

Overcoming Language Barriers in Homecare Nursing (OLBiHN)



Interdisciplinary research team

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Language Barriers in Homecare Nursing in Switzerland

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Project description and study design

Limited knowledge of a common language presents serious barriers to obtaining appropriate healthcare services. How nurses in homecare situations cope with the challenges of language barriers without compromising the quality of care is the focus of the interdisciplinary OLBiHN project (*Overcoming Language Barriers in Homecare Nursing*). The qualitative design with a constructivist approach, complemented with ethno-methodological linguistic discourse analysis, combines several sources of data. These include transcriptions of audio recordings and expert interviews as well as participant observations, and field notes of interactions between nurses and low-proficiency German-speaking patients. The synthesis of linguistic and nursing science perspectives contributes to understanding the impact of language barriers in healthcare provision in the home.

Main research questions

- 1) In which situations do language barriers occur in homecare nursing and what are the indications?
- 2) How do homecare nurses and patients deal with situations that are compromised by linguistic factors? Which practices seem to be most successful?

Expected outcomes

We expect to identify and describe the underlying mechanisms of language barriers in the homecare setting, how they vary dimensionally in different situations and the impact they have on the quality of healthcare provision. These insights, in turn, can be incorporated into educational programs as good practice models of how to support and facilitate efficient and effective communication in a variety of multilingual settings.

Acknowledgements

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Excerpts for discussion

The excerpts below are from an interaction between a female nurse (Gan), a male patient (Mil) and a female observer (Hub) in the living room of the patient's home.

Excerpt 1

	0 [06:53.9]
Mil [v]	geNAU (-) an' uuh (1.0) uuh (.) der der the caretaker was named Eva
	1 [07:01.2] 2 [07:01.9] 3 [07:03.3]
Mil [v]	and eva said HEY (-- you must you gotta go Rlght well in
Hub [v]	(.) hm
	4 [07:06.8] 5 [07:08.8]
Mil [v]	german she said °h das is GAR NID GUET (-) du musst SOfort gehn
	6 [07:12.1] 7 [07:14.6]
Mil [v]	to dem hospitA:l und wenn du äh habe nid de krÄ:ftich mAcke you das

Excerpt 2

	0 [14:04.2]	1 [14:07.4] 2 [14:07.6]
Gan [v]	°h what's happened with THIS tablets you take THIS?	if you
[nv]		(0.2)
	3 [14:08.6*] 4 [14:09.0]	5 [14:09.7] 6 [14:10.5] 7 [14:10.8] 8 [14:11.1]
Mil [v]	((stutters)) (.) yeah u uh	
Gan [v]	NEED it	how mAny in the in the dAy?
[nv]		(0.8)
	9 [14:13.0]	10 [14:14.1]
Mil [v]	(1.6) uuh that's for the (.) the cancer ()	
Gan [v]	it's dlfferent,	i know (-)
	12 [14:18.8]	13 [14:21.0]
Mil [v]	uuh when () i have hot FLashes that i take it (-)	
Gan [v]	<<silently> i know>	aah okay
	15 [14:23.2*]	16 [14:24.1] 17 [14:24.9] 18 [14:25.5]
Mil [v]	put that one (sep)= =is that in there?	ah
Gan [v]		(.) no there () ii have no äh
	19 [14:26.8]	20 [14:27.7]
Mil [v]	to put it ha?	() (-) yeah
Gan [v]	(-- you put it/ (-- sie nehmen das alLIEIne oder?	
	25 [14:32.3]	26 [14:33.8] 27 [14:34.4] 28 [14:35.4]
Mil [v]	aber wenn du haben eine empty DING da	DA sind
Gan [v]		NEIN ich weiss die dosierung
	29 [14:36.2] 30 [14:37.0]	31 [14:37.6]
Mil [v]	empty	dAs is leer.
Gan [v]	nicht	das/ ich weiss ()
[nv]		(0.8)

Excerpt 3

	0 [15:49.7]	1 [15:50.7] 2 [15:51.6]	3 [15:52.7]
Mil [v]	aha i think they brought that		
Gan [v]	(-) i need	paspertin äh	that's äh for ähm (-) übelkeit
	4 [15:55.7]	5 [15:56.7] 6 [15:57.6]	7 [15:58.0] 8 [15:58.5] 9 [15:59.0] 10 [16:02.8]
Mil [v]	(-) aha	for throwin' up	guet
Gan [v]		(okay)	yes
[nv]		(0.8)	(3.7)

Table 2. DIS Defibaugh/Kleinberger et al./Van Naerssen

Staci Defibaugh, University of Illinois Urbana Champaign

A Balancing Act: Power in Nurse Practitioner/Patient Interactions

This study examines 20 inpatient medical visits involving an Advanced Practice Nurse (APN) interacting with patients with diabetes. The findings indicate that power is negotiated through the APN seemingly relinquishing power to patients through a number of discursive practices while still firmly maintaining power over the interaction as a whole.

Ulla Kleinberger, Zurich University of Applied Sciences

Maureen Ehrensberger-Dow, Zurich University of Applied Sciences

Lorenz Imhof, Zurich University of Applied Sciences

Language Barriers in Homecare Nursing in Switzerland

The paper presents an interdisciplinary project investigating the impact of language barriers on homecare nursing in Switzerland and the practices employed by nursing staff to overcome them. The project combines several sources of data, including audio recordings, participant observations, and field notes of interactions between nurses and low-proficiency German-speaking patients.

Margaret Van Naerssen, Immaculata University

Examining Linguistic Functions of "Knowingly" and "Intelligently" in Police Cautions

A functional analysis of the delivery of the Miranda (police caution) was done of a videotaped police interview in Spanish in a drug case. Police should validly administer Miranda warnings and subsequent waivers. Two functions were analyzed: the agent's Comprehension Checks and Assists along with related communications by the Defendant.

Table 3. LCS Freeman & Socaciu/Cheng/Jakar

Wendy Lynn Freeman, Rice University

Gheorghe Socaciu, Rice University

Challenging Horizons: Hermeneutics of Alterity and the Study Abroad Experience

This project explores the development of the intersubjective experience of students abroad. Through an analysis of productions, surveys and interviews, it investigates how a student challenges and/or is challenged by horizons by looking at globalization as the critical positioning of students towards cultures in general.

Ying-Hsueh Cheng, The Ohio State University

Linguistic Co-membership and Disciplinary Enculturation

This study examines how speaking the same languages besides English can influence disciplinary enculturation. Specifically, I look at the choice of language and the working relationships between Chinese-speaking advisors and advisees in sciences in a US university. Pedagogical implications for teaching spoken and written English to international students are discussed.

Valerie Susan Jakar, David Yellin Academic College of Education

Reconciling Discourses of Authority and Recognition of the Other in Contexts of English for Educational Purposes.

Jewish and Palestinian teacher-researchers' reflections on case studies focusing on cultural norms, differences, and misunderstandings in two TEFL situations are the basis of discussion. Critical incidents are shared which represent pragmatic-linguistic and sociopolitical dilemmas and conflicts encountered. Issues of motivation, curriculum planning and the hegemony of English arise.

SATURDAY, MARCH 16 2013, ROUNDTABLE SESSIONS

Table 4. SLA Osborne/Maxim/Trentman

Denise M. Osborne, University of Arizona

Do you Like Rap Music? Yes, I Like Happy Music. How

Brazilian Portuguese Speakers Perceive English [h] and [ɹ]

In this ongoing research, I investigate the perceived phonetic distance of English [h] and [ɹ] by English learners, as well as the categorization of the target phonemes in Portuguese by L2 learners and monolingual Portuguese speakers through three experiments: an AXB Discrimination Test, an Identification Test, and an Assimilation Test.

Hiram Maxim, Emory University

A functional linguistic comparative analysis of L2 genre-based writing

Drawing on a systemic functional linguistic framework, this study compares the intra- and inter-clausal resources that collegiate learners of German (n = 28) use in their production of the fairy tale genre at two different curricular levels.

Emma Trentman, University of New Mexico

"I Don't Want to Go to Paris": Study Abroad as an Imagined Community for Arabic learners in Egypt

The concept of imagined communities provides insights into the variation in Arabic use among learners studying in Egypt. Mismatches between the reality of their experiences in Egypt and their imagined community of study abroad to the Middle East impacted their investment in study abroad as a language learning context.

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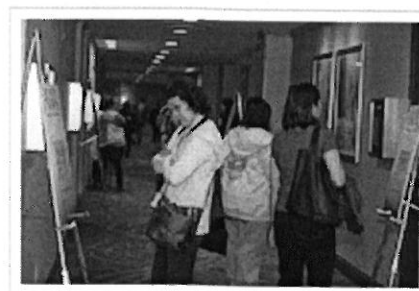
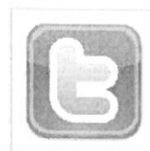
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