Supporting the “Whole Student” in a Team Teaching Environment for Foreign Trained Nurses

May 2, 2014

LaGuardia Community College
City University of New York
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City University of New York

Magda Kieliszek
Vocational ESOL Instructor,
Center for Immigrant Education and Training (CIET)
Adult and Continuing Education

Kyaw Naing
Assistant Professor
Nursing, Health Sciences Department
Academic Affairs

NCLEX-ELL Preparation Course for Immigrant Nurses
Goals for today’s presentation

Reason for integrated (team-teaching) learning
Structure of the continuing education NCLEX-ELL Preparation Course
Team members and strategies used
Outcomes
Traditional Pathway for Adults Needing Skills Upgrade

**Issues:**

- Length of time for basic skills development
- Gap between highest level of adult ESOL class and entrance requirements for training programs
- Few persist and transition into further education or training
- Perceptions of ELL’s skills & abilities
- Training program pedagogy and curricula
Reasons for Integrating Basic Education and Skills Training

- Fast track to employment/goal attainment
- Access to training
- Language proficiency developed in context
- Retention of content knowledge
- Student engagement
- Persistence and motivation
- Improved licensing pass rates
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NCLEX-ELL Preparation Course Overview

- Students – immigrant nurses
- FY 2011-2013 NCLEX LPN, FY 2014 NCLEX RN
- NY-BEST (Basic Education and Skills Training) model
- Dual goal: meeting the requirements of the state licensing board and improving language skills
- High intensity, high support
- Educational Case Manager = stress management, job preparation, credentialing support
- Nursing instructor = subject matter expert
- ESOL instructor = pedagogy/methodology/language expert
- Instructors plan syllabus and review materials; weekly planning
- Non-credit, grant-funded and free of charge for the students
NY-BEST NCLEX-ELL Model

- Intake process: orientation, speaking and reading test (TABE minimum: 5th grade reading), interview, writing sample, schedule
- 8 month training (16h/week)
- Vestibule: 8 weeks (4 weeks ESOL only, 4 weeks integrated) - evaluate persistence & academic readiness, establish habits and classroom routines, introduce training content
- 50% of content classes are team taught (ESOL/ RN Instructors)
- Bi-weekly Educational Case Manager workshops
- Intrusive counselling
- Job readiness (resume, interviewing skills, mock interviews)
- Computer literacy
- Tutoring
- Ongoing assessment (weekly quizzes and homework assignments)
- Database with NCLEX-style questions and practice exams
- Online classroom – calendar, classroom and other materials, assignments
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NCLEX-ELL Program Team Members
Role and Strategies of the Nursing Faculty

- Deliver technical content (maternity, pediatrics, psychiatry, medical-surgical) through lectures, presentations, videos and in-class discussions

- Re-activate students’ knowledge

- Identify and address students’ area of difficulty

- Ongoing assessment of learning and targeted remedial instruction

- Provide professional insight – working with diverse populations, following U.S. norms

- Career mentor – personal experience and knowledge of the licensing board requirements
Role and Strategies of the ESOL Instructor

- Improve students’ language skills through contextualized English language instruction
- Provide support for the content material that is being taught/reviewed in the nursing class
- Recognize students as “experts”
- Improve students’ academic reading and study skills
- Monitor students’ understanding in the nursing class
- Model “good” student behavior
- Encourage students to take an active role in the process of learning
Instructional Strategies (continued)

- Teach test taking strategies
- Employ a variety of ways for students to engage with material to deepen comprehension of the nursing content
- Create collaborative learning environment
- Help students develop independent study skills
- Accommodate instruction to students’ learning styles
Role and Strategies of the Educational Case Manager

- Keep students on track with their studies and success
- Help students problem solve and identify resources to resolve their difficulties
- Address loss of professional identity and motivation
- Conduct bi-weekly group sessions & individual sessions
- Discuss culture of workplace standards and expectations
- Help navigate the NYS re-credentialing and re-licensing process
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NCLEX-PN Credentialing Rates

- National (Internationally Educated)
- NCLEX-PN Preparation Course 2011-2013
  - 93% pass rate
QUESTIONS
Magdalena Kieliszek, VESOL Instructor
Center for Immigrant Education and Training
(718) 482-5996 mkieliszek@lagcc.cuny.edu

Kyaw Naing, Assistant Professor
Nursing, Health Sciences Department
(718) 482-6081 knaing@lagcc.cuny.edu