Nursing as an Additional Language and Culture (NALC) Program

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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
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
Currently, 67,407 licensed registered nurses are 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.
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.
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.
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)

- Pathophysiology: 44
- Med-Surg: 19
- Pharmacology: 4
- Health promotion: 7
- Research: 4

Pathophysiology was identified as the most difficult course by 44 students, followed by Med-Surg with 19, Pharmacology with 4, Health promotion with 7, and Research with 4.
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
- 1\textsuperscript{st} 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
Resources

- Medical Terminology 2nd edition by Marjorie Canfield Willis, Lippincott, Williams, & Wilkins. 2008
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)
Figure 20: Please Rate the Items Related to the Program  

<table>
<thead>
<tr>
<th>Items to be rated</th>
<th>Rating Scale: 1=Excellent, 2=Good, 3=Fair, 4= Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of content</td>
<td>1.19</td>
</tr>
<tr>
<td>Delivery</td>
<td>1.19</td>
</tr>
<tr>
<td>Clarity and Use of Visuals</td>
<td>1.22</td>
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<tr>
<td>Opportunity to ask Questions</td>
<td>1.11</td>
</tr>
<tr>
<td>Supplemental Materials</td>
<td>1.28</td>
</tr>
</tbody>
</table>
“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 to the Evaluation team of UMDNJ-SN

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References


Questions
Happy Halloween