

Estadística descriptiva

	N	Mín.	Máx.	Media	D.E
<i>¿Cómo valorarías tu nivel de inglés en general?</i>	176	1	5	2,45	0,90
<i>Valora la utilidad del inglés para los profesionales de Enfermería en el ámbito clínico-asistencial</i>	176	1	5	3,19	1,25
<i>Valora la utilidad del inglés para los profesionales de Enfermería en el ámbito científico-investigación</i>	176	1	5	3,81	1,22
<i>Valora la utilidad del inglés para los profesionales de Enfermería en el ámbito de la docencia</i>	176	1	5	3,26	1,30
<i>Valora la utilidad del inglés para los profesionales de Enfermería para trabajar en el extranjero</i>	176	2	5	4,65	,71
<i>Mi actual nivel de inglés es suficiente para mi futuro desempeño profesional</i>	176	1	5	2,32	1,13
<i>El aprendizaje del inglés es importante para los profesionales de Enfermería</i>	176	1	5	3,32	1,37
<i>El aprendizaje de la lengua inglesa debe ser obligatorio en los estudios de Grado como asignatura troncal u obligatoria</i>	176	1	5	3,09	1,63
<u><i>La oferta formativa en lengua inglesa en el Grado de Enfermería es suficiente</i></u>	176	1	5	1,72	1,04
<i>El dominio del inglés debe ser una competencia transversal en el Grado en Enfermería</i>	176	1	5	2,91	1,415
<i>Se debe exigir una acreditación oficial antes de finalizar los estudios de Grado</i>	176	1	5	1,83	1,18
<u><i>Desde la Universidad se ofrecen los recursos suficientes para posibilitar esta acreditación</i></u>	176	1	5	1,52	0,85
<i>Tengo dificultades para compatibilizar mis estudios universitario con la formación en inglés</i>	176	1	5	3,46	1,53
<i>El hecho de hablar inglés me enriquece personal y profesionalmente</i>	176	1	5	3,79	1,28
<i>Conocer la lengua inglesa me permite conocer una nueva cultura</i>	176	1	5	3,63	1,26
<i>Aprender inglés me hace sentir miembro activo de la Europa comunitaria</i>	176	1	5	3,07	1,425
<i>Un buen conocimiento del inglés me puede ofrecer mejores oportunidades profesionales</i>	176	1	5	4,17	1,06
<i>El aprendizaje de la lengua inglesa me resulta fácil</i>	176	1	5	2,49	1,21
<i>Como segunda lengua prefiero aprender otro idioma distinto al inglés</i>	176	1	5	2,15	1,36

MATERIALES LEBYDO



Recursos



















Objetivo	Actividad	Herramienta
Comprender aspectos del funcionamiento cardiovascular, integrando teoría y práctica.	Comprender el concepto de presión arterial. Este video se emplea como complemento a la lectura de un texto y permite discutir la relación con el funcionamiento del riñón. http://www.youtube.com/watch?v=tAmLbclSucQ	Video
	Practicar como se realiza un electrocardiograma. Esta actividad permitiría al estudiante aprender qué datos básicos debe obtener del paciente y como se colocan los electrodos, una tarea que suele generarles confusión debido a que precisa manejar diversos códigos de color. http://www.medicalgames.org/oyna.php?ID=2	Juego
	Repasar conceptos relativos al electrocardiograma. Útil para ayudar al estudiante a recordar los fundamentos electro-fisiológicos del electrocardiograma y adquirir terminología médica http://www.quia.com/rr/803591.html	Juego de preguntas y respuestas
	Reconocer los pulsos. Al igual que los anteriores ofrece al estudiante la posibilidad de repasar donde localizar los diferentes pulsos periféricos y como medirlos. http://www.medicalgames.org/oyna.php?ID=5	Juego
	Medida de la presión arterial, otro de los aspectos de la exploración cardiovascular. Permite sumar a las bases teóricas la realización del procedimiento, tanto en la parte instrumental –el modo de colocar al paciente para realizar la determinación, situar el aparataje y llegar a escuchar los sonidos korokof como en la forma de interacción con la persona. Este es un aspecto fundamental pues la presión arterial se modifica http://www.youtube.com/watch?v=S648xZDK7b0	Video
	Repasar como se presenta un infarto de miocardio. http://www.learningnurse.com/tests/cardio/attack/quiz.html	Juego de preguntas y respuestas
	Reconocer ruidos cardiacos http://www.blaufuss.org/tutorial/index1.html	Simulador

	e identificar correcta ente el primer y segundo ruido http://www.blaufuss.org/HStest/index.html	
Manejar fármacos	Juego para aprender el manejo de fármacos en el que pueden participar varios estudiantes. http://www.wisc-online.com/objects/ViewObject.aspx?ID=STC306	Juego
	Repasar los principios de la administración segura de fármacos. Es fundamental que el estudiante interiorice como administrar fármacos de forma segura. http://www.learningnurse.com/tests/meds/principles/quiz.html	Juego de preguntas y respuestas
	Aprender a calcular la dosis de un fármaco. http://www.learningnurse.com/tests/meds/math/quiz.html	Juego de preguntas y respuestas
	Aprender a identificar analgésicos y distinguirlos de otros fármacos. http://www.quia.com/cm/352646.html?AP_rand=1605251340	Juego de preguntas y respuestas
Repasar terminología	Repaso de términos de uso básico en el campo de la fisiología. http://www.learningnurse.com/tests/systems/anatomy/quiz.html	Juego
	Repaso clasificación de grupos sanguíneos http://www.nobelprize.org/educational/medicine/bloodtypinggame/game/index.html	Juego
Comprender conceptos	Comprender concepto de condicionamiento http://www.nobelprize.org/educational/medicine/pavlov/pavlov.html	Juego
Cuidar al paciente	valoración de un paciente. http://www.learningnurse.com/games/trivia/assess1/trivia/game.html#	Juego de preguntas y respuestas
	Estudio de casos: IAM http://www.laerdal.com/es/doc/85/SimMan-3G#/Downloads	Simulador
	Como detectar el nivel de urgencia en la atención de un paciente que presenta dolor torácico. Esta actividad sirve como inicio para el estudio de los contenidos sobre dolor. http://www.youtube.com/watch?v=ZfVgb2WKEjk	Video
	Cuidar es más que asistir. Importancia de empatizar http://www.youtube.com/watch?feature=player_embedded&v=cDDWvj_q-o8	Video
	Técnicas de entrevista http://media.pearsoncmg.com/ph/chet/chet_nursing_demo/ha_demo/real_nursing_skills_main.html	web

Ejemplo de utilización de materiales específicos en la web de una asignatura de Practicum

Learning by doing: teaching and learning nursing in english

LeByDo - SKILLS

-  Essential for the onset of clinical practice
-  Ethical Issues in Nursing
-  Ethical Issues In nursing II
-  Security
 -  Performing Hand Hygiene
 -  Why, When & How of Hand Hygiene for Healthcare
 -  Proper Handwashing Procedures
 -  A Complete Guide to Hand Washing
 -  Using Personal Protective Equipment
-  Vital signs: Blood Pressure Two-Step Method
-  Vital signs: Blood Pressure One-Step Method
-  Vital Signs: Blood Pressure Check-list
-  Vital Signs: Pulses
 -  Vital Signs: Pulse Check-list
-  Vital Signs: Respirations
-  Oxygen Saturation with Pulse Oximetry
-  Checking vital signs (I)
-  Checking Vital Signs (II)
-  Assessing Pain
 -  Measure of pain check-list bilingual
 -  Pain Assessment
 -  Role of the nurse in pain management
-  Safety: patient identification and Medications
 -  Preparaing Medications
 -  Medication Administration Accuracy

Competencias Básicas 1º y 2º Curso

	CB1	CB2	CB3	CB4	CB5	CB6	CB7	CB8	CB9	CB10	CB11	CB12	CB13	CB14	CB15	CB16	CB17	CB18
Medioambiente																		
Bases			X				X		X	X		X						
Anatomía	X		X			X												
BQ y Fisiología						X												
Organografía																		
Bioestadist/TIC			X		X	X		X					X		X			
Fisiopatología					X	X			X	X				X			X	
Alimentación	X	X			X				X	X	X		X					
Microbiología																		
Historia																		
Adulto I			X			X			X									
Farmacología	X	X			X				X									
Psicosocial				X			X	X	X									
Adulto II			X			X			X									
Habilidades						X		X			X							
Genero y salud				X	X		X	X	X		X				X			
Salud Publica				X	X	X	X		X	X				X		X		
Practicum I			X	X		X	X	X	X	X	X	X			X	X	X	
Ética	X						X	X				X		X		X		

Competencias específicas (CE)	
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[illegible]

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LEARNING BY DOING: Teaching and learning Nursing in English



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Introduction

- Improve English competence.
- Nursing care in English.
- Create interest in learning Nursing in English.

Introduction

- Knowing English is not enough to practice nursing in an English-speaking context.




Introduction

■ Systematic program

- ➡ • Help students and teachers to communicate effectively in English in an academic and health context.

Introduction

- Cooperation
- Responsibility
- Reflection

PLANIFICACIÓN PRACTICUM PRACTICUM SCHEDULE	
	Practicum III
SUBJECT	
30807029	PRACTICUM III
30807	Nursing Degree
Year	3rd
Credits ETCS	12
Department	Nursing and Physiotherapy
Theoretical credits	0
Practical credits	28,75
Type:	E
Prerequisite	Requisitos previos
Students must have completed the previous courses and have passed the previous practicum courses (Practicum I).	Haber cursado las asignaturas de los cursos precedentes y haber aprobado los practicum de los cursos anteriores (Practicum I).

Rational and background



- In Nursing, English is an indispensable tool.

Rational and background

- Terminology
- General communication strategies



Rational and background

- Terminology
- General communication strategies

- Professional language?
- Interpretation of the instructions?
- Written professional communication?

Rational and background

Professions
constitute a
subculture that
needs to be properly
understood.



The project

■ Transversal

- Healthcare focus on the person
- Multiprofessional and interdisciplinary teamwork
- Practice guided by ethics and based evidence
- Application of principles of quality improvement
- Using ICTs

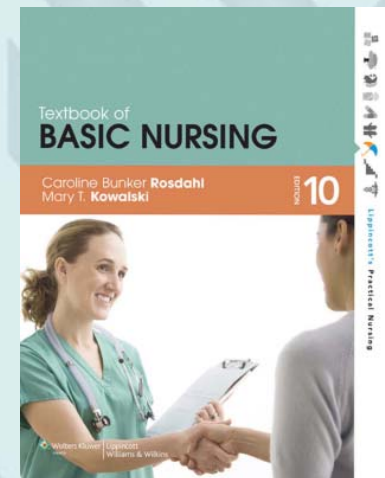
■ Crucial aspects in the current task of healthcare professionals

The project

- Design activities and learning materials for bilingual learning in Nursing.
- Implement and manage learning activities in a design foreign language.
- Assess the implemented activities.

The project

- Teachers and students.



The project

Phase 1

- Understanding of the phenomenon

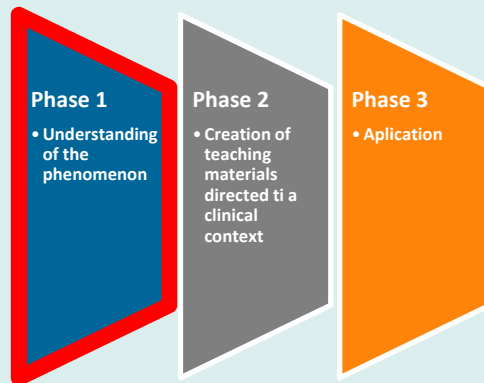
Phase 2

- Creation of teaching materials directed to a clinical context

Phase 3

- Application

The project



Review

Second language

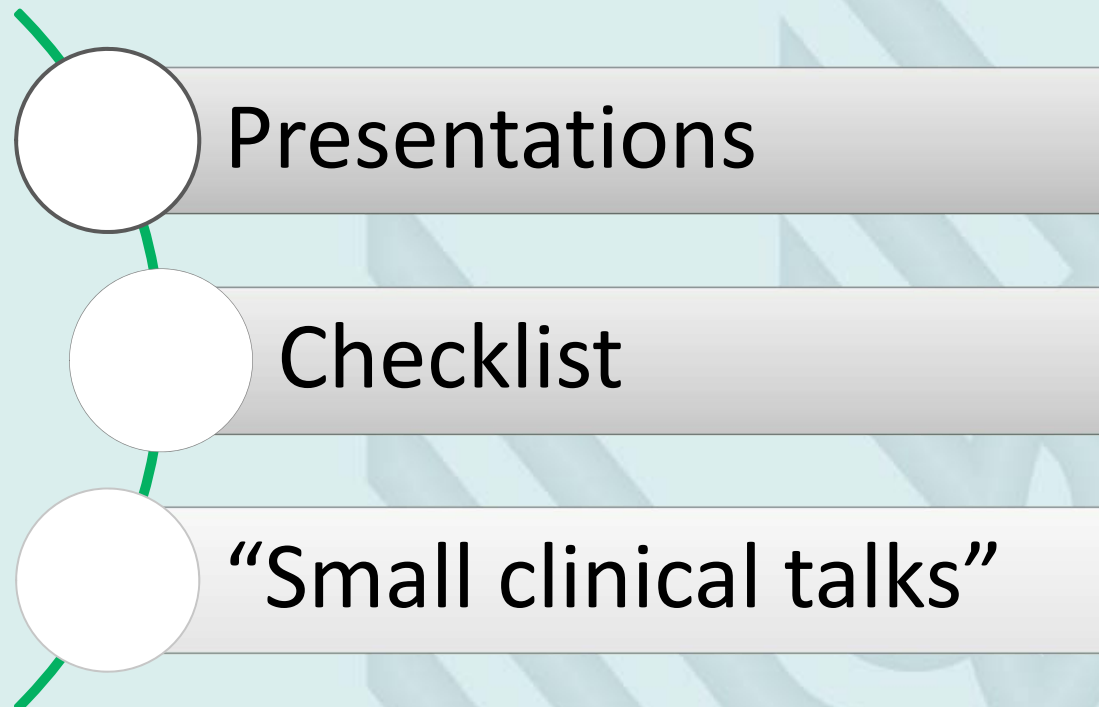
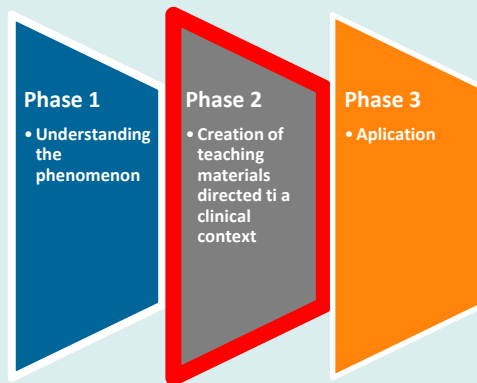
Experimental learning

Design

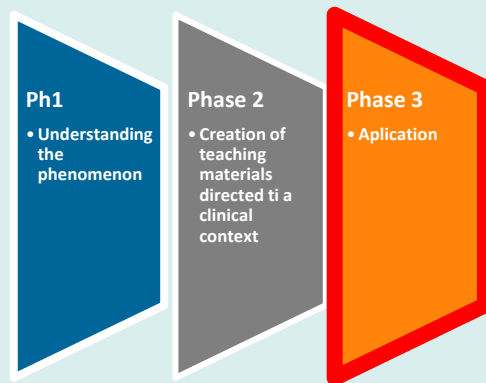
Materials

Activities

The project



The project



Assessment

- Educational value
- Questionnaire
- Interviews



Assessment

- Preliminary data.
- Allows to:
 - Discover what they tend to forget.
 - Reconsider their practice style.
- Learning opportunity.



Any question?

Thank you!

LEARNING BY DOING: TEACHING AND LEARNING NURSING IN ENGLISH

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Abstract

The project “*Learning by doing: teaching and learning using nursing in English*” (LebyDo) is a strategy designed to help students to improve English in nursing degree. Unlike the usual strategies in learning English in nursing, LebyDo project manages the idea of considering that the development of languages skills is a task that must overcome the limits of the subjects aimed exclusively and specifically to their learning, being necessary to include them into the entire curriculum. Our project suggests a way to produce this development, where the fundamental strategy is the use of active learning processes within a multidisciplinary team of work involved in a transdisciplinary effort.

Keywords: project, innovation, improvement, teacher, nurse education, learning by doing, reflective learning, bilingual nursing procedures.

1. INTRODUCTION

The project “*Learning by doing: teaching and learning using nursing in English*” (LebyDo) is a strategy designed to help students to improve English in nursing degree. This means that the purpose of the competence is to have the skills needed to provide nursing care in English. It aims to create interest in the students in learning nursing in English, rather than learning English in nursing. It has been developed in the context of subjects of Biostatistics, Research Methodology and ICTs in Healthcare, Practicum I and Practicum II / III.

The teaching staff involved in the project LebyDo is aware that right now is required English proficiency for all areas of international work, for research and education. English is the language of English culture, but it is also a second official language in many countries and the foreign language most offered in the curricula.

Knowing English is not enough to practice nursing in an English-speaking context. The literature indicated that even nursing students with a sufficient level of English for a daily management, can have problems when they are in a clinical context [1]. Our experience confirms it. Therefore, unlike the usual strategies in learning English in nursing, at the project LebyDo we manage the idea of considering that the development of languages skills is a task that must overcome the limits of the subjects aimed exclusively and specifically to their learning, being necessary to include them into the entire curriculum.

Our project invites to produce this development. It aims to become a systematic program that can be able to help students and teachers to communicate effectively in English in an academic and health context.

Three ideas have approached our project, determining its aims and the way we have tried to achieve them. One is the emphasis on cooperation as a way of achieving goals. The second idea is closely related with the approach to education focused on the learner, it is about the commitment with a work philosophy that puts the experience and the reflection on themes such as learning. The third has to do with the education responsibility, which assumes joint responsibility when working with and for people from the autonomy [2]. Therefore, cooperation, responsibility and reflection, are the basic tools for success when trying to learn to do that that we do not know yet.

From that starting point we analyze the needs of the nursing students and teachers related to English communication. We devised the project LebyDo to start to give answers, considering at all times to turn the possible into reality.

Next, we present the reason that led us to raise it, we designed the outline and discuss the results obtained.

2. RATIONAL AND ABSTRACT

The process of learning a second language with professional interest is inseparable from the comprehension of the society it serves, from the professional group it belongs and from the context where it is going to be use [3]. In nursing, as in other fields, English is an indispensable tool for students and teachers to access nursing knowledge, use scientific evidence, and participate in mobility programs.

Moreover, it is necessary for students to complete their studies successfully and, if they so wish, to work as nurses in countries that offer work opportunities to this professional group. As teachers, we also face the need to create a favorable environment to receiving students from other countries (this exchange has been so far testimonial), being the main obstacle the absence of teachers' English communication skills. It should be add the expectation to use English as a medium of instruction in the not too distant future. However, to achieve this expectation an essential factor is to count with competent teachers in handling the language. For us, as for other students and teachers from non-English speaking countries, developing competency in this language is a challenge.

In most contexts where the formative need exists, they act through specific training in medical English. Usually, it helps the students to develop skills in speaking, listening, reading and writing in English, giving them the opportunity to learn basic terminology of health sciences and general communication strategies.

Still, when well trained students have the opportunity to do internships or work in English-speaking health centers, they tend to find difficulties [4]. Among the difficulties found are included the use of professional language or the proper interpretation of the instructions [5] and written professional communication such as writing clinical reports, progress notes, relay changeover reports, etc. [1] all of them essential components in patient care.

Furthermore, it is shown that linguistic competence cannot be from the cultural competence [6]. Under this point of view, bearing in mind that professions constitute a subculture that needs to be properly understood. Health centers, peer relationships, ways of conceiving areas of professional expertise present some differences [7], which among other reasons, are caused by the professional dissatisfaction of Spanish students and nurses work in a clinical context [8]. In addition, there are also differences in the expectations of patients regarding nursing care. A recent study, carried out in different countries of the European Union, reflect the presence of different conceptions with care between nurses among nurses and also different points of view about the perception of caring behaviors among patients [9].

3. SCOPE, OBJECTIVES, PROJECT DEVELOPMENT

The LebyDo project is working to fulfill the development knowledge competence of a foreign language transversally, English in this case, looking to improve other abilities (Table 1). These abilities are directly related to crucial aspects in the current task of all healthcare professionals, and specially nurses.

<ul style="list-style-type: none"> - Healthcare focus on the person - Multiprofessional and interdisciplinary teamwork - Practice guided by ethics and based evidence - Application of principles of quality improvement - Using ICTs
Table 1. Capabilities of LebyDo project.

Working across these aspects, while a competition is developed in which most of the teachers has defects, we predict that we could allow consolidating other professional competences. This can help to achieve the excellence of nursing degree education. Once it has been inserted in innovation learning lines of a second language and creation of educational materials, has led to:

- Design activities and learning materials for bilingual learning in nursing
- Implement and manage learning activities in a design foreign language
- Assess the implemented activities

Initially, the project had affected a group of teachers who have been working together to develop theoretical and practical skills related to the involved subjects, but it is open for other subjects and teachers to incorporated gradually. We have count with collaborating students, previously selected based on their knowledge about the subjects involved in the project, in English and in information and communications technology. Volunteer students had participated as well.

The project was developed in three phases. The first two have been approached on the development of tools, and the third, done during the second semester, has been the application (Figure 1).

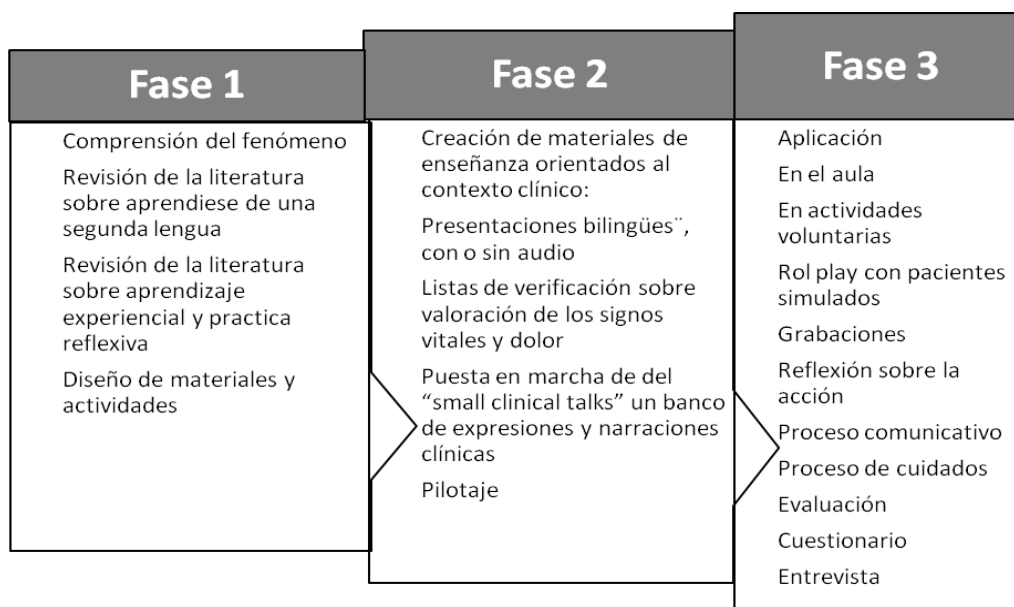


Figure 1. Project phases, activities and products

Volunteer and collaborating students, with no participation in the construction of the material, have participated in volunteer learning activities through simulation. They were grouped in pairs according to their English level who reported to have, so that none of them was most outstanding. At the end of the intervention, we took out a small reflection with the student and the peer-tutor, providing feedback on strengths and areas for improvement, about his English communication and aspects of the care provided. Whenever it was possible, they were given the opportunity of been recorded. In those cases, they could revalue envisioning the recording. Part of the reflection was approached to analyze critical aspects (Table 1) along the involved students.

Because of the academic load and other difficulties, part of this process was done once the exams were over and it has affected a small number of students, all of them from the same campus. The educational value of the experience was assessed using a questionnaire included in the subject's website and through interviews with students directly involved (constructing materials or simulation). Preliminary data indicate that students consider important for their training handling English, that the curricula is not enough to cover their needs and that the opportunities offered from the project LebyDo interest them.

Students involved in the simulation report that the process of comparing how they usually work with the checklist has allow them to discover what they tend to forget. Reviewing the reasoned list from the perspective of the capabilities listed in Table 1, has led them to rethink their practice style and give value to each step of the procedure. Trying to carry out this activity, expressing in English, has been an opportunity of learning for everybody.

4. CONCLUSIONS

Our assessment of the project is positive. We are interested in continuing working in this area, but introducing the lessons that the work done has helped us learn. Between them, we find the need of carrying out this project in collaboration with teachers / advanced students of English.

Working on the project, finding opportunities, and viability, has increased our interest in keep trying to open a way to get in nursing a bilingual training that brings us closer to Europe and the rest of the World.

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