A Teaching Model to Enhance the Professional Communication Skills of Internationally Educated Nurses
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Scientific Abstract:

Introduction with institutional context and educational objectives
This poster session will present a performance-based teaching model used in a professional communications course for pre-licensure Internationally Educated Nurses (IENs). This performance-based model enhances language fluency for English Language Learners to help them in their professional practice.
The “Professional Communications for Internationally Educated Nurses” (PCIEN) course is offered at Kwantlen Polytechnic University (KPU) using a curriculum that was developed in partnership with three local health authorities. The PCIEN course targets the cultural competence, communication skills and strategies, and language that IENs need to encourage clients to: express concerns; examine options; and, work out plans or goals that empower clients to become active participants in their care. It also targets the daily communication that takes place between colleagues between different professions on healthcare teams. In both cases, the IEN needs the cultural awareness to work effectively with culturally diverse clients and colleagues.

Instructional Methods
At the core of the 9-week (140 hour) PCIEN course, the incorporation of new communication skills into the professional practice of IENs is based on a unique instructional methodology called the “performance-based teaching model.” The performance-based teaching model guides participants through weekly cycles of learning stages aimed at developing specific communication skills first identified by the “Calgary-Cambridge Referenced Observation Guides” (Kurtz). These skills include, but are not limited to: gathering information, developing rapport, expressing empathy, and managing conflict resolution.
The performance-based model guides learners through several stages within a thematic cycle. A significant feature of the performance-based teaching model involves actual performances with filming and feedback. Course participants are filmed interviewing “Standardized Patients” (actors trained for specific scenarios).

Evaluation / impact
In this poster session, the performance-based model as it is used in the Professional Communications for Internationally Educated Nurses course will be explained by the presenter. Additionally, empirical results of IENs’ language levels (speaking, listening, reading and writing) at entry and exit of the Spring 2016 intake of this course will be shared.

Discussion / implications
As one of the original members of the PCIEN curriculum development team, the presenter will also share successes and challenges using this model within a post-secondary context.

Works Cited:

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