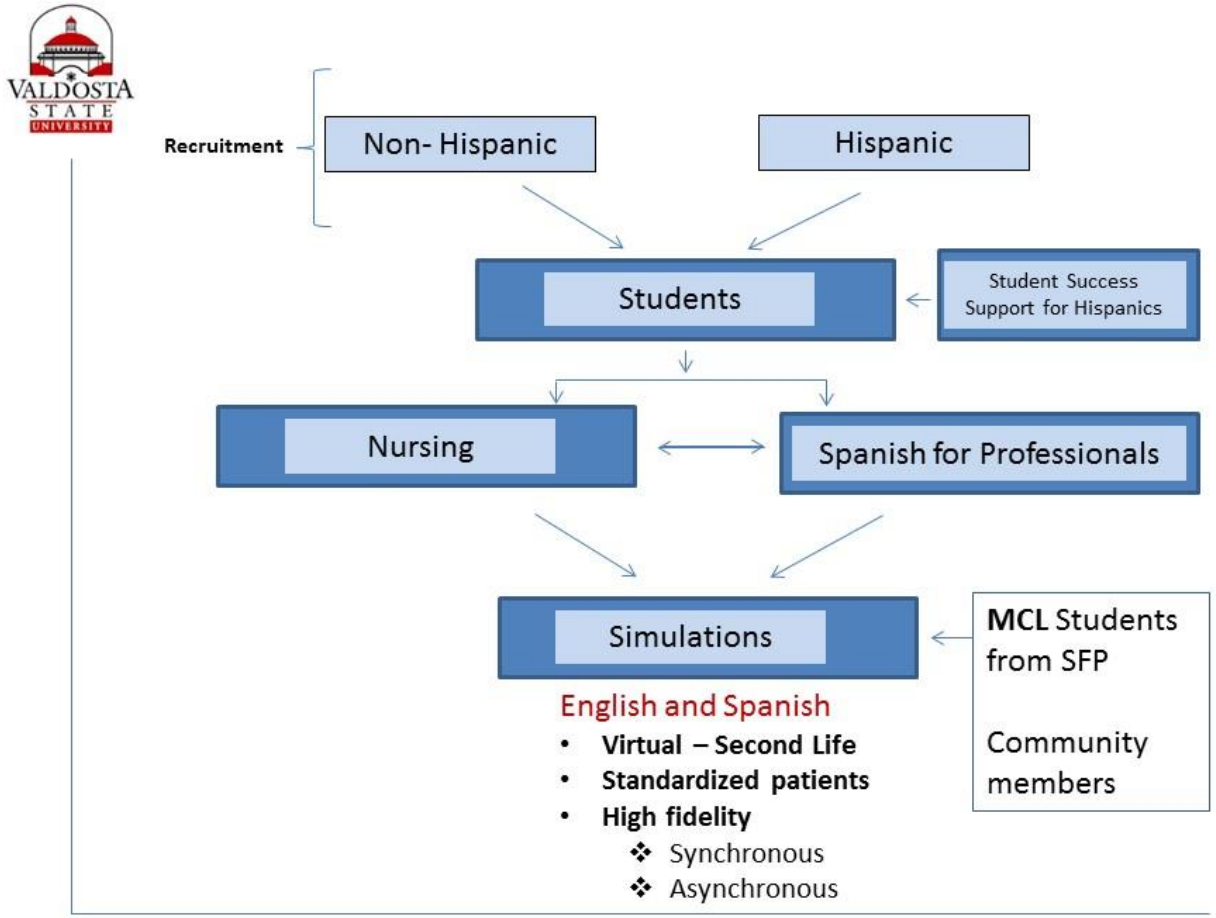
- Nursing professionals are in great demand and employment opportunities now and into the future are excellent
- This is especially so for those who are bilingual and can effectively communicate with non-native English speakers in clinical and non-clinical settings
- The greatest need is for nurses who are **Spanish/English** speakers. The USA's population of native Spanish speakers continues to increase and in many cases they have limited ability to communicate in English
- Nursing and medical students have been found to have an unconscious bias against Hispanic patients
- Thus a working knowledge of **Spanish** when providing healthcare to this group is essential

Rietig & Squires, 2015; Bean et al. 2013; Bosch, Doshier, & Gess-Newsome, 2012 .

Background, *continuation*

- These observations motivated our work which focused on enhancing the academic success of Nursing and Spanish for Professional (SFP)-Healthcare students.
  - Bosch, Doshier, and Gess-Newsome (2012) found that **Hispanic nursing students were at a greater risk for attrition** during their education due o "**weak academic backgrounds, a history of poor academic performance, and/or lack of experience with rigorous science and math classes**" (p. 90).
  - In addition, Torregosa, Ynalvez, and Morin (2015) observed that strong "**academic networks**" **were essential to minority students' success in nursing programs**.
- We provided opportunities for students to interact with Spanish speaking patients and improve their Spanish speaking and interpreting skills in a safe environment.

Vision of Collaboration



Created Fall 2015

Core Courses Matter

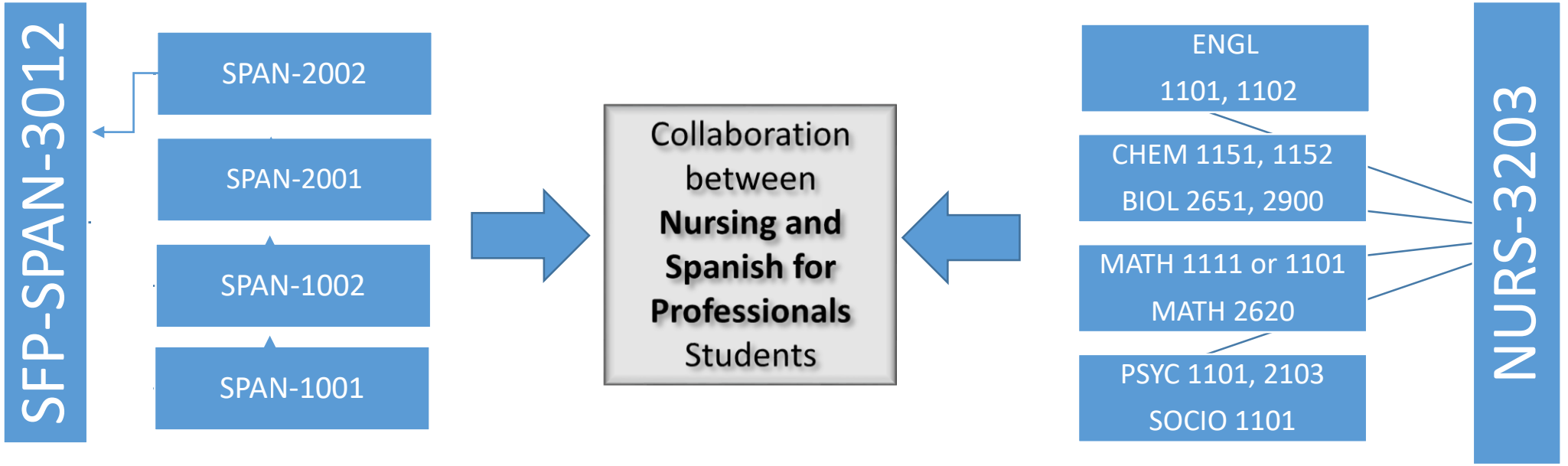
Core courses provide the essential foundation

- The SFP Certificate students need to demonstrate proficiency in Spanish at the Intermediate mid-level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) or have successfully completed **SPAN-2002**
- Nursing students need to complete the rigorous core courses including **English**, **Math**, **Science** but **no foreign language requirements**

But

- Gaining experience through this bilingual collaboration will enhance their cultural and language skills which in turn will increase their marketability and earning power

Core Requirements



Spanish – SPAN
Spanish for Professionals Certificate – SPF

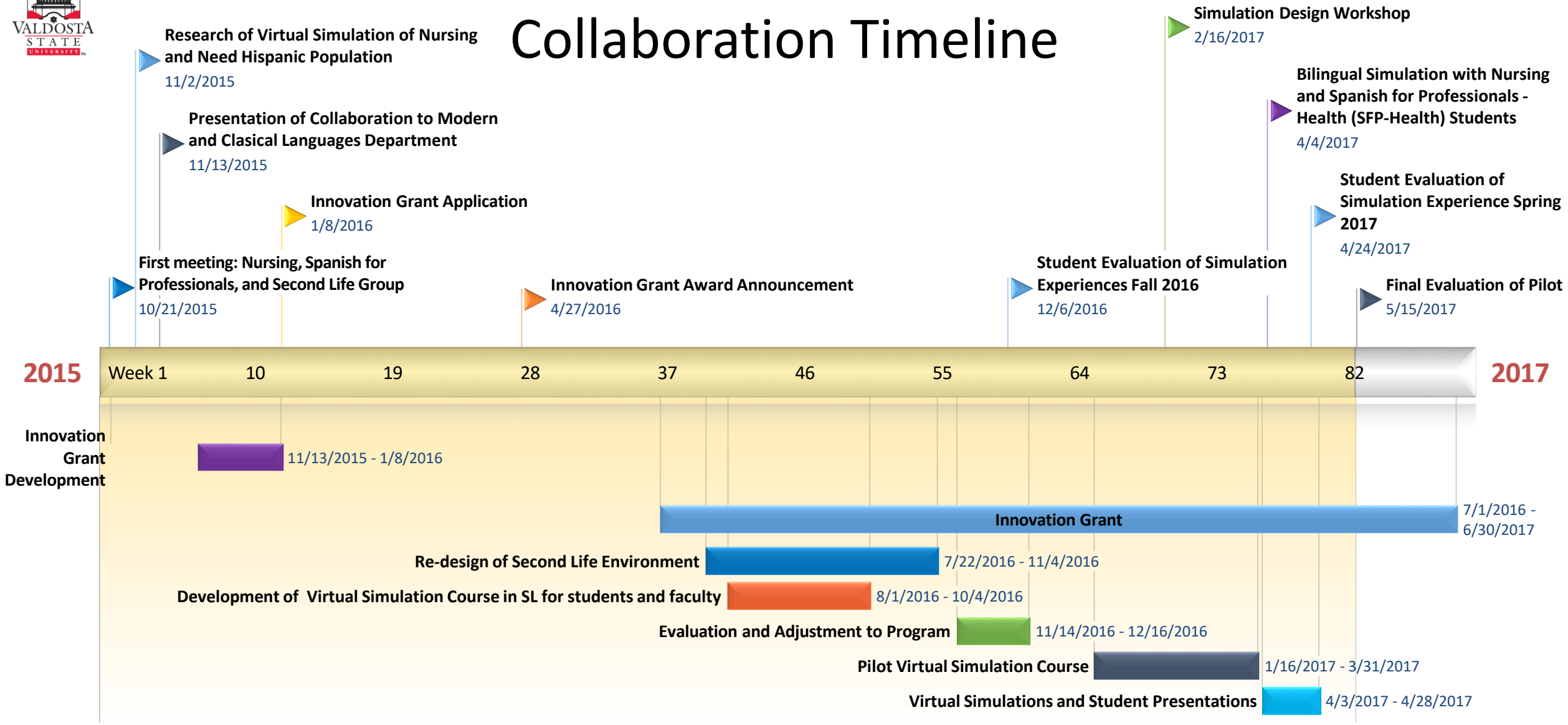
- Health
- Business & Finance
- Criminal Justice

CORE - AREA C

Nursing – NURS
English – ENGL
Chemistry – CHEM
Biology – BIOL
Psychology – PSYCH
Sociology – Sociology

CORE - AREA A, B, D.2.b., E, and F

Collaboration Timeline



Creating and Maintaining the Collaboration

- Creating Collaboration
  - Find someone interested in your vision
  - Merging your vision with the vision of your partner
  - Set realistic goals
- Maintaining Collaboration
  - Open communication
  - Flexibility
  - Ability to utilize each others strengths
  - Evaluate progress and adjust as needed
  - Opportunities to continue networking and funding

Highlights of Collaboration

- Settings
  - Created Virtual Environment in Second Life to allow students to interact.
    - Developed and implemented training for faculty and students.
  - The STEP Center was utilized for face-to-face interactions.
    - SFP introduced to simulation equipment and environment
- Students
  - Nursing and SFP-Healthcare students interacted in Second Life
  - Some students were enrolled in both programs.
  - SFP-Healthcare Students (both online and hybrid) attended traditional simulation as patients, family, and interpreters.

Results of Student Surveys Regarding Simulation

- 75% of students (*n*=5) in the **traditional simulation/** 60% of students (*n*= 15) in the **virtual simulation**
  - reported that they were intellectually challenged by the simulation experience
- SL Training is fundamental for virtual simulations
  - Should be completed prior to starting the semester where SL would be used
- Nursing students were positive about ability to interact with SFP students
- Assisted student in language skills development and fluency
- Students exposed to cultural differences of Hispanic patients

Advantages of Multidisciplinary Simulation

- Allowed Nursing and SFP-Healthcare students to interact in a safe learning environment
- Allowed students to practice using a medical interpreter to communicate with patients and families
  - “in-person” and “in-the-box”
- Helped to increase the confidence of the participants in the use of language and situations
- Encouraged cultural diverse interactions
- Exposed students to unexpected situations

Challenges for Multidisciplinary Students

- Communication between Spanish-speaking patient and English-speaking nurse
- Use of interpreters delayed interactions with patients and families with slower responses to patients
- Differences in communication using “in-person” and/or “in-the-box” interpreter
- Hispanic family members interfering with situations
- HIPPA concerns about communication between students and family member

Testimonials

Nursing and Spanish for Professional Students

- *"I hope the SFP program and nursing simulation relationship continues to grow and improve. It's a useful track for nursing students interested in translating their love of languages into the healthcare setting. I only wish the SFP program were more widely advertised to pre-nursing and nursing students."*
- *"Participating in this program has increased my confidence in clinical situations with Hispanic families."*

Nursing students

- *"It open my eyes to a different perspective."*
- *"It was a great learning experience for future situations where I have a patient or family that speaks a different language then English. It helped me feel more prepared and taught me how to handle a situation similar to this one next time I encounter one."*

Spanish for Professional Students

- *"It had a positive impact. I am actually considering testing to become a medical interpreter."*
- *"It helped improved my fluency in the Spanish language."*

Future of Collaboration

- Search for funding to continue collaboration
- Establish curriculum for a bilingual nursing program.
- Create specific Spanish for Professional (SFP) course for perspective nursing students
- Support and mentor of Hispanics and other minority nursing/health professional students
- Acquire supplemental literature/applications to support Hispanic students in preparing for testing and admission to nursing program
- Recruit Hispanic and international students

Ultimately, we envision this program as a pilot program for the University System of Georgia

VSU Second Life Innovation Group

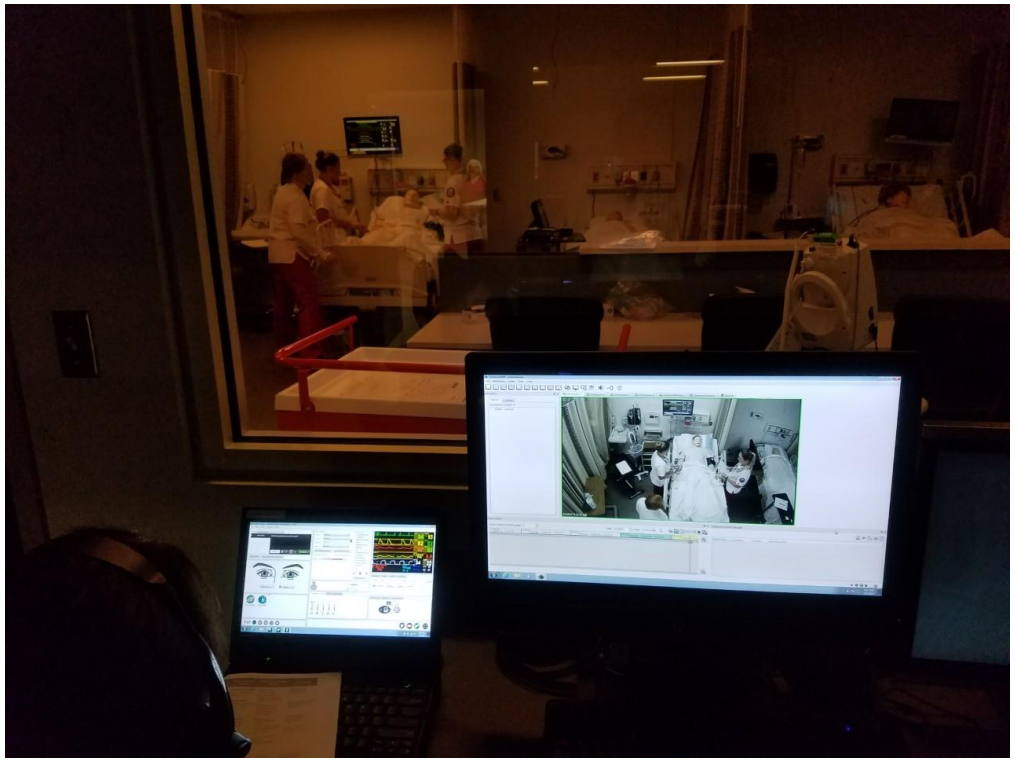
- SL Developers
  - Karen Acosta, Ph.D., Assistant Professor, Spanish
  - Fleming L. Bell, Ph.D., Assistant Professor, Spanish
- SL Designing and Training Course
  - Michelle A. Ocasio, Ph.D., Assistant Professor, Spanish
- SL Simulations and Implementation
  - Beatriz Potter, Ed.D., Senior Lecturer
  - Susan Michele Blankenship, Ed.D., MSN, RN-BC, Director of Simulation

VSU Collaborators

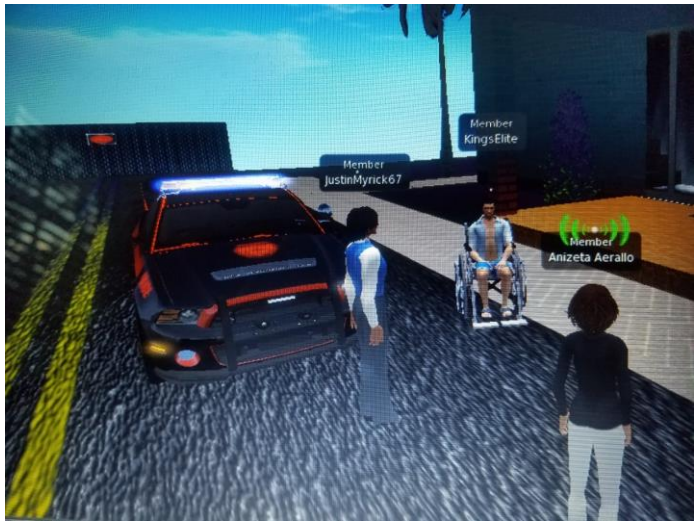
- Nursing
  - Bonni Cohen, DNP, Associate Dean of Nursing
  - Michelle Ritter, DNP, Associate Professor, Nursing
  - Dola Patel, RN, Graduate Assistance
- MCL
  - Viki Soady, Ph.D., Professor and past MCL Department Head
  - Ofelia Nikolova, Ph. D., Interim Department Head; Professor
- Media Center
  - Kyle Culpepper, M.Ed., Instructional Technology Specialist
  - Andrew G. Scott, Computer Services Assistant

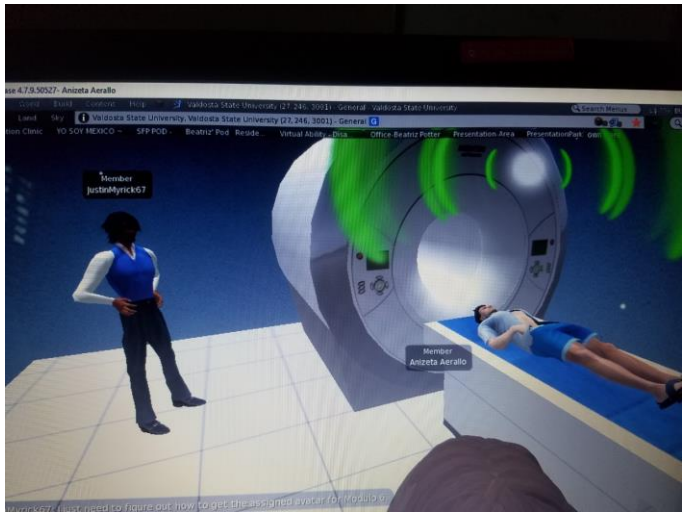
The Way We Were…

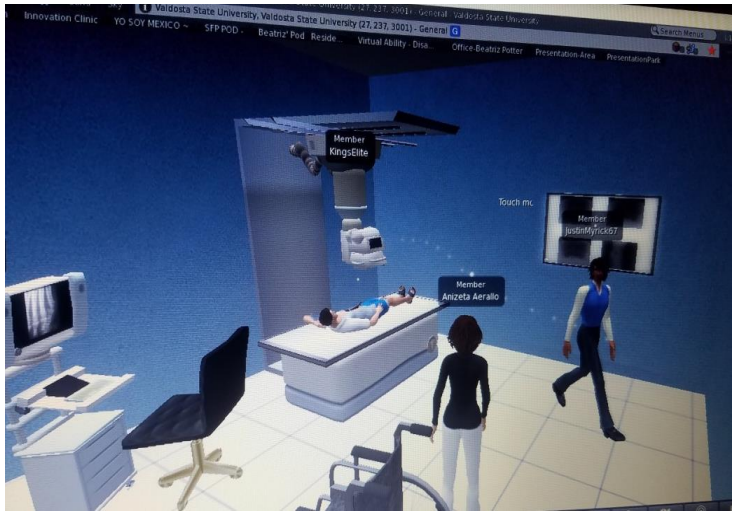
Face-to-Face Simulations and Debriefing at the Nursing STEP Center

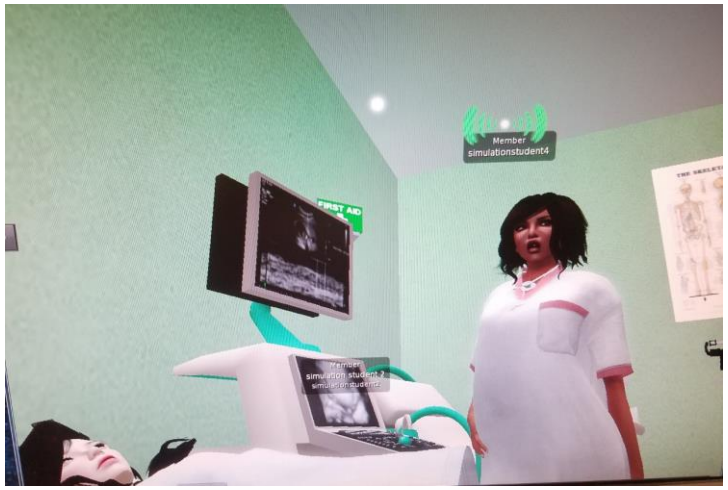


Virtual Simulations at VSU SL Hospital

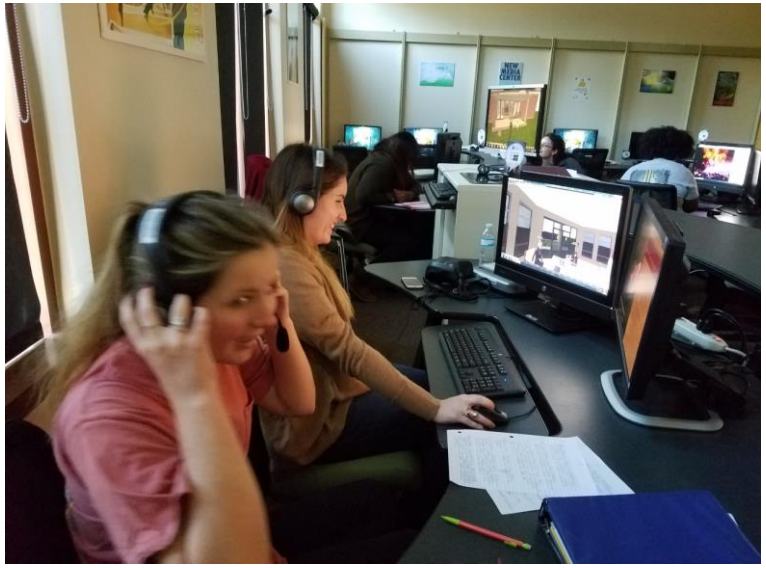


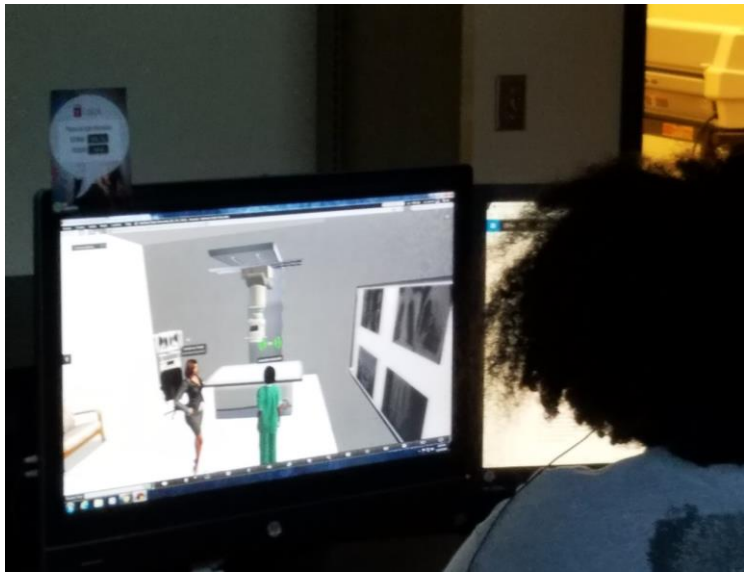




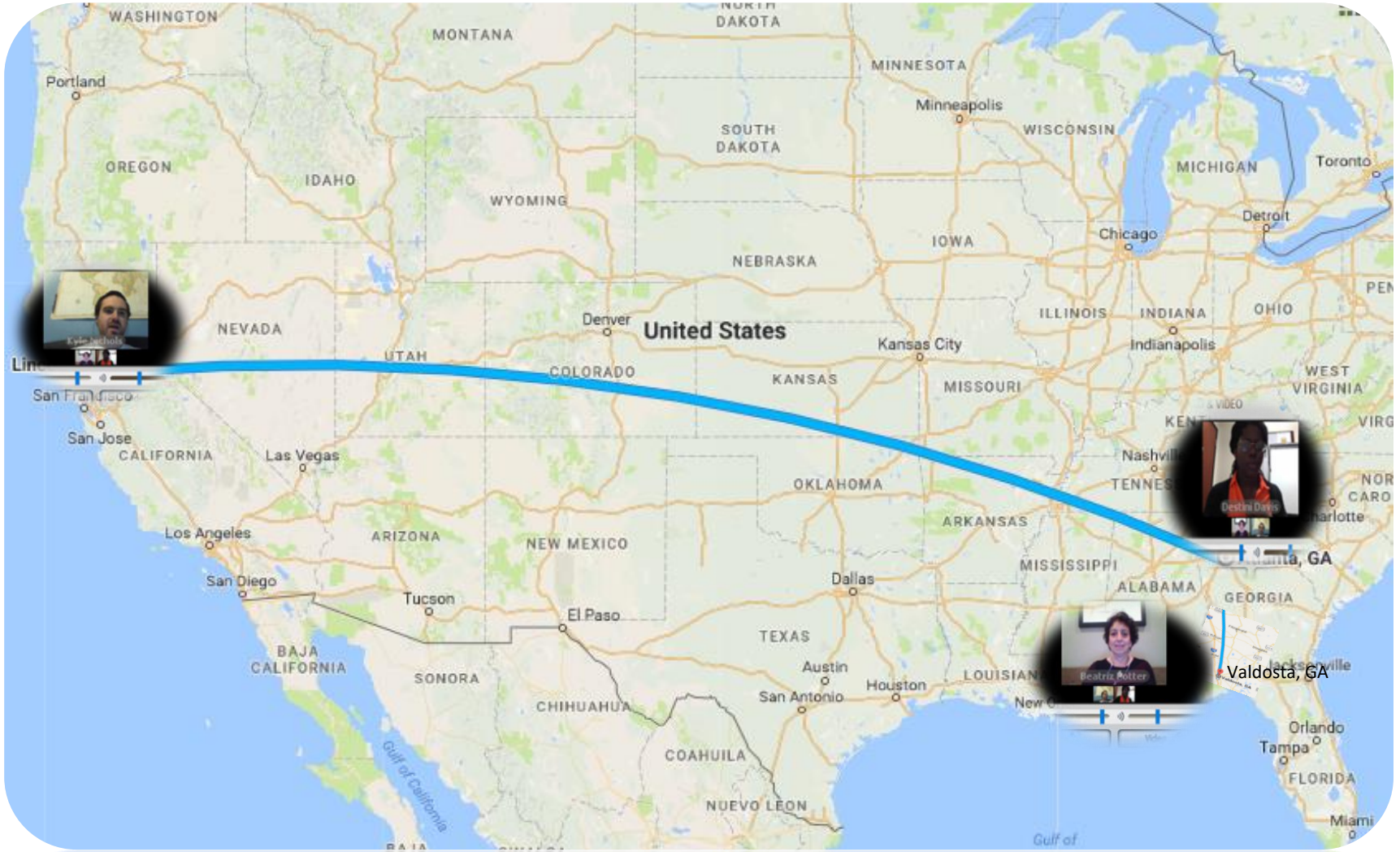


Behind Virtual Simulations - Hybrid and Online





Connecting with Online Students



Valdosta State University Virtual Hospital

Virtual Simulation for students of Nursing and Spanish for Professionals

Contact information

- Michele Blankenship, Ed.D., MSN, RN-BC
  Director of Simulation
  smblankenship@valdosta.edu

  https://www.valdosta.edu/colleges/nursing-and-health-sciences/welcome.php

- Beatriz Potter, Ed.D.
  Senior Lecturer in ESOL, Spanish and Spanish and
  Spanish for Professionals (SFP)
  bpotter@valdosta.edu

- https://www.valdosta.edu/colleges/arts-sciences/modern-classical-languages/programs/spanish-for-professionals.php

Thank you!!!!

¿Preguntas

References

- American Association of Colleges of Nursing. (2014). Nursing shortage fact sheet. Retrieved from http://www.aacn.nche.edu/media-relations/NrsgShortageFS.pdf
- Bean, M. G., Stone, J., Moskowitz, G. B., Badger, T. A., and Focella, E. S. (2013). Evidence of nonconscious sterotyping of Hispanic patients by nursing and medical students. Nursing Research, 62, 362-367. http://dx.doi.org/10.1097/NNR.0b013e31829e02ec
- Bosch, P. C., Doshier, S. A., & Gess-Newsome, J. (2012). Bilingual nurse education program: Applicant characteristics that predict success. Nursing Education Perspectives, 33(2), 90-95. http://dx.doi.org/10.5480/1536-5026-33.2.90
- Rietig, V., & Squires, A. (2015). Building skills in North and Central America: Barriers and policy options toward harmonizing qualifications in nursing. Retrieved from http://www.migrationpolicy.org
- Torregosa, M. B., Ynalvez, M. A., Schiffman, R., & Morin, K. (2015). English-Language Proficiency, Academic Networks, and Academic Performance of Mexican American Baccalaureate Nursing Students. Nursing Education Perspectives, 36(1), 8-15. http://dx.doi.org/10.5480/13-1136.1