Core Matters
Collaboration between Nursing and Spanish for Professionals

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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.
• 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 to “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

- **Recruitment**
  - Non-Hispanic
  - Hispanic

- **Students**
  - Student Success Support for Hispanics

- **Nursing**
  - Spanish for Professionals

- **Simulations**
  - English and Spanish
    - Virtual – Second Life
    - Standardized patients
    - High fidelity
      - Synchronous
      - Asynchronous

- **MCL Students from SFP**
  - Community members

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

Collaboration between Nursing and Spanish for Professionals Students

SFP-SPAN-3012
  SPAN-2002
  SPAN-2001
  SPAN-1002
  SPAN-1001

Nursing – NURS
  ENGL 1101, 1102
  CHEM 1151, 1152
  BIOL 2651, 2900
  MATH 1111 or 1101
  MATH 2620
  PSYC 1101, 2103
  SOCIO 1101

CORE - AREA A, B, D.2.b., E, and F
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 \textit{traditional simulation} / 60% of students \( (n=15) \) in the \textit{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
• HIPAA 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
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  • 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

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

¿Preguntas
References


