Overcoming Language Barriers in Homecare Nursing (OLBiHN)

Interdisciplinary research team

Applied Linguistics
Ulla Kleinberger
Maureen Ehrensberger-Dow
Sandra Hanselmann
Igor Matic

Nursing Science
Lorenz Imhof
Daniela Händler-Schuster
Heidi Petry
Sebastian Probst

Project E-Mail: olbihn@zhaw.ch
Project homepage: www.zhaw.ch/olbihn
Language Barriers in Homecare Nursing in Switzerland

Ulla Kleinberger, Maureen Ehrensberger-Dow, & Lorenz Imhof

**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**
The project relies on the cooperation of Spitex centers as well as their homecare nurses and patients, whose help is gratefully acknowledged. The project has been made possible through the generous support of the Swiss National Science Foundation and the Ebnet foundation.

**Selected references**
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

Excerpt 2

Excerpt 3
Table 2. DIS Debibaugh/Kleinberger et al./Van Naerssen
Stad Debibaugh, 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 Ehrenberger-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 "Intentionally" 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 & Soccu/Geng/Jakar
Wendy Lynn Freeman, Rice University
Georgie Soccu, 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 language 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 [ı] and [i]
In this ongoing research, I investigate the perceived phonetic distance of English [ı] and [i] 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 college 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.
Conference Program

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