PULSE

Language and communication skills
of foreign nurses

Pulse: Language and Communication Skills for Foreign Nurses

Pulse European Survey

Erasmus+

INDEX

- **Summary of results**
  - **Educators and language experts**
  - **Practitioners in the healthcare sector (nurses, employers, hospital staff, etc.)**
- **Work situations for upgrading language and communication skills of nurses in mobility**

- **Annexes**
  - **Questionnaire forms (all countries)**
  - **Questionnaire templates**

Output Identification: O1

Output title: Pulse European Survey

Leading organisation: KU TU (Bulgaria)

Participating Organisations: FONDO FORMACION EUSKADI SLL (ES), EURORESO (IT), COOPERATIEVE VERENIGING PRESSURE LINE U.A. (NL), INSTITUTE FOR TRAINING OF PERSONNEL IN INTERNATIONAL ORGANIZATIONS (BG), INTHECITY PROJECT DEVELOPMENT (NL), UNIVERSITA PER STRANIERI DI SIENA (IT), CHAMBRE DE COMMERCE ITALIENNE DE LYON (FR), FUNDATIA CENTRUL EDUCATIONAL SPEKTRUM (RO)

EUROPEAN SURVEY
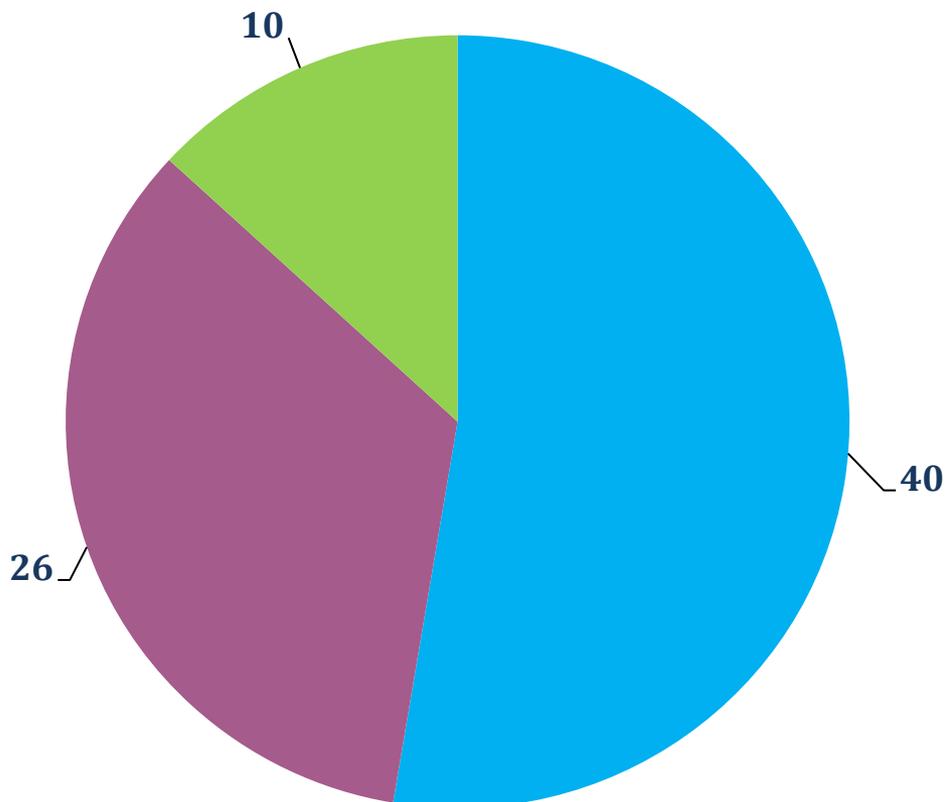
EDUCATORS AND LANGUAGE EXPERTS

SUMMARY OF RESULTS

76 questionnaires collected
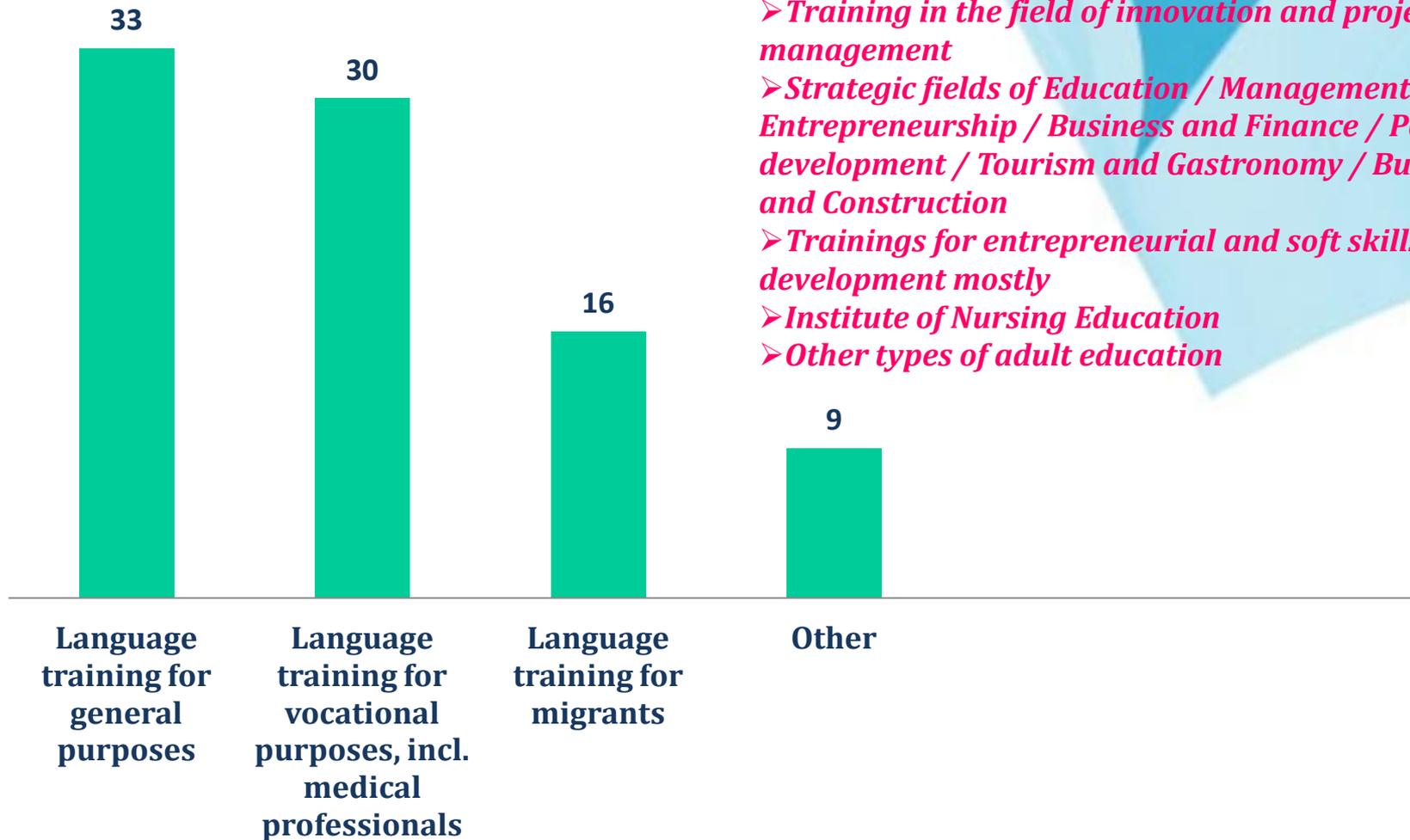
Q1: What kind of institution do you represent?

Language provider ■ VET provider ■ Other

*Other:
➢*NGO working in the field of skills enhancement and new educational methodology promotion*
➢*in-service training provider*
➢*Teacher training provider*
➢*Adult education providers*
➢*University*
➢*Arts / Consulting*

Q2: What kind of training do you provide?

Other:
➤ Arts for the promotion of positive mental health
➤ Training in the field of innovation and project management
➤ Strategic fields of Education / Management and Entrepreneurship / Business and Finance / Personal development / Tourism and Gastronomy / Building and Construction
➤ Trainings for entrepreneurial and soft skills development mostly
➤ Institute of Nursing Education
➤ Other types of adult education

Chart data:
- Language training for general purposes: 33
- Language training for vocational purposes, incl. medical professionals: 30
- Language training for migrants: 16
- Other: 9

Q3: Good practices and training models for development of language and communication skills of medical professionals/nurses ?

➢Training of doctors, nurses and students in medicine based on *Oxford University Press*. The content is in two modules:

1)Particular themes and work situations – pain, complaints, medications (implementation, side effects), medical tables and abbreviations etc.

2)Care for the patient - communication, providing support and motivation, building empathic relations, discussing difficult and sensitive topics

➢*Pre-intermediate and Intermediate+ training for nurses* with required entry level A2:

➢Contains authentic texts, real situations and practical exercises

➢Focus is on development and improvement of communication skills

➢Main themes: Admitting patients; Caring for patients after an operation; Caring for terminally ill patients; The District Nurse; Helping patients with rehabilitation; Mobilizing patients; Medical imaging; Helping patients with diabetes management

➢Project *"Vorkurs: Perspektive Pflege"* (CH) – https://www.fachkraefte-schweiz.ch/de/fluechtlinge/beispiele/181/vorkurs-perspektive-pflege

➢*Courses for nurses offered by ENAIP-Switzerland* (http://www.enaip.ch/berufsbildung/kurse-fuer-pflege-berufe/)

Q3: Good practices and training models for development of language and communication skills of medical professionals/nurses ?

➢The courses *"German in care professions"* linguistically prepares foreign professionals for the daily work in hospitals and nursing homes:

> ➢Focus on daily language dealing with work situations
>
> ➢Vocabulary taught based on practice-relevant content that is necessary for dealing with the situations arising in daily care
>
> ➢Conversation and pronunciation exercises for ensuring better communication between nurses, patients and other team members

➢Project for implementation of the *new methods for language learning* into secondary schools in the Czech Republic (www.ukazsvujjazyk.cz)

➢Project *"Inclusive Health"* that aims to promote a qualified, safe and social inclusive health service by health workers (doctor, nurse, healthcare social worker, midwife):

> ➢Develops audio-visual catalogue – training tool for health professionals to improve their social inclusive skills

➢Good practices in the *SMILE platform*; Materials developed by the European projects *TAKE CARE, MULTICOM and AGNOVEL*

➢*Zuster in Huis* (www.zusterinhuis.nl) – tailored language methods and language courses for nurses who come to live in the house of elderly people and take care of them

> ➢A language course lasts 12 weeks
>
> ➢Emphasis on social communicative skills and everyday conversations + medical terminology and phrases necessary to communicate during daily care

Q3: Good practices and training models for development of language and communication skills of medical professionals/nurses ?

➢Specific training by ***Taalcentrum-VU – Dutch as a second language for medical staff***:
  ➢Participants learn to overcome communication problems in the workplace
  ➢Participants learn to deal with cultural differences
  ➢In medical-practical terms, the emphasis is on learning the most common terminology
  ➢https://www.taalcentrum-vu.nl

➢***E-learning courses via the Vereniging Verpleegkundigen en Verzorgenden Nederland***
(Association of Nurses in The Netherlands) – http://www.venvn.nl/Academie/elearning

➢***Course for learning of Dutch for medical professionals developed by Italned*** –
http://www.italned.com/methodes.html

➢Method for learning Dutch by professionals working in the health care sector, developed by
Delftse method (https://www.nt2.nl/nl/product/39/De-taal-van-de-verpleging)

➢Tailored language trainings at ***Taaltrainingen: Dutch for HealthCare personnel***:
https://nederlandsvoordegezondheidszorg.nl/taaltrainingen/

➢***The Health Communicator*** (www.nedtalk.com):
  ➢Communication system which contributes to a better communication between healthcare providers and patients who do not speak Dutch
  ➢Uses the powerful user interface that is suitable for people who cannot speak Dutch and can be also used by elderly and low literate people

Q3: Good practices and training models for development of language and communication skills of medical professionals/nurses ?

➢**Role playing; Simulations in real situations, Pragmatic approach:**
> ➢Guarantee linguistic-communicative skills immediately available in real situations
> ➢Learners are invited to talk to hypothetical stakeholders (patients, family members, colleagues, employers and/or superiors), to fill out forms and realistic patients-cards

➢**Elements of drama and theatre** to develop models for improving communication skills by health professionals, through the use of role playing and the development of empathy in the medical professional

➢**On-the-field language learning; Learning by doing**
> ➢Link classroom language learning with language activities outside the classroom and at the workplace (hospital, healthcare centre, etc)
> ➢Teaching language together with professional training

➢**Lexical-type approaches** (with word / image association, word / definition, etc.)

➢24/7 **e-learning**; assistance by a virtual teacher; e-learning (http://dgelearn.com)

➢ODL (**Open and Distance Learning**)

➢Use of **multimedia learning tools**, such as audio files, video, etc to enhance motivation

➢**Films and documentaries**

➢**Communicative approach** emphasizing interaction in the target language

➢**Reverse class approach**

➢**Multi method**: listening-reading- writing-speaking; Pace of training: 3-5 hours min per week

Q4: Do you apply any motivation practices in the course of training?

MOTIVATION PRACTICES:

➤Time for ***sharing experience in practical situations*** between participants

➤***On-the-job training*** – learning the language while working

➤***Role play*** for practice and see things from the patient's perspective

➤Exercises based on ***real professional situations***

➤***Token Economy*** (Tokens used as reinforcers)

➤***Social interaction*** and sharing experiences in the target language

➤***Face-to-face meetings*** between students (future nurses) and their patients

➤***Conversation evenings***

➤***Personalised coaching***

➤***Action-oriented approach*** in language learning

➤***Educational games***; playful and problem-solving practices

➤***Case studies***

➤***Communication with nurses*** from other countries

➤***Group activities where competition is required***

➤***Vocabulary brainstorming*** from images

➤***Digital equipment***; Visual input, video or audio input

Yes   **No**

19%

81%

Q5: Do you use e-learning/blended learning models in the course of training?

E-LEARNING / BLENDED LEARNING MODELS:

➤ *Language platforms*; Online communication among trainees and consultations with a trainer

➤ *C Tree* is a sophisticated tool for various fields of VET education – coexistence of the student, teacher and mentor on a single digital platform

➤ *Blended learning* is most appropriate for development of communications skills

➤ *Role plays*, group exercises

➤ Development of listening and reading skills mainly in *e-learning sessions* and communication skills in *face-to-face sessions*

➤ *Digital learning materials* in classroom – videos, cartoons, animations, etc.

➤ *Web resources*, interactive courses and exams

➤ *MOOC*

➤ *MOODLE*

➤ *Interactive digital games*, self-guided learning materials

➤ *Zuster in Huis' methods*

➤ *AG Novel application*

➤ *Linguistic Software* and business vocabulary list

➤ *Learning through media* (movies, music, etc.)

➤ *"Pedagogical tutoring"* 1 year after the training courses

■ **Yes** ■ **No**

35%

65%
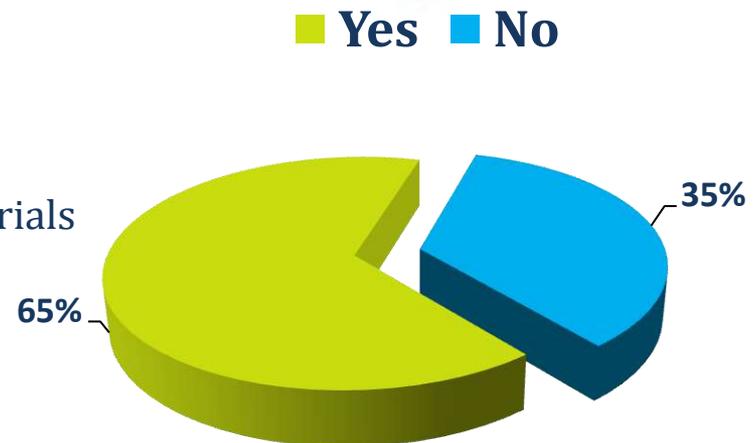
Q6: Do you use any assessment tools and methods in the course of training?

ASSESSMENT TOOLS:

➢ *Tests at the end of each training* unit with a quantitative part and a qualitative explaining what has to be developed further (as guiding and motivation tool)

➢ *Formative and summative evaluation*, practice, written tests, oral and practical presentations, interviews, periodical tests/exams, communicative role play games

➢ *Online quizzes* – variety of content (audio files, videos, written texts) and eye-catching graphics

➢ *Common European Framework of Reference* for Languages

➢ *Self-assessment and peer assessment*

➢ *Individual discussions* with trainees at the end of each unit

➢ *Placement tests*

➢ *Questionnaires*

➢ *Checklists*

➢ *Skills assessments*

➢ *e-testing* (mainly based on multiple choices)

➢ *DELF, DALF, TCF certificate*
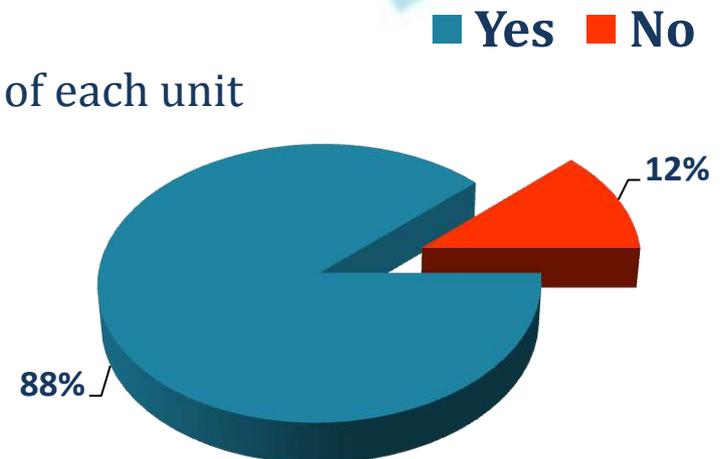
■ Yes   ■ No

12%

88%

Q7: Type of e-learning materials useful for upgrading the language and communication skills of foreign nurses in mobility?

- Interactive e-lessons — 68
- Learning resources — 56
- Educative games and training exercises — 53
- Other — 1
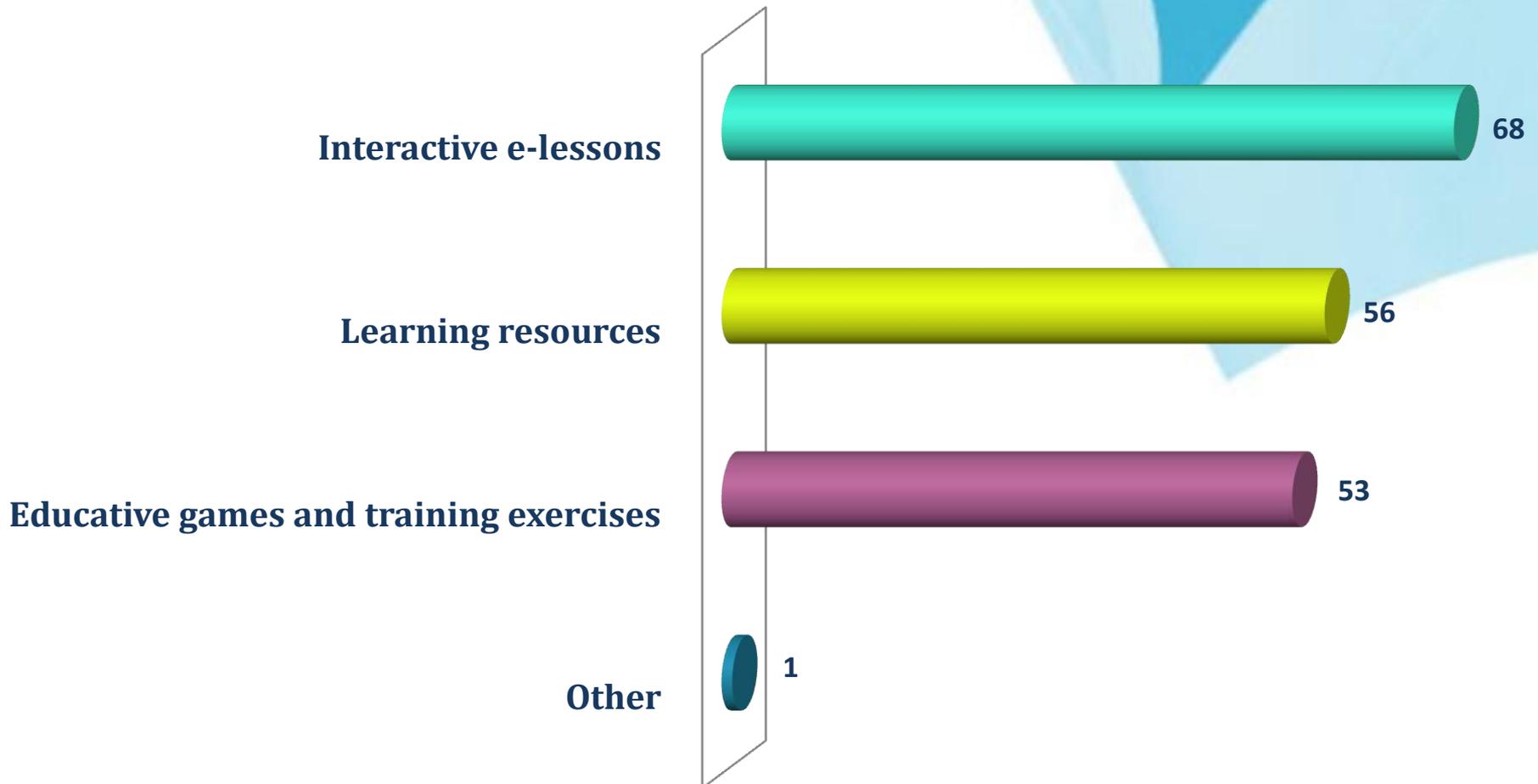
Q8: Work situations that require upgrading language and communication skills of nurses in mobility

➢ *Communication with patients:*
- ➢ Explaining diagnosis, treatment, medicines, help, support
- ➢ Understanding patients' complains and requests
- ➢ Discussing difficult and sensitive problems
- ➢ Dealing with difficult and seriously suffering patients
- ➢ Giving advice on lifestyle, health promotion or risk factors
- ➢ Expressing understanding and sympathy
- ➢ Maintaining everyday conversations
- ➢ Patient admission process, collection of patient data, establishing relationships

➢ *Communication with patients' family and relatives*
- ➢ Providing information, explanations, instructions, answering questions, expressing understanding and sympathy, discussing sensitive themes
- ➢ Sensitive approach towards seniors
- ➢ Breaking bad news

➢ *Communication with physicians and other medical professionals*
- ➢ Understanding doctors' instructions
- ➢ Informing about problems that might occur with a patient
- ➢ Providing information about prescribed treatment implementation
- ➢ Operational instructions of colleagues

PULSE
Language and communication skills
of foreign nurses

Q8: Work situations that require upgrading language and communication skills of nurses in mobility

➢ *Intercultural competences of medical professionals*
  ➢ Dealing with immigrants and refugees; Taking into consideration intercultural aspects
  ➢ Strong communication skills, in particular listening skills
  ➢ Empathy towards patients/relatives with different cultural, religious, ethnic background
  ➢ Cross-cultural communication skills
  ➢ Talking about the human body

➢ *Skills for performing day-to-day work*
  ➢ Understanding specific medical technology
  ➢ Understanding and writing medical texts
  ➢ Understanding medical dossiers
  ➢ Seeking informed consent/clarification for an invasive procedure
  ➢ Knowledge of bureaucratic and administrative requirements
  ➢ Knowledge of medical register and understanding of forensic forms and documents
  ➢ Managing new tools and software for diagnostics and prognostics
  ➢ Giving and receiving oral and written training and instructions
  ➢ Reading necessary materials / Terminology on the subject
  ➢ Giving directions to the general public in the hospital
  ➢ Explaining hygiene and safety rules

EUROPEAN SURVEY

PRACTITIONERS IN THE HEALTHCARE SECTOR

SUMMARY OF RESULTS

202 questionnaires collected

Q1: Which group do you belong to?

■ Nurse ■ Employer in the healthcare sector ■ Other

23

62

117
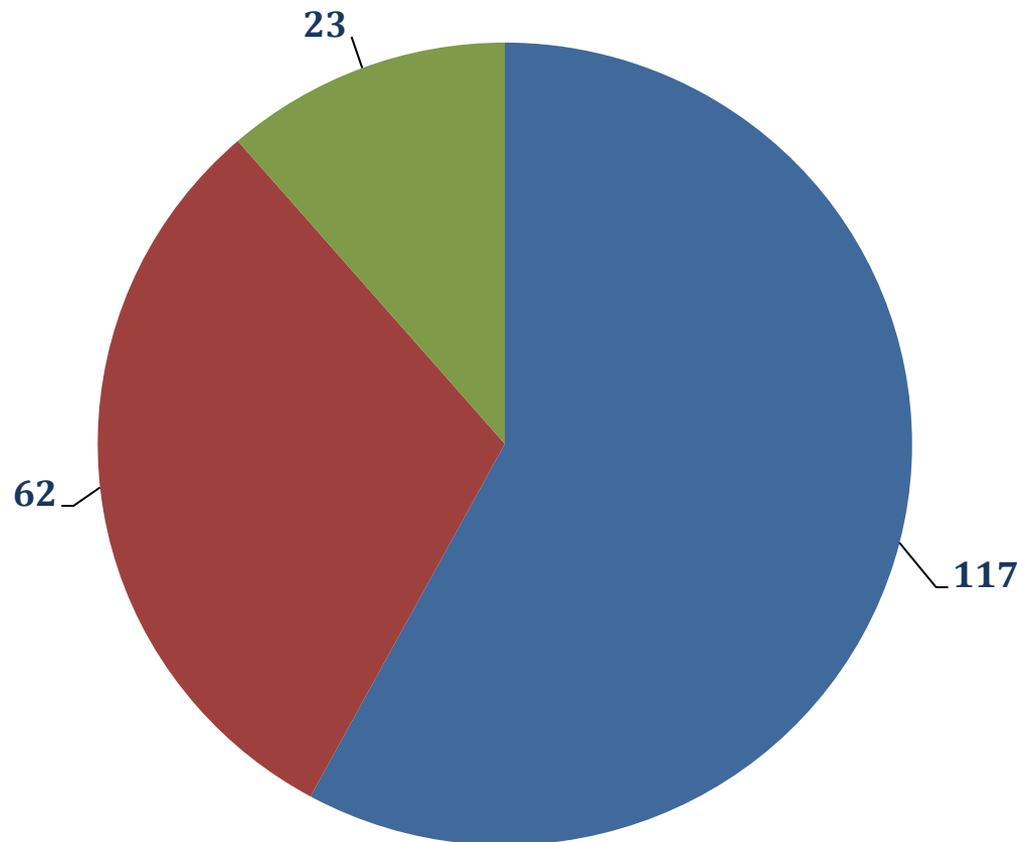
*Other:
➤Physicians (anesthesiologists, traumatologists, surgeons, etc.)
➤Caregivers
➤Pharmacists, Pharmacy assistants

PULSE
Language and communication skills
of foreign nurses

Q2: Language skills necessary for foreign nurses in mobility?
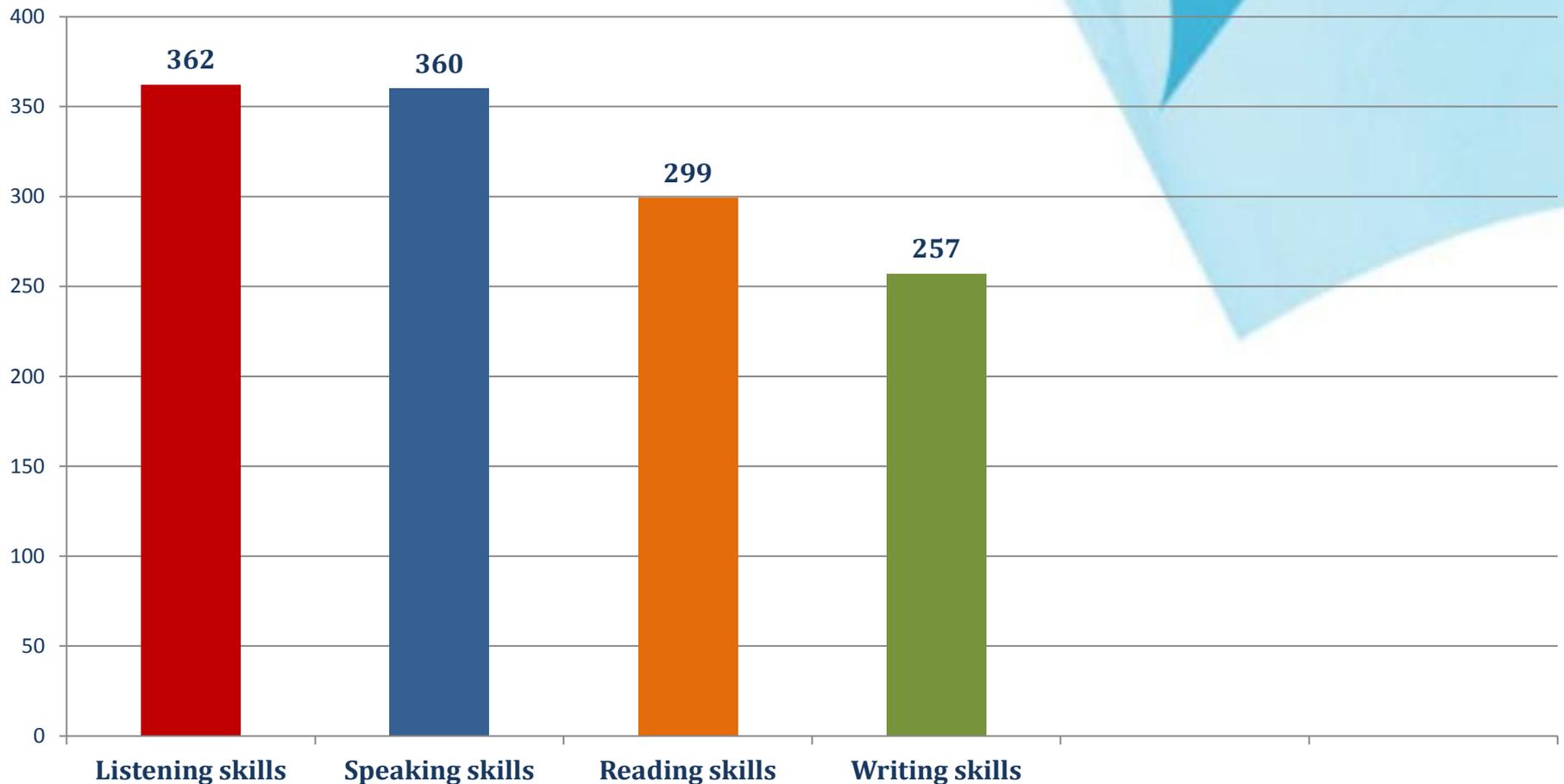
Q3: Medical language skills necessary for foreign nurses in mobility?

■ Lexical competence   ■ Communicative competence

18%

82%
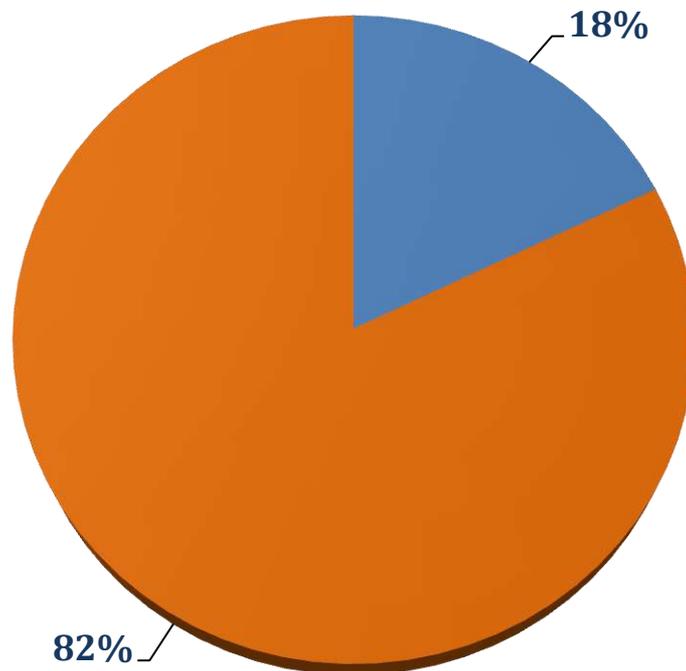
Q4: Type of communication situations necessary for foreign nurses in mobility?
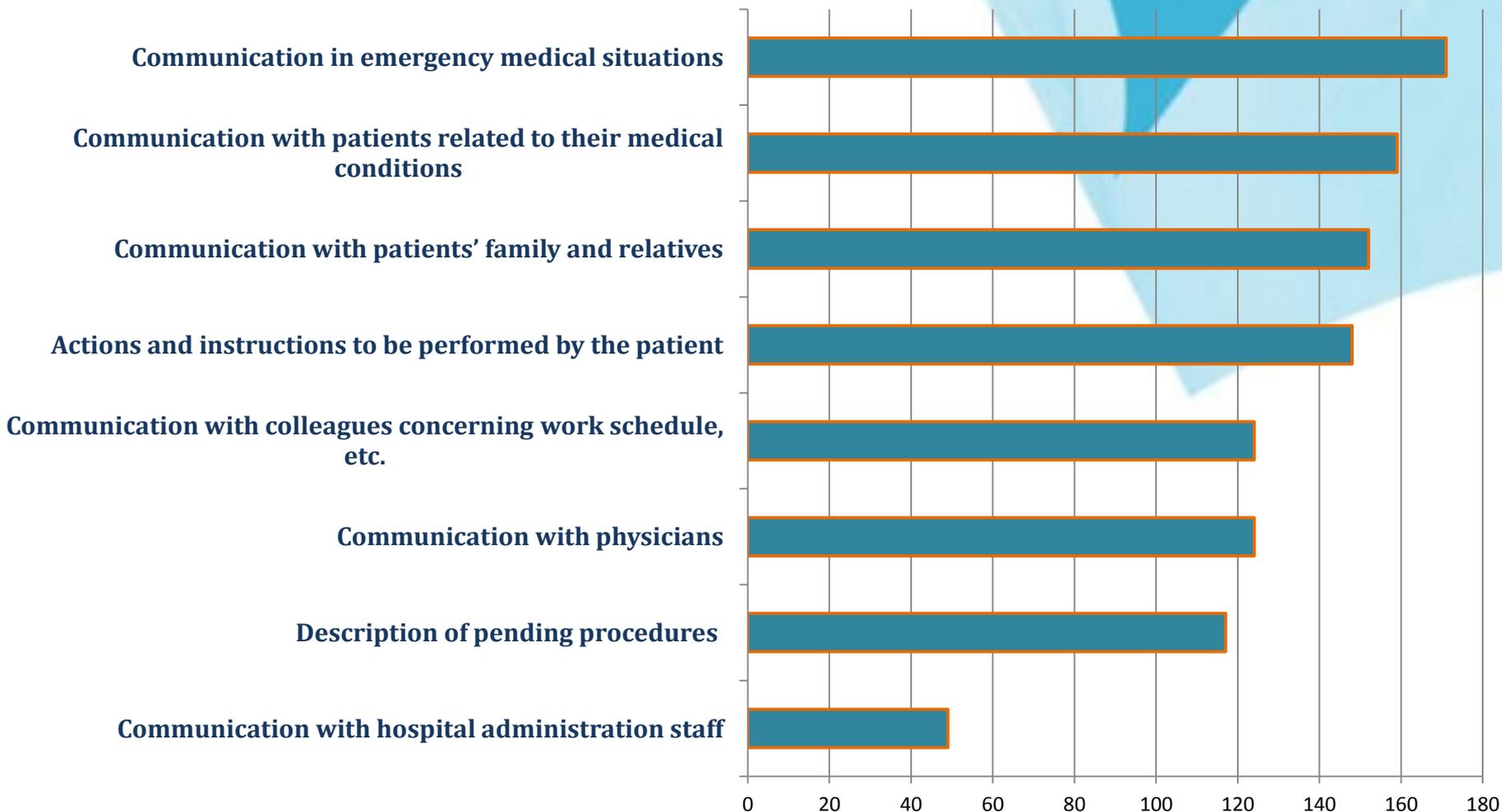
Q5: Type of intercultural competences important for foreign nurses in mobility?
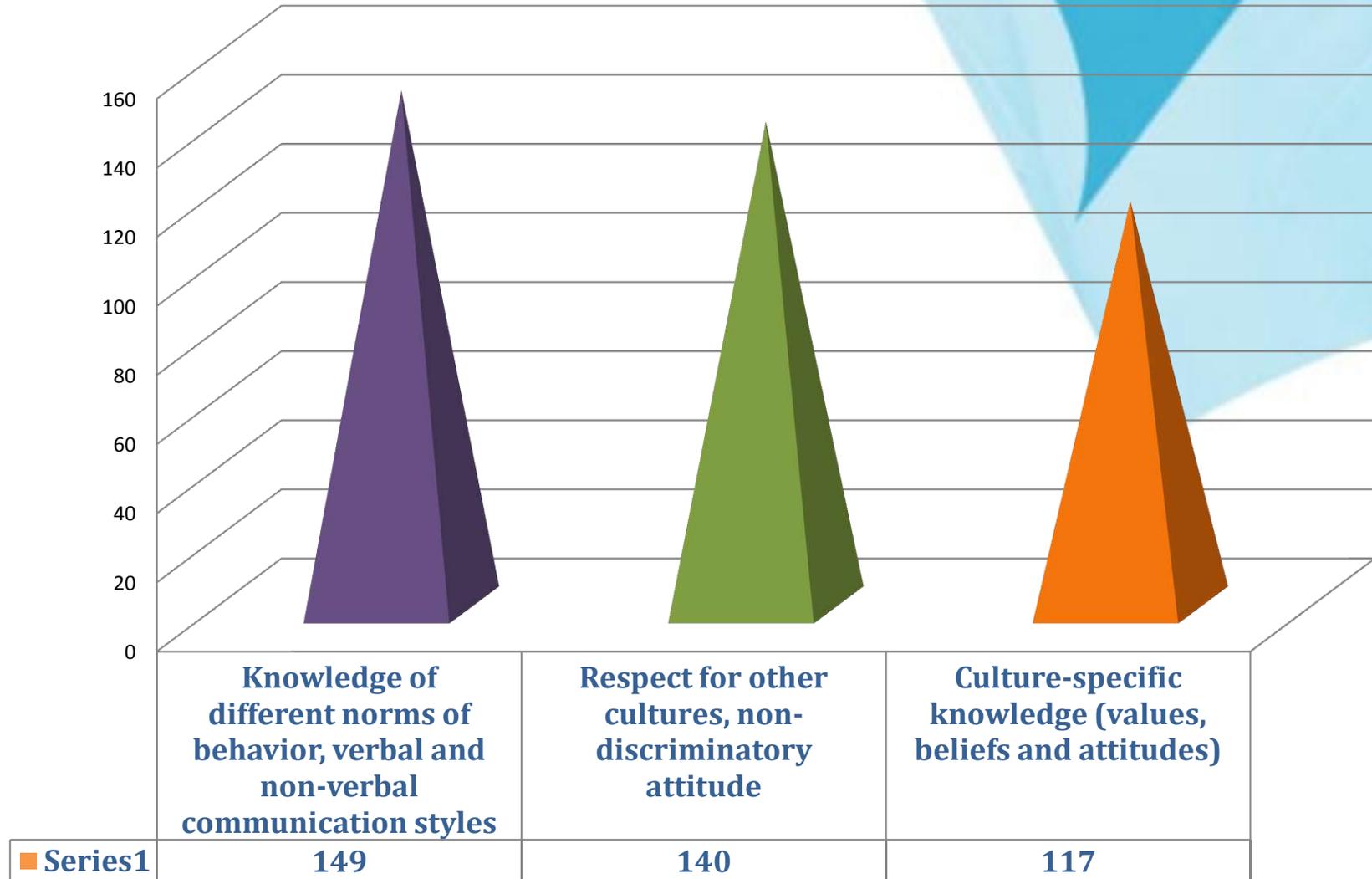
	Knowledge of different norms of behavior, verbal and non-verbal communication styles	Respect for other cultures, non-discriminatory attitude	Culture-specific knowledge (values, beliefs and attitudes)
■ Series1	149	140	117

Q6: Work situations for which nurses in mobility need language and communication competence

➢ *Communication with patients:*

  ➢ Explaining medical conditions

  ➢ Explaining medical procedures (e.g. before or after operation)

  ➢ Explaining medication – when and how to take medicines

  ➢ Giving instructions for diet, rest, personal hygiene, exercises

  ➢ Prevention and health education

  ➢ Gaining patient's trust

  ➢ Communication with difficult patients (introverts, suspicious, distrustful, etc.)

  ➢ Communication with patients suffering strong pain or having fear before or after medical procedures

  ➢ Communication with patients that wake from an induced coma

  ➢ Clinical care at the bedside of patients in a health facility or clinic

  ➢ Social-communicative skills e.g. holding conversations on social and everyday topics with patients, respect for the patients' mother tongue

Q6: Work situations for which nurses in mobility need language and communication competence

➢ *Communication with patients' family and relatives*
  ➢ Explanations of the consequences for the return home or postoperative care
  ➢ Answering questions concerning the care for the patient at home
  ➢ Giving information about first aid

➢ *Communication with physicians and other medical professionals*
  ➢ Interaction with the doctors about patients' conditions and pathologies
  ➢ Communication related to implementation of medical procedures
  ➢ Communication with the medical team
  ➢ Understanding prescriptions and balance sheet results
  ➢ In the cases of "home care" assistants, asking for an ambulance, communication with paramedics

➢ *Communication in medical emergency situations*
  ➢ Primary care: Assessing first symptoms and referring to the competent body
  ➢ Emergency care
  ➢ Dealing with unexpected and critical situations
  ➢ Understanding medical protocols and knowing how to give instructions
  ➢ Medical vocabulary

Q7: Type of e-learning materials useful for upgrading the language and communication skills of foreign nurses in mobility?

Interactive e-lessons — 155

Learning resources — 133

Educative games and training exercises — 114

Other — 6

Other:
- Speeches, Role playing
- Conversation workshops
- Compulsory training abroad during the studies
- Course with a real speaker and NOT with e-learning methods

WORK SITUATIONS FOR UPGRADING LANGUAGE AND COMMUNICATION SKILLS OF NURSES IN MOBILITY

PERSONAL CARE / IN-HOME ASSISTANCE:

➤ helping patient in and out of bed
➤ providing assistance with bathing, grooming and eating
➤ household, cooking, meals, shopping

COMPANIONSHIP / DAILY GUIDANCE:

➤ providing companionship, everyday conversations
➤ transportation to and from the house (visiting the doctor, etc.)
➤ guiding the patient to do more things alone

MEDICAL CARE / MANIPULATIONS:

➤ administrating medication (oral, intravenous)
➤ monitoring vital signs
➤ measuring blood pressure
➤ glucose control
➤ giving injections
➤ treating wounds
➤ inserting/manipulating catheters
➤ managing infusion therapies
➤ placing/manipulating feeding tubes
➤ performing body checks
➤ assisting patients with breathing problems
➤ therapeutic rehabilitation

HOME CARE

EMERGENCY SITUATIONS:

➤ giving first aid
➤ calling an ambulance, communication with paramedics
➤ describing symptoms, medical conditions, emergency situations
➤ following doctors' instructions

COMMUNICATION WITH FAMILY AND RELATIVES:

➤ giving information on the patient's daily activities
➤ giving information on change in behavior, health condition or medication of the patient
➤ discussing schedule, diet, lifestyle, etc.

INTERCULTURAL ASPECTS:

➤ getting to know the cultural, religious, ethnic background of the patient
➤ knowledge of the habits, traditions, beliefs, lifestyle
➤ awareness of cultural gaps – verbal (pace and intonation, simplicity, clarity, timing, etc.) and non-verbal communication (body language, gestures, use of touch, etc.)

PULSE

Erasmus+

PULSE

Erasmus+

HOSPITAL RULES AND REGULATIONS:

➢ hospital structure and functions
➢ knowledge of bureaucratic and administrative requirements
➢ understanding medical register and documents

COMMUNICATION WITH PATIENTS:

➢ patient admission
➢ medical emergency situations
➢ understanding complaints
➢ treatment, including medication and wound treatment during and after hospital stay
➢ diet
➢ health promotion and risk prevention
➢ everyday conversations
➢ verbal and non-verbal communication

COMMUNICATION WITH DOCTORS:

➢ operational / emergency room nurses
➢ reanimation / anesthesiology nurses
➢ neonatal nurses

COMMUNICATION WITH COLLEAGUES (NURSES):

➢ giving and receiving oral and written training and instructions
➢ discussing schedule, replacement
➢ reporting / ending a shift

HOSPITAL CARE

COMMUNICATION WITH FAMILY AND RELATIVES:

➢ providing explanations of the consequences for the return home or postoperative care
➢ answering questions concerning the care for the patient at home
➢ giving information about first aid

BASIC MEDICAL VOCABULARY:

➢ body parts
➢ organs
➢ illnesses
➢ medical instruments / tools / equipment

MEDICAL CARE / MANIPULATIONS:

➢ monitoring vital signs
➢ administrating medication (oral, intravenous)
➢ measuring blood pressure
➢ glucose control
➢ taking urine samples
➢ giving injections
➢ treating wounds
➢ performing enemas
➢ inserting/manipulating catheters
➢ managing infusion therapy
➢ placing/manipulating feeding tubes

INSTRUCTIONS AND COMMANDS TO BE INCLUDED IN EACH SUBTOPIC

2

PULSE
Language and communication skills
for foreign nurses

Erasmus+

PULSE: Language and Communication Skills for Foreign Nurses

Erasmus+ Programme 2016

QUESTIONNAIRE FORM

Target group: Educators and language experts

SUMMARY OF RESULTS: *ALL COUNTRIES*

NUMBER OF QUESTIONNAIRES COLLECTED: *76*

1. **What kind of institution do you represent?**

40 Language provider

26 VET provider

10 Other (please specify):

- *Arts / Consulting / Adult education center / University*
- *NGO working in the field of skills enhancement and new educational methodology promotion to various target groups, including VET providers*
- *in-service training*
- *Training organization for teachers of French as a foreign language*

2. **What kind of training do you provide?**

33 Language training for general purposes

16 Language training for migrants

30 Language training for vocational purposes, incl. medical professionals

9 Other (please specify):

- *Vocational training for employment*
- *Arts for the promotion of positive mental health*
- *Training in the field of innovation and project management*
- *Language training and vocational training for people employed in the sector (caregivers)*
- *Strategic fields of Education / Management and Entrepreneurship / Business and Finance / Personal development / Tourism and Gastronomy / Building and Construction*
- *Other types of adult education*
- *Trainings for entrepreneurial and soft skills development mostly*
- *Institute of Nursing Education*
- *Training for nurses*

3. **What kind of good practices and training models for development of language and communication skills of medical professionals/nurses do you know of or use? Please provide a short description or a link.**

- *We provide training to doctors, nurses and students in medicine. The training is carried out according to specialized editions of Oxford University Press. The content includes two modules – 1) particular themes and work situations – pain, complaints, medications (implementation, side effects), medical tables and abbreviations etc.; 2) Care for the patient - communication, providing support and motivation, building empathic relations, discussing difficult and sensitive topics.*
- *The grammar is explained according to the learning unit and the focus is on its implementation in practice.*

1

- *The audio materials are texts on medical issues and include conversations with colleagues and patients.*
- *Each lesson contains "key words" – the important medical terms and their definitions, as well as test for acquired knowledge and skills.*
- *We provide courses for nurses at two levels - Pre-intermediate u Intermediate +. Required entry level A2. We work with small groups of 6 trainees. The training content is developed by our organization. It contains authentic texts, real situations and practical exercises. The focus is on development and improvement of communication skills. The main themes are: Admitting patients; Caring for patients after an operation; Caring for terminally ill patients; The District Nurse; Helping patients with rehabilitation; Mobilizing patients; Medical imaging; Helping patients with diabetes management*
- *E-learning available 24 hours per day.*
- *Available for Computer and Tablet*
- *Assistance by virtual teacher.*
- *Learning by doing: Questions and answers*
- *Writing activities, translation, readings…*
- *Support of telephone conversation classes.*
- *Recognition of learning outcomes.*
- *Role playing with real cases*
- *Films and documentaries*
- *It is possible to use elements of drama and theatre to develop models for improving communication skills by health professionals, through use of role playing and the development of empathy in the medical professional. Through the use of role play the professional can be put in the shoes of the person seeking assistance and they have the opportunity to gain a deeper understanding of the patient's experience.*
- *I would like to refer as an example of a good practice the use of methodologies involving:*
- *The communicative approach to language learning emphasizing interaction in the target language.*
- *The introduction of authentic texts / materials into the learning situation.*
- *Creation of opportunities for the learner to transmit his / her own personal / professional experiences as important contributing elements to classroom learning.*
- *An attempt to link classroom language learning with language activities outside the classroom and at the workplace (hospital, healthcare centre, etc)*
- *The provision of opportunities for learners to focus, not only on language but also on the culture.*
- *I would also like to highlight the importance of using multimedia learning tools, such as audio files, video, etc to enhance the motivation.*
- *Project "Vorkurs: Perspektive Pflege" in the framework of the initiative for qualified people in Switzerland: https://www.fachkraefte-schweiz.ch/de/fluechtlinge/beispiele/181/vorkurs-perspektive-pflege*
- *Courses for nurses offered by ENAIP-Switzerland. See:http://www.enaip.ch/berufsbildung/kurse-fuer-pflege-berufe/, in particular the German course for nurses – basic course B1 and exam preparation: The courses "German in care professions" linguistically prepares foreign professionals for the daily work in hospitals and nursing homes. They are suitable for those, who previously worked in a nursing profession in the country of their origin, or want to prepare for an entry into the nursing profession.*
- *The focus is on daily language dealing with work situations. The course vocabulary is taught based on practice-relevant content that is necessary for dealing with the situations arising in daily care. Furthermore, conversation and pronunciation exercises are important for ensuring better communication between nurses, patients and other team members. (See: http://www.enaip.ch/en/language-school/learn-german/german-course-zurich/courses-for-nurses/basic-course/)*

- *A social skill is skill facilitating interaction and communication with others. The process of learning these skills is called socialization. For socialization, Interpersonal skills are essential to relate one another. Interpersonal skills are the interpersonal acts a person uses to interact with others which are related to dominance vs. submission, love vs. hate, affiliation vs. aggression, control vs. autonomy categories. Positive interpersonal skills include persuasion, active listening, delegation, and stewardship among others.*
- *Project for implementation of the new methods for language learning into secondary schools in the Czech Republic www.ukazsvujjazyk.cz*
- *Good practices in SMILE platform. Materials developed by the European projects TAKE CARE, MULTICOM and AGNOVEL.*
- *We provide vocational language training for health professionals (doctors, dieticians, and nurses. The language they needed for basic communications and for some of them the language abilities in order to write academic articles.*
- *Teaching language together with professional training - learning by doing*
- *We have never worked with language development for medical professionals, but have implemented skills training for so called "Case Managers" and even developed Case Management guidelines. Case Management is a concept that connects client and care system where Case Manager is always available to the client and is put in the shoes of a counselor who supports and guides the patient. Such profile of course has specific requirements towards person who would like to become a Case Manager. Case manager carries out initial counselling, assessment, need for support, planning of support/aid/care, monitoring and linking as well as evaluating.*
- *We have also started a project called "Inclusive Health" that aims to promote a qualified, safe and social inclusive health service by competent health workers (doctor, nurse, healthcare social worker, midwife) within vocational education. Inclusive Health aims to develop audio-visual catalogue – training tool for health professionals to improve their social inclusive skills will be an innovative tool for the sector which has never been done before. However, we have just started the project.*
- *E-learning (http://dgelearn.com)*
- *E-learning;*
- *Multi method: listening-reading- writing - speaking. Pace of training: 3-5 hours minimum per week;*
- *Training models based on observing practices in the host country's sector of activity, on playful learning, on the quality of the patient / caregiver relationship: emphasis on the ability to communicate rather than an "error-free" expression in the target language.*
- *Specialized manuals, internet tools;*
- *ODL (Open and Distance Learning);*
- *We respect the study guide, but in collaboration with the managers of the Nursing Training Institutes, we have developed a "professional" training content. We are inspired by what we are doing with the caregivers already in place to fine-tune a program for nursing education institutes. We regret having to limit it in order to comply with the examination guidelines imposed by the study guide. This professional training content is used as a "contract" between the university and the nursing education institutes and yet it is far from the reality on the ground, the majority of the students have an A1 level of the European framework and are asked, for example, for the Semester 4 a translation of a scientific text, which is unreal and impossible; So we work on macro-targets and we respect the study guide.*
- *The reverse class approach is widely used in our courses and we have excellent results*
- *We use language methods developed by our company and organize language courses for nurses who come to live in the house of elderly persons and take care of them. A language course lasts 12 weeks. (Zuster in Huis: www.zusterinhuis.nl) We emphasize on social communicative skills and everyday conversations and teach them medical terminology and phrases necessary to communicate during daily care.*

- *For new employees in medical institutions Taalcentrum-VU has developed a specific training: NT2 (Dutch as a second language) for medical staff. Participants learn to overcome communication problems in the workplace. They bring their Dutch at the right level, but also learn to deal with cultural differences. In medical-practical terms, the emphasis is on learning the most common terminology within their specialty: https://www.taalcentrum-vu.nl*
- *E-learning courses via the Vereniging Verpleegkundigen en Verzorgenden Nederland (Association of Nurses in The Netherlands), all courses are available via the webshop: http://www.venvn.nl/Academie/elearning*
- *Italned has developed a course for learning of Dutch for medical professionals: http://www.italned.com/methodes.html*
- *A method for learning Dutch by professionals working in the health care sector, developed by Delftse method: https://www.nt2.nl/nl/product/39/De-taal-van-de-verpleging*
- *Tailored language trainings at Taaltrainingen: Dutch for HealthCare personnel: https://nederlandsvoordegezondheidszorg.nl/taaltrainingen/*
- *The Health Communicator is a communication system which contributes to a better communication between healthcare providers and patients who do not speak Dutch. The Healthcare Communicator uses the powerful user interface that is suitable for people who cannot speak Dutch and can be also used by elderly and low literate people. Link: www.nedtalk.com*
- *National curriculum for nurses*
- *Pedagogical resources*
- *Lifelong learning*
- *Student centered learning*
- *Student centered methodologies*
- *In view of the professional category, we use a "pragmatic" approach that guarantees linguistic-communicative skills that are immediately available in real situations.*
- *Focus on the vocabulary and register, normally addressed at very advanced levels but which are considered essential to the exercise of that profession.*
- *Simulations of real situations are proposed where learners are invited to talk to the various hypothetical stakeholders (patients, family members, colleagues, employers and / or superiors), to fill out forms and realistic patients-cards.*
- *I would mostly use lexical-type approaches (with word / image association, word / definition, etc.) and pragmatic approaches (with simulation-type situations, role-play more or less guided ...).*
- *Knowledge sharing and learning circles*

4. Do you apply any motivation practices in the course of training?

61 Yes

14 No

If yes, please specify:

- *During the training we try to be flexible as much as possible – we provide a task to the group in several alternatives and each one can select the version that is most interesting or thinks that is most suitable for him/ her.*
- *Time for sharing experience in practical situations between participants, of course, using the language they are learning is planned and after that they are asked to summarize what they learnt in terms of vocabulary, communication and ways of behavior in the discussed situations.*
- *Some training providers include on the job training – learning the language while working.*
- *We use role plays to ensure opportunity for trainees to use what they have learnt and to acquire new knowledge, as well as to see things from patient's perspective.*
- *Exercises based on real professional situations are highly appreciated by our trainees.*
- *We try to build open and supportive atmosphere in the group*
- *Token Economy*

- *Positive reinforcement by successive approximation*
- *It´s really important get them involved in the class independently of the level the students have*
- *From the beginning of the course, we try to involve the learners in all the tasks; they choose the most relevant topics of their interest ; we promote social interaction and sharing experiences in the target language; we build all together glossaries with specific key words according to the topic, etc.*
- *Different motivation tools*
- *Foreign internship if possible*
- *Practical use of language. Face to face practice*
- *Conversation evenings are organized to enhance motivation*
- *Not sure what is meant by motivation practices, but we always create a culture of feedback, also in dialogue, or recognize achievements and create an atmosphere where people want to learn*
- *Different rhythms are offered: personalized coaching, calls and e-mails every week;*
- *We use an action-oriented approach in language learning and in French as a foreign language;*
- *Practical situations in direct connection with the activity of the learner and a playful approach;*
- *Meetings with French nurses in hospitals;*
- *Adaptation of content to learners and their profession*
- *During the language courses we organize face-to-face meetings between students (future nurses) and their patients (via Zuster in Huis) and practice the learnt language material*
- *Professional practice*
- *Meeting professionals*
- *Visiting well equipped wards*
- *Videos*
- *Case studies*
- *Offering the possibility of correspondence with nurses from other countries*
- *Educational games*
- *Nice atmosphere*
- *The use of digital equipment*
- *Team and group work*
- *Role play activities*
- *Occasionally we put into practice group activities where competition is required.*
- *We tend to diversify inputs (images, video, audio) according to learners' needs.*
- *Real and immediately spendable situations, even in order to motivate learners.*
- *Vocabulary brainstorming from images.*
- *Visual input, video or audio input; playful and problem-solving practices.*
- *Methods provided by the collaborative approach*

5. Do you use e-learning/blended learning models in the course of training?

49 Yes

26 No

If yes, please specify:
- *e-learning allows the learner to learn with an individual pace and at a time that is most convenient for him/ her; we use own platform for several languages; during the training the trainees have the opportunity to communicate with each other and to consult with a trainer on-line; each unit of the course includes assessment test; the final examination is face to face.*
- *We think that blended learning is most appropriate for development of communications skills, role plays, group exercises contribute a lot to this.*
- *In our blended learning courses we include development of listening and reading skills mainly in the e-learning sessions and communication skills in face to face sessions.*
- *MOOC*

- *MOODLE*
- *I use different models for each course*
- *I have used sometimes e-learning but I prefer face to face classes*
- *Only by qualified migrants / people. Generally training in classroom with addition of audiovisual materials*
- *Placing the student at the center of teaching, C Tree is a sophisticated tool for various fields of VET education. It is created using the latest methodology in education, such as Blooms taxonomy, ECVET system, European Qualification Framework, embedding of Key Skills and more. What makes it unique, is the coexistence of the student, teacher and mentor on a single digital platform – each of them accessing, navigating and influencing the content from his own, unique point of view. The student takes an active role in his education, adjusting his path in gaining competences, knowledge and skills to his present ability and future. The teacher becomes a guide, rather than a narrator; always having a specific competence in mind he customizes the content according to students' true needs. An influential role is reserved for mentors as well. Representing the companies, they influence the education through adapting teaching plans and guiding every single student through practical study topics. They prepare future workers while they are still in vocational schools. Such competence-based life-long learning education greatly improves synergy between education, labour market and the needs of companies. Only through collaboration can we ensure sustainability of VET and more importantly develop successful, easily employable individuals.*
- *Combination of e-learning with classic lessons*
- *We use web resources, interactive courses and exams*
- *Digital learning materials in classroom – videos, cartoons, animations, etc. Digital tests for self-assessment*
- *We often use Moodle, interactive digital games, as well as self-guided learning materials*
- *AG Novel application*
- *e-learning in combination with face to face training*
- *Mixed training: e-learning ,writing, courses with teachers and conversation and grammar activities;*
- *Linguistic Software and business vocabulary list;*
- *Mixed Learning: personal online work to acquire vocabulary and structures and in-class courses to practice the language studied using the personal work done previously;*
- *Learning through media (movies, music, etc.);*
- *We created our online courses followed by students before the face-to-face training;*
- *Follow-up "pedagogical tutoring" 1 years after our training courses*
- *We use our own methods developed by 'Zuster in Huis'*
- *Learning resources such as PPTs, video files, links, documents*
- *First class in attendance and then the whole course is run online*

6. Do you use any assessment tools and methods in the course of training?
66 Yes
9 No
If yes, please provide your suggestions:
- *Tests at the end of each training unit – the assessment has a quantitative part (score) and qualitative which explains to the trainee what he/she has to develop further (as a guiding and motivation tool);*
- *At the end of each unit we have individual discussions with trainees to discuss learning progress and provide guidelines with respect to further learning based on the learner's performance during training (we have own criteria for monitoring trainees' progress);*
- *Periodic written and oral examinations;*
- *Self-assessment and peer assessment*
- *Questionnaires*

- *Writings about the issue worked*
- *Checklists*
- *Continuous assessment*
- *We always ask to the students regarding the satisfaction related with course*
- *Skills assessments*
- *European standards of language adquisition*
- *We have four level evaluation. Written and oral exams and listening and speaking interviews*
- *Different assessment methodologies, such as homeworks, tests, group work, etc.*
- *Typical classical assessment methods but also self-assessment and peer assessment*
- *e-testing (mainly based on multiple choices)*
- *Self-evaluation between students of different levels;*
- *Assessment by the teacher during each course (every 15 days) and end-of-grade test every 1-2 months;*
- *The Common European Framework of Reference for Languages;*
- *Positioning tests, Language certifications, Oral evaluations in class;*
- *Formative Evaluation Tests;*
- *DELF, DALF, TCF certificate (different versions);*
- *Online quizzes and oral or written formative evaluation;*
- *All students are evaluated in group at the beginning of the first semester, then there are six evaluations, one per semester*
- *Yes, after the course the students pass an exam and receive a diploma NT2*
- *When the training is successfully completed the students are awarded a certificate*
- *Formative and summative evaluation, practice, written tests, oral and practical presentations, periodical tests/exams, communicative role play games*
- *I have recently experienced the online quizzes and I have proposed them at the end of each teaching unit. Quizzes are oriented to verifying the content learning in the classroom. They are accessible through a platform to which students have access during the training course. They are characterized by the variety of content (audio files, videos, written texts) and the eye-catching graphics.*
- *A diagnostic test for assessing the language skills and the language needs of learners at entrance.*
- *Achievement tests to assess the level of competence reached in different language skills during the course and at the end of the course.*
- *Placement tests.*
- *Self-produced tests with multiple-choice exercises (multiple choice, cloze, matching ...) to assess listening and reading, written production, grammar, vocabulary and pragmatic skills*

7. **What type of e-learning materials do you consider useful for upgrading the language and communication skills of foreign nurses involved in or planning mobility?**

68 Interactive e-lessons (text, graphics, animations, audio, video, etc.)
56 Learning resources (resources such as documents, links, PowerPoint presentations, videos, audio files)
53 Educative games and training exercises
1 Other (please specify):
- *Describing medical situations for improving lexical medical knowledge*

8. **Please list any specific work situations that require upgrading the language and communication skills of nurses in mobility.**
- *Understanding and writing medical texts*
- *Communication with other medical professionals – understanding doctors' instructions, inform about problems that might occur with a patient, provide information about prescribed treatment implementation*

- *Maintaining contact with patients – understand their complains and requests; provide explanations on treatment procedures and medicines, help, support; express understanding and sympathy; answer questions; take into consideration intercultural aspects; discuss difficult and sensitive problems; dealing with difficult and seriously suffering patients; providing advices related to healthy lifestyle; maintain everyday conversations*
- *Maintaining contact with patients' families – providing information, explanations, instructions, answering questions, expressing understanding and sympathy, discussing sensitive themes*
- *All kind of social interaction.*
- *Give and receive training oral and writed*
- *Provide specifications*
- *Follow up the prescriptions*
- *Symptom control*
- *It might be good to develop intercultural competencies of the medical professionals particularly with the movement of people as a result of the current refugee crisis. It will be helpful for some medical professionals to develop stronger communication in particular listening skills and to also develop their empathy when working with some clients*
- *Dealing with immigrants or refugees*
- *Helping patients during treatment in case of there is no interpreter / To understand basic requirements of patients / Expressing their own needs / Standing for their rights, etc*
- *Reading necessary materials / Terminology on the subject*
- *Welcoming the patient*
- *Patient admission process/ establishing relationships*
- *Talking about the human body*
- *Explaining diagnosis and treatment*
- *Infection control*
- *Administrating medications*
- *Pressure area care*
- *Involving the patient in the decision-making*
- *Communicating with patients and relatives, especially old people*
- *Communicating with other health care professionals*
- *Cross cultural communication skills*
- *Breaking bad news*
- *Seeking informed consent/clarification for an invasive procedure*
- *Dealing with anxious patients or relatives*
- *Giving instructions to the patients*
- *Giving directions to the general public in the hospital*
- *Giving advice on lifestyle, health promotion or risk factors*
- *Welcoming patient, collection of patient data, reassure the patient and family;*
- *Listening to patient*
- *Operational instructions of colleagues;*
- *Communicate in the hospital with other nurses and doctors, understand and explain medical treatment;*
- *Instructions: cooking certain foods for example in case of chemo, accompaniment to daily life;*
- *Pain assessment;*
- *Foreign denomination of care tools used by nurses;*
- *Therapeutic education;*
- *Hygiene and safety rules*
- *Understanding medical dossiers*
- *Understanding specific medical technology*
- *Understanding and writing medical texts*

- *Maintaining good contact with patients and their families*
- *Taking in mind cultural aspects when communicating with patients*
- *Building good relationships with colleagues*
- *Communication with the patient during the examination or at doctor's office, hospital or any emergency situations*
- *Professional and general communication with colleagues and professional environment*
- *Communication with the patients' relatives and accompanying personnel*
- *Knowledge and skills of medical register and complete understanding of forensic forms and documents*
- *Professional literature*
- *Daily communication*
- *nurse-patient interaction;*
- *new bureaucratic and administrative requirements;*
- *communication between nurses-other healthcare professionals; nurse-patient; nurse-family of the patient;*
- *learn new practices and new professional tools and compare with colleagues;*
- *understanding and explaining new regulations and professional practices;*
- *self-learning in the professional field (reading and understanding articles on magazines and web ...);*
- *nurse-medical interaction; interaction between colleagues;*
- *reading the clinical folder and administering the pharmacological therapy;*
- *manage new tools and software for diagnostics and prognostics*

PULSE: Language and Communication Skills for Foreign Nurses

Erasmus+ Programme 2016

QUESTIONNAIRE FORM

Target group: Practitioners in the healthcare sector (nurses, employers, hospital staff, etc.)

SUMMARY OF RESULTS: *ALL COUNTRIES*

NUMBER OF QUESTIONNAIRES COLLECTED: *202*

1. Which group do you belong to?
117 Nurse
62 Employer in the healthcare sector
23 Other (please specify):
- *Anesthesiologist*
- *Traumatologist*
- *Caregivers*
- *Doctors*
- *Psychologist*
- *Osteopath*
- *Hospital staff*
- *Surgeon*
- *Pharmacist*
- *Pharmacy assistant*

2. What type of language skills do you consider necessary for foreign nurses involved in or planning mobility? (please grade them)

	Very Useful	Useful	Not useful at all
Listening skills	**165**	**32**	**1**
Speaking skills	**163**	**34**	**0**
Reading skills	**110**	**79**	**7**
Writing skills	**74**	**109**	**11**

3. What type of medical language skills do you consider necessary for foreign nurses involved in or planning mobility? Please grade them where 1 is most important.
34 Lexical competence (medical vocabulary)
157 Communicative competence (communicative phrases and nurse-patient dialogues)

4. What type of communication situations do you consider necessary for foreign nurses involved in or planning mobility?
159 Communication with patients related to their medical conditions
117 Description of pending procedures

148 Actions and instructions to be performed by the patient
152 Communication with patients' family and relatives
124 Communication with colleagues concerning work schedule, responsibilities, replacement, etc.
124 Communication with physicians regarding medical procedures and understanding of instructions
49 Communication with the hospital administration staff
171 Communication in emergency medical situations
☐ Other (please specify):_____

5. **What type of intercultural competences do you consider important for foreign nurses involved in or planning mobility?**

117 Culture-specific knowledge (values, beliefs and attitudes)
140 Respect for other cultures, non-discriminatory attitude
149 Knowledge of different norms of behavior, verbal and non-verbal communication styles
☐ Other (please specify):_____

6. **Please list any specific work situations for which nurses in mobility need language and communication competence.**
   - *Explaining medical procedures to patients – what will be done and why, what does it mean for the patient, what comes next …*
   - *Answering questions of patients' family members concerning the care for the patient at home*
   - *Explaining medication to patients – when and how to take medicines*
   - *Giving instructions related to the patient's individual diet, rest and physical exercises, personal hygiene*
   - *Dealing with unexpected and critical situations*
   - *Communication with difficult patients (introverts, suspicious, distrustful, always complaining of something); Communication with patients suffering strong pains or have fears before or after medical procedures*
   - *Gaining patient's trust*
   - *Conversations with patients on everyday topics*
   - *Communication with physicians and other medical professionals related to implementation of medical procedures*
   - *Communication with patients related with medical conditions.*
   - *Communication with relatives of the patients.*
   - *Communication with doctors about procedures.*
   - *In each interpersonal relationship.*
   - *Give information about the first aids.*
   - *Medical emergency communication.*
   - *Communication with a patient that wake from an induced coma.*
   - *Primary and emergency care.*
   - *Primary care: Assess the first symptoms and refer to the competent body*
   - *Understanding medical protocols and knowing how to give instructions;*
   - *Medical Vocabulary;*
   - *Community Care in Emergencies;*
   - *Clinical care at the bedside of patients in a health facility or clinic;*
   - *Clinical Nurse Examination;*
   - *Clinical situation assessment;*
   - *Therapeutic education;*
   - *Prevention and health education;*
   - *Explanations of the consequences for the return home or postoperative;*
   - *Explanation about care and treatments;*

- *Understanding prescriptions and balance sheet results;*
- *Welcoming patient;*
- *Dialogue between nurse and patient and/or patient entourage;*
- *Interaction with the doctors about patient pathologies;*
- *Relationship with the medical team;*
- *Communicating with the healthcare team for patient care.*
- *Explaining medication to patients, explaining how and when to take medicines*
- *Explaining medical procedures (e.g. before or after operation)*
- *Giving instructions about personal care (hygiene)*
- *When building good relationship with the patient*
- *Social-communicative skills e.g. holding conversations on social and everyday topics with patients*
- *When dealing with difficult (stressed) patients / when patients have pain or are in a bad mood*
- *When dealing with crisis situations – how to handle them*
- *Treatment administration, communication in emergency situations and resuscitation*
- *Respect for the patients' mother tongue*
- *Situations when it is difficult to get along with the patients' relatives and/or in cases when the patients' situation gets critical.*
- *The patients' preparation for different consultations, surgeries, guidance about medication which needs to be followed.*
- *Communication with patients, doctors and colleagues*
- *In the cases of "home care" assistants, asking for an ambulance, communication with paramedics*
- *Communication with patients;*
- *Correct use of procedure and operating instructions;*
- *Correct use of the supplied devices;*
- *Understand a command, an instruction;*
- *Communication during crisis situations*

7. **What type of e-learning materials do you consider useful for upgrading the language and communication skills of foreign nurses involved in or planning mobility?**

155 Interactive e-lessons (text, graphics, animations, audio, video, etc.)
133 Learning resources (resources such as documents, links, PowerPoint presentations, videos, audio files)
114 Educative games and training exercises
6 Other (please specify):
- *Speeches, Role playing*
- *Conversation workshops*
- *Immersion, compulsory training abroad during the studies*
- *Course with a real speaker and NOT with e-learning methods*

PULSE: Language and Communication Skills for Foreign Nurses

Erasmus+ Programme 2016

QUESTIONNAIRE FORM
Target group: Educators and language experts

The aim of this questionnaire is to collect useful information in order to identify good practices in the language training for vocational purposes as well as what language and communication models exist and are applied in the training of nurses.

The PULSE project will develop an ***E-learning course for workplace language and communication for nurses*** as an interactive tool with educational, engaging and entertaining character, which will enable foreign nurses to quickly achieve progress in adaptation and language learning. The project will also elaborate an assessment tool for recognition of linguistic competences autonomously acquired in clinical settings, designed to measure the effectiveness of training and learning immediately after a course.

Please take a few minutes to complete this questionnaire. Thank you!

1. **What kind of institution do you represent?**

☐ Language provider

☐ VET provider

☐ Other (please specify):_____

2. **What kind of training do you provide?**

☐ Language training for general purposes

☐ Language training for migrants

☐ Language training for vocational purposes, incl. medical professionals

☐ Other (please specify):_____

3. **What kind of good practices and training models for development of language and communication skills of medical professionals/nurses do you know of or use? Please provide a short description or a link.**

_____

_____

_____

_____

_____

4. **Do you apply any motivation practices in the course of training?**

☐ Yes

☐ No

If yes, please specify:_____

_____

_____

5. Do you use e-learning/blended learning models in the course of training?

☐ Yes

☐ No

If yes, please specify:_____

_____

_____

6. Do you use any assessment tools and methods in the course of training?

☐ Yes

☐ No

If yes, please provide your suggestions:_____

_____

_____

7. What type of e-learning materials do you consider useful for upgrading the language and communication skills of foreign nurses involved in or planning mobility?

☐ Interactive e-lessons (text, graphics, animations, audio, video, etc.)

☐ Learning resources (resources such as documents, links, PowerPoint presentations, videos, audio files)

☐ Educative games and training exercises

☐ Other (please specify):_____

8. Please list any specific work situations that require upgrading the language and communication skills of nurses in mobility.

_____

_____

_____

_____

_____

Thank you for your cooperation!

PULSE: Language and Communication Skills for Foreign Nurses

Erasmus+ Programme 2016

QUESTIONNAIRE FORM

Target group: Practitioners in the healthcare sector (nurses, employers, hospital staff, etc.)

The aim of this questionnaire is to collect useful information in order to identify the language, communication and intercultural competencies needed by foreign nurses to advance their professional development abroad as well as to determine specific work situations for which nurses need language and communication knowledge and skills.

The PULSE project will develop an *E-learning course for workplace language and communication for nurses* as an interactive tool with educational, engaging and entertaining character, which will enable foreign nurses to quickly achieve progress in adaptation and language learning. The project will also elaborate an assessment tool for recognition of linguistic competences autonomously acquired in clinical settings, designed to measure the effectiveness of training and learning immediately after a course.

Please take a few minutes to complete this questionnaire. Thank you!

1. **Which group do you belong to?**
☐ Nurse
☐ Employer in the healthcare sector
☐ Other (please specify):_____

2. **What type of language skills do you consider necessary for foreign nurses involved in or planning mobility? (please grade them)**

	Very Useful	**Useful**	**Not useful at all**
Listening skills	☐	☐	☐
Speaking skills	☐	☐	☐
Reading skills	☐	☐	☐
Writing skills	☐	☐	☐

3. **What type of medical language skills do you consider necessary for foreign nurses involved in or planning mobility? Please grade them where 1 is most important.**
☐ Lexical competence (medical vocabulary)
☐ Communicative competence (communicative phrases and nurse-patient dialogues)

4. **What type of communication situations do you consider necessary for foreign nurses involved in or planning mobility?**
☐ Communication with patients related to their medical conditions
☐ Description of pending procedures
☐ Actions and instructions to be performed by the patient
☐ Communication with patients' family and relatives
☐ Communication with colleagues concerning work schedule, responsibilities, replacement, etc.

☐ Communication with physicians regarding medical procedures and understanding of instructions
☐ Communication with the hospital administration staff
☐ Communication in emergency medical situations
☐ Other (please specify):_____

5. **What type of intercultural competences do you consider important for foreign nurses involved in or planning mobility?**

☐ Culture-specific knowledge (values, beliefs and attitudes)
☐ Respect for other cultures, non-discriminatory attitude
☐ Knowledge of different norms of behavior, verbal and non-verbal communication styles
☐ Other (please specify):_____

6. **Please list any specific work situations for which nurses in mobility need language and communication competence.**

_____

_____

_____

7. **What type of e-learning materials do you consider useful for upgrading the language and communication skills of foreign nurses involved in or planning mobility?**

☐ Interactive e-lessons (text, graphics, animations, audio, video, etc.)
☐ Learning resources (resources such as documents, links, PowerPoint presentations, videos, audio files)
☐ Educative games and training exercises
☐ Other (please specify):_____

Thank you for your cooperation!