Bridging the Gap: Training Foreign-Educated Nurses in the US

2006 NAFSA Region XII Conference

Emily Tse (IERF) and Dr. Rolando Castillo (Welcome Back Center)
Nursing Shortage in the US

- 126,000 hospital positions unfilled in US
- aging workforce of nurses
- low pay
- workload, staffing
- retention (20% retire early due to burnout)
- nursing education capacity (average age of associate and assistant professors: 50)
Projected Supply and Demand for Registered Nurses in the US

(New England Journal of Medicine and Bureau of Health Professions)
Nursing Shortage - Worldwide

- average nurse-population ratio in North America 10 times that in South America
- average ratio in Europe, the highest region, 10 times that in the lowest regions (including Africa)
- Africa and Central and South America struggling to provide minimum levels of nursing
- challenges: HIV, internal and international migration for better pay and life conditions
Trends and Issues

- professionalization and upgrading of programs
- challenges in aging population, HIV pandemic
- need for more nursing faculty and nurse leaders
- increase in migration
- destination countries: US, UK, Canada, Australia, New Zealand, Ireland
- source countries: Philippines, Commonwealth countries
### Foreign Nurses in the Workforce (*Health Issues*)

<table>
<thead>
<tr>
<th>Country</th>
<th># of RNs</th>
<th>Shortage by 2010</th>
<th>Foreign Nurse %</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>2,202,000</td>
<td>275,000</td>
<td>4</td>
</tr>
<tr>
<td>UK</td>
<td>5,000,000</td>
<td>53,000</td>
<td>8</td>
</tr>
<tr>
<td>Ireland</td>
<td>49,400</td>
<td>10,000</td>
<td>8</td>
</tr>
<tr>
<td>Canada</td>
<td>230,300</td>
<td>78,000</td>
<td>6</td>
</tr>
<tr>
<td>Australia</td>
<td>179,200</td>
<td>40,000</td>
<td>not available</td>
</tr>
<tr>
<td>New Zealand</td>
<td>33,100</td>
<td>not available</td>
<td>23</td>
</tr>
</tbody>
</table>
Export of Nurses

- oversupply: Philippines, India, China
- $800 million in remittance income for the Philippines (all professions, 1993)
- India, China and CIS countries want to export.
Nursing Licensure in the US

- first-level (vocational or practical nurses / LVNs, LPNs)
- second-level (registered nurses / RNs)
- advanced level (nurse practitioners)

Licensure is done by state (although there is a national examination). Renewal varies from annually to 3 years.
Nursing Education in the US

RNs
- associate’s degree (2-3 years)
- hospital diploma in nursing (3 years)
- bachelor’s degree (4 years)

LPN / LVNs
- 1-year program at nursing schools
Nursing in Mexico

- 3-year programs at specialized upper secondary schools: *Enfermero/a*
- 4-year university-level degree programs: *Licenciado en Enfermería*
- 1-year university-level programs, following the secondary-level nursing program
- 1 year of social service & separate licensure process
- Varies in other Latin American countries
  - Bolivia, Chile, El Salvador (5 yrs)
Nursing in the Philippines

- 1-year program following two years of university study for practical nurses
  - no licensure process
- 4-year university-level program for general nurses
  - separate examination and licensure process
  - renewable every 3 years
- other countries in Asia (Japan, Korea, Indonesia:
  - 3-year diplomas and 4-year BS)

Making sense of international credentials
Nursing in China

- previously at university level, until Soviet restructuring in 1952
- Cultural Revolution 1966 – 76
- 3-4 year programs at specialized upper secondary school (99% of workforce)
- 3-year university-level programs (*zhuanke* 专科)
- 5 year university-level programs (*benke* 本科: Bachelor of Medicine)
- separate licensure process (every 2 yrs)
Nursing in the United Kingdom

- registered nurse vs. enrolled nurse
- Project 2000
- 3-year hospital diploma programs
- 4-year bachelor’s degree programs at universities
- separate licensure process
  - no external examination
  - renewable every 3 yrs
Commonwealth Countries

- Commonwealth Caribbean (Barbados, Belize, Trinidad and Tobago)
- Many countries in Subsaharan Africa (including Kenya, Zimbabwe and South Africa)
- Some in Asia and the Pacific (Australia, India…)
- 3-year diploma programs (hospital or university)
- and / or 3 or 4-year bachelor’s degree programs at universities
- Mutual recognition in Caribbean countries also among states in Australia
Nursing in Europe

- European Conference on Nursing (upgrade to university-level training)
- Bologna Process (mobility and mutual recognition)
- varying admission requirements, program requirements and licensure requirements
- Latvia and Lithuania upgraded to university-level after dissolution of Soviet Union (min: 3 yrs)
- Switzerland restructuring from nursing schools to Universities of Applied Sciences
Nursing in the Middle East

- Bahrain: 3-year associate degree program
  separate licensure process

- Iran: 4-year bachelor’s degree
  no additional licensure process
Sample from a Philippine Transcript
Course Descriptions are needed for vague course titles.

<table>
<thead>
<tr>
<th>SUBJECT CODE</th>
<th>SUBJECTS DESCRIPTIVE TITLE</th>
<th>GRADE</th>
<th>RE-EXAM</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro 301</td>
<td>Microbiology &amp; Parasitology</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Summer 1989</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engl 3</td>
<td>Communication Skills III</td>
<td>2.00</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Econ 302</td>
<td>Economics with LRT</td>
<td>2.50</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SocSc 403</td>
<td>Philippine History &amp; Culture</td>
<td>3.00</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MS 21</td>
<td>Military Science</td>
<td>2.50</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>MS 22</td>
<td>Military Science</td>
<td>2.50</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Semester 1989-1990</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N 103</td>
<td>Nursing Practice I</td>
<td>2.75</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>RLE 3</td>
<td>Related Learning Experience</td>
<td>2.75</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Pharm 1</td>
<td>Pharmacology</td>
<td>2.25</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Engl 5</td>
<td>Variant</td>
<td>3.00</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theo 1</td>
<td>Salvation History</td>
<td>2.00</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Theo 2</td>
<td>Salvation in Christ</td>
<td>2.00</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Semester 1989-1990</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N 104</td>
<td>Nursing Practice II</td>
<td>3.00</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>RLE 4</td>
<td>Related Learning Experience</td>
<td>3.00</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Engl 104</td>
<td>Introduction to Literature</td>
<td>3.00</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>PSTL 201</td>
<td>Principles &amp; Strategies of Teaching/Learning</td>
<td>3.00</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theo 4</td>
<td>Principles &amp; Learning</td>
<td>2.75</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Summer 1990</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SocSc 402</td>
<td>Philippine Government &amp; Constitution</td>
<td>3.00</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PolSc 1</td>
<td>Foundation of Political Science</td>
<td>2.50</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SocSc 301</td>
<td>Rizal, Life and Works</td>
<td>3.00</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Semester 1990-1991</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N 105</td>
<td>Nursing Practice III</td>
<td>2.60</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>RLE 5</td>
<td>Related Learning Experience</td>
<td>2.60</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Edu 4</td>
<td>Evaluative Technic</td>
<td>2.75</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Theo 4</td>
<td>Christ in Liturgy &amp; Salvation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SocSc 404</td>
<td>Asian Civilization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample from a Finnish Transcript

Course descriptions are needed for vague course titles.

<table>
<thead>
<tr>
<th>Professional basic studies</th>
<th>100.00 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing client and environment</strong></td>
<td>10.00 cr</td>
</tr>
<tr>
<td>Person as a holistic being</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Person as a biological being</td>
<td>2.00 cr</td>
</tr>
<tr>
<td>Person as a biological being 2</td>
<td>2.00 cr</td>
</tr>
<tr>
<td>Person as a conscious being</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Person as a conscious being 2</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Person as a situational being</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Person as a spiritual being</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Environment in nursing</td>
<td>1.00 cr</td>
</tr>
<tr>
<td><strong>Health as a value and a process</strong></td>
<td>27.00 cr</td>
</tr>
<tr>
<td>Health as a value and a subjective experience</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Health as a status</td>
<td>3.00 cr</td>
</tr>
<tr>
<td>Health as a process</td>
<td>3.00 cr</td>
</tr>
<tr>
<td>Health as a process 2</td>
<td>3.00 cr</td>
</tr>
<tr>
<td>Health as a process 3</td>
<td>3.00 cr</td>
</tr>
<tr>
<td>Health as a process 4</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Health promotion</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Health promotion 2</td>
<td>7.00 cr</td>
</tr>
<tr>
<td>Health promotion 3</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Health promotion 4</td>
<td>4.00 cr</td>
</tr>
<tr>
<td><strong>Nursing in action</strong></td>
<td>43.00 cr</td>
</tr>
<tr>
<td>Introduction to the philosophical and theoretical foundations of nursing</td>
<td>2.00 cr</td>
</tr>
<tr>
<td>Nursing therapeutics</td>
<td>1.00 cr</td>
</tr>
<tr>
<td>Nursing therapeutics 2</td>
<td>2.00 cr</td>
</tr>
<tr>
<td>Nursing therapeutics 3</td>
<td>2.00 cr</td>
</tr>
<tr>
<td>Nursing therapeutics 4</td>
<td>11.00 cr</td>
</tr>
</tbody>
</table>

**Note:**
- 5 = Excellent
- 4 = Good
- 3 = Good
- 2 = Satisfactory
- 1 = Satisfactory
- 0 = Fail
- H = Accepted
- S = Failed
Contact Information

International Education Research Foundation (IERF)
P.O. Box 3665
Culver City, CA 90231-3665

Tel: (310) 258-9451
Fax: (310) 342-7086
alliedhealth@ierf.org

www.ierf.org
Welcome Back Center (WBC)
International Health Worker Assistance Program (IHWAP)

NAFSA

Region XII Session

November 2nd, 2006
Objectives

At the end of this session, you will be able to:

1. Define *Welcome Back Initiative, Regional Health Occupations Resource Center (RHORC)*, and *internationally trained healthcare workers/professionals*.

2. Verbalize knowledge as to the process of engaging, training, and returning the *internationally trained healthcare professional* into desired healthcare arenas.

3. Identify three programs offered through the Welcome Back Center for participants.
Welcome Back Initiative

Welcome Back Locations

**San Francisco**
City College of San Francisco
John Adams Campus
1860 Hayes Street
San Francisco, CA 94117

**Los Angeles**
Regional Health Occupations Resource Center
Mt. San Antonio College
1100 N. Grand Ave. - Bldg.35
Walnut, CA 91789

**San Diego**
3955 Bonita Road
Building A, 1st Floor
Bonita, CA 91902
Mission

To build a bridge between the pool of internationally trained health workers living in California and the need for linguistically and culturally competent health services in underserved communities.

Welcome Back Center-San Diego
Sponsored by
• The California Endowment (TCE)
• Health Resources and Services Administration (HRSA)

Welcome Back Center-Imperial Valley
Sponsored by
• The California Wellness Foundation (TCWF)
Purpose of WBC

• To assist internationally trained health care workers overcome the barriers in entering into a health care career pathway.

• To make an impact in the community by assisting in meeting the nursing shortage needs and increasing the diversity of the health care workforce.
Demographics

Male  552
Female 1136
1688 Active Participants

Note: 7.5% increase from February 2006 or 40 participants per month
### Time in U.S.A.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>10+ years</td>
<td>606</td>
</tr>
<tr>
<td>7-9 years</td>
<td>133</td>
</tr>
<tr>
<td>4-6 years</td>
<td>259</td>
</tr>
<tr>
<td>1-3 years</td>
<td>375</td>
</tr>
<tr>
<td>7-11 months</td>
<td>70</td>
</tr>
<tr>
<td>6 months or less</td>
<td>204</td>
</tr>
<tr>
<td>No response</td>
<td>41</td>
</tr>
</tbody>
</table>

![Pie chart showing time in U.S.A. distribution](chart.png)
English-Speaking Scale

With 1 indicating low/poor proficiency and 10 indicating high/fluent:

<table>
<thead>
<tr>
<th>Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range 1-2</td>
<td>151</td>
</tr>
<tr>
<td>Range 3-4</td>
<td>146</td>
</tr>
<tr>
<td>Range 5-6</td>
<td>281</td>
</tr>
<tr>
<td>Range 7-8</td>
<td>582</td>
</tr>
<tr>
<td>Range 9-10</td>
<td>507</td>
</tr>
<tr>
<td>No response</td>
<td>21</td>
</tr>
</tbody>
</table>

Pie chart showing the distribution of responses by proficiency range.

Legend:
- Range 1-2: 34%
- Range 3-4: 9%
- Range 5-6: 17%
- Range 7-8: 9%
- Range 9-10: 30%
- No response: 1%
Country of Origin
(82 Countries Represented)

- Mexico: 52%
- Other: 21%
- Philippines: 18%
- Colombia: 5%
- Russia: 2%
- U.S.A.: 2%
Profession in Country of Origin

- Dentists: 13%
- Physicians: 43%
- Nurses: 35%
- Technicians: 9%
Currently Employed in Medical Field

- Yes: 34%
- No: 66%
Individual Barriers

- English Language Proficiency
- Loss of Professional Identity
- Lack of familiarity with the U.S. Health System
- Economic/Familial Support & Time Issues
Structural Barriers

• Intricacies of licensure or certification regulating bodies

• Country of origin school of study

• Local and Regional Policies
Imperial Valley, CA

The California Wellness Foundation Programs

Prep to Prep

Support Programs

- CNA Review
- VESL
- Employment Preparation
INTERNATIONAL MD, Nurse, Dentist, Other

CAREER LADDER

- Increase Marketability
- Financial Stability
- Self-Esteem
- Nursing/Medical Input
- Case Management
- Employment Advisor
- Funding
- Community Partners

INTERNATIONAL MD, Nurse, Dentist, Other
The Menu

Educational Case Management

- Accelerated CNA Program
- Accelerated RN Program
- CNA Review Classes
- Pharm. Tech Classes
- Registered MA Program
- USMLE Preparation Courses
- VESL Programs
- English Healthcare Professionals
- Introduction to U.S. Healthcare

Employment Preparation and Job Placement
Community Partners

- Grossmont College
- Grossmont Health Care District
- Grossmont Health Occupations-Adults

- Kennon S. Shea Healthcare
- Kaiser Permanente
- Scripps Health Care
- Sharp Health Care
- Others
Touching Lives
Accelerated CNA
Grossmont Health Occupations
Accelerated RN Program: WB I

- 34 Graduated December 2004
- 30 have taken NCLEX-RN Boards
- 26 have passed = 87%
- Approximately 90% Employed as RNs
- 4 Completing General Education
Students of Note

Ligia Medina
Major: Registered Nursing
Nominated by: Elizabeth Hamel, Program Coordinator, Welcome Back

Mohamed Najeed
Major: Registered Nursing
Nominated by: Anita Holt, Adjunct Instructor, Nursing

Maria Garcia
Major: Registered Nursing
Nominated by: Elizabeth Hamel, Program Coordinator, Welcome Back
WB II Classmate Support
WB III

- Start Date October 2006
- Interview Process July 2006
- 25-30 Students
Other Support Programs
Computer Lab Access
The Future

• New Programs
• Funding Sources
• Increase Visibility
For More Information Contact:

Welcome Back Center
3955 Bonita Rd First Floor, Bldg A
Bonita, CA 91902
(619) 409-6417
www.welcomebackcenter.org

A project of the Regional Health Occupations Resource Center (RHORC) of San Diego/Imperial Counties, funded by The California Endowment, HRSA, TCWF, and sponsored by Grossmont College.