Nursing as an Additional Language and Culture (NALC) Program for Student Success

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Objectives

1. Apply teaching strategies that increase the success of culturally diverse nursing students

2. Identify the activities and interventions that support student success in a nursing program
What is NALC?

- NALC is an education intervention program designed to support academic success and decrease attrition from the Accelerated BSN program (ABSN).
- Rutgers School of Nursing.
- Diverse student population.
Problem

• Review of student progression data for the ABSN program revealed disparity in academic success
  – Minority student population (22.4%)
  – Caucasian student population (2.2%) (May 2006-9).
• Rates mirrored United States attrition rates for ethnically and racially diverse students that range from 15%-85%.
Minority and Caucasian Enrollment & Graduation in 2008
Significance of Problem

• Currently 67,407 licensed registered nurses employed in nursing in New Jersey.
• The majority of New Jersey’s nurses are Caucasian non-Hispanic (83.2%), with 5.4% Black/African-American & only 3.6% Hispanic (HRSA, 2010).
• A significant under-representation of minorities in the nursing workforce.
Significance of Problem

• Need to Increase the diversity of the NJ nursing workforce is further reinforced through
  – The Rutgers SN Mission
  – Healthy People 2010 and 2020
Questions

- How can we minimize the disparity in attrition rates?
- How can we increase student program success?
Assessment

- Analyzed progression and attrition data
- Conducted focus groups with current students
- Conducted focus groups with current faculty
- Conducted survey of all students currently in ABSN program
- Reviewed ABSN program content
- Literature Review
Analysis of Attrition

- Higher attrition in the first semester due to failure of two courses
- Higher rates of withdrawals from courses they were failing in first semester
  - Placed students at greater risk of academic attrition in subsequent semesters
- Withdrawal and failures related to personal reasons (e.g. financial, pride, family).
- Academic support available- but student access too late
Pathophysiology Course

- Pathophysiology → a course offered in the first semester of the program, was 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 – 2008
Passing Grade = 75%

- Caucasian Students: 40%
- Minority Students: 12%
- Not Reported: 3%

75% or higher
(Passing)
Less than 75%
Needs Assessment Summary of Focus Groups and Student Survey

• 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.
• Many of the 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.
Survey: Most Difficult Course

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patho-Physiology</td>
<td>44</td>
</tr>
<tr>
<td>Med-Surg</td>
<td>19</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>Health promotion</td>
<td>7</td>
</tr>
<tr>
<td>Research</td>
<td>4</td>
</tr>
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Series 1

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

- 77% More difficult
- 17% As expected
- 6% Less difficult
NALC- “L” = Language of Nursing

Analysis of ABSN Program Content

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 –”C” = 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).
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.
• Deliver program components that presented students with the highest level of difficulty in the first semester.
• Provide support throughout the ABSN program.
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).

- Knowles Adult Learning Theory
NALC- Pre-ABSN Component

- NALC pilot program- April 2010-September 2011

- 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
TEAS

**NON-NALC**

- Overall TEAS score for non-NALC students was 77.2.
- Non-NALC students achieved higher overall TEAS scores starting the ABSN program.

**NALC**

- NALC students TEAS score was on average 75.4.
- NALC students started the ABSN programs with lower overall TEAS scores.
98 NALC participants/380 students in program

- 26-35 yrs. old
- 15% spoke language other than English at home
- 22% married
- 99% responsibilities at home
- worked 16-40hrs
Program Racial Differences-Information obtained on admission

NON-NALC

- 35.1% non-Hispanic White
- 31.9% non-White
- 33% declined to answer

NALC

- 33.7% non-Hispanic White
- 35.7% non-White
- 30.6% declined to answer
NALC Program

• Language Component
  – Medical Terminology
  – Medical Math
  – Review of A&P
  – Scholarly writing and clinical writing

• Culture Component
  – Success Skills for Nursing Education
  – Socialization to the Nursing Profession
  – Cultural Awareness in Nursing
Language Components

- Medical Terminology
  - Lecture
  - Module completion
  - Quizzes

- Medical Mathematics
  - Lecture
  - Lab demonstrations and practice
  - Workbook practice
  - Exam
Language Components Continued

• Review of Anatomy & Physiology
  – Lecture
  – Interactive educational games
  – Quizzes

• Writing
  – Finding a topic
  – Structure of a paper
  – APA format
  – Plagiarism
Cultural Components

• Success Skills for Nursing Education
  – Learning style survey
  – Test taking skills & Time management,
  – Note taking & Critical thinking processes
  – Library Tour
  – Electronic Learning Platform

• Socialization to the Nursing Profession
  – Meet and Greet Lunches with faculty, SGA, former NALC students and alumni
Cultural Components Cont.

- Cultural Diversity
  - Nursing Luncheon
Cultural Luncheon
Program Evaluation

- Comprehensive math exam
- A&P/Medical terminology quizzes
  - one group test
  - one individual test
- Student evaluation survey
- Attrition data
Program Outcomes

• From May 2010-May 2011 only 1 NALC student failed Level 1 Pathophysiology compared to 5 Non-NALC Students

• Student surveys identified an increase in student comfort and decreased stress in the first semester.

• NALC students currently comprise 50% of the Student Government body, Student Government Officers and Ambassador Program.
Program Rating

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
Program Evaluation

• *End of Level 1 Program Evaluation*
  – Attrition rates- progressed to level 2
  – Passed Pathophysiology
  – Passed Med Math

• *Attrition rates*
  – Attrition rates were equal between NALC participants and non NALC participants
  – Attrition rates were not significantly different by NALC participation among any racial/ethnic groups, including for minority nursing students.
Success

• This may indicate that the NALC program was *successful* in its goal of reducing attrition because students with lower academic skill are *more* likely to withdraw from nursing programs.

• Supports previous research that culturally diverse and minority students benefit from a *supportive* academic and social atmosphere.
Questions
Resources


• *Medical Terminology* 2nd edition by Marjorie Canfield Willis, Lippincott, Williams, & Wilkins, 2008.

Special thanks

• School of Nursing Leadership
  Susan Salmond, Ed.D., RN, CTN
  Barbara Caldwell, PhD, APN-BC

• School of Nursing Evaluation Team
  Dan Gundersen, PhD
  Zoon Naqvi, MS
References


