



INTERNATIONAL EDUCATION



RESEARCH FOUNDATION

Credentials Evaluation Service

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

2006 NAFSA Region XII Conference

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Making sense of international credentials

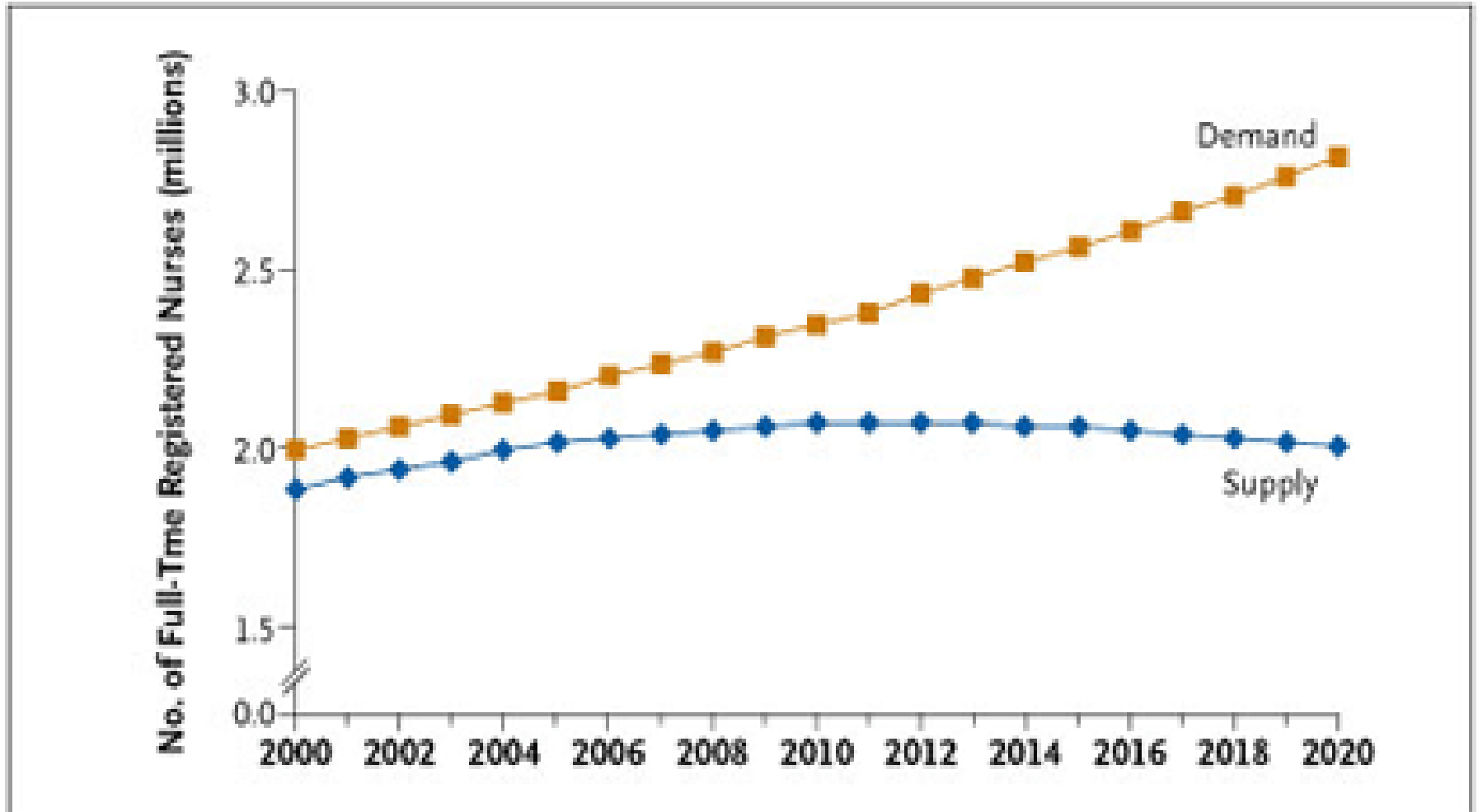


Nursing Shortage in the US

- 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*)

Country	# of RNs	Shortage by 2010	Foreign Nurse %
US	2,202,000	275,000	4
UK	5,000,000	53,000	8
Ireland	49,400	10,000	8
Canada	230,300	78,000	6
Australia	179,200	40,000	not available
New Zealand	33,100	not available	23



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)



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.

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

Sample from a Finnish Transcript

Course descriptions are needed for vague course titles.

Professional basic studies	100,00 cr		
Nursing client and environment	10,00 cr		
Person as a holistic being	1,00 cr	H	Accepted
Person as a biological being	2,00 cr	3	Good
Person as a biological being 2	2,00 cr	2	Satisfactory
Person as a conscious being	1,00 cr	2	Satisfactory
Person as a conscious being 2	1,00 cr	2	Satisfactory
Person as a situational being	1,00 cr	H	Accepted
Person as a spiritual being	1,00 cr	H	Accepted
Environment in nursing	1,00 cr	4	Good
Health as a value and a process	27,00 cr		
Health as a value and a subjective experience	1,00 cr	1	Satisfactory
Health as a status	3,00 cr	3	Good
Health as a process	3,00 cr	3	Good
Health as a process 2	3,00 cr	2	Satisfactory
Health as a process 3	3,00 cr	H	Accepted
Health as a process 4	1,00 cr	H	Accepted
Health promotion	1,00 cr	H	Accepted
Health promotion 2	7,00 cr	H	Accepted
Health promotion 3	1,00 cr	H	Accepted
Health promotion 4	4,00 cr	H	Accepted
Nursing in action	43,00 cr		
Introduction to the philosophical and theoretical foundations of nursing	2,00 cr	2	Satisfactory
Nursing therapeutics	1,00 cr	H	Accepted
Nursing therapeutics 2	2,00 cr	H	Accepted
Nursing therapeutics 3	2,00 cr	4	Good
Nursing therapeutics 4	11,00 cr	3	Good

5 = Excellent
1 = Satisfactory

4 = Good
0 = Fail

3 = Good
H = Accepted

2 = S
S = C



Making sense of international credentials



Contact Information

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INTERNATIONAL EDUCATION



RESEARCH FOUNDATION

Credentials Evaluation Service

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.

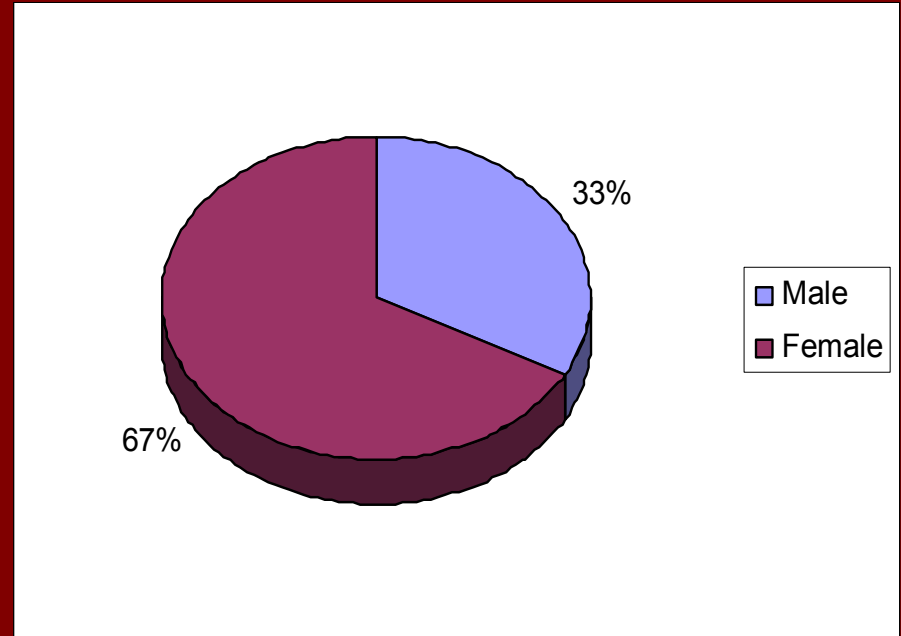
Demographics

Male 552

Female 1136

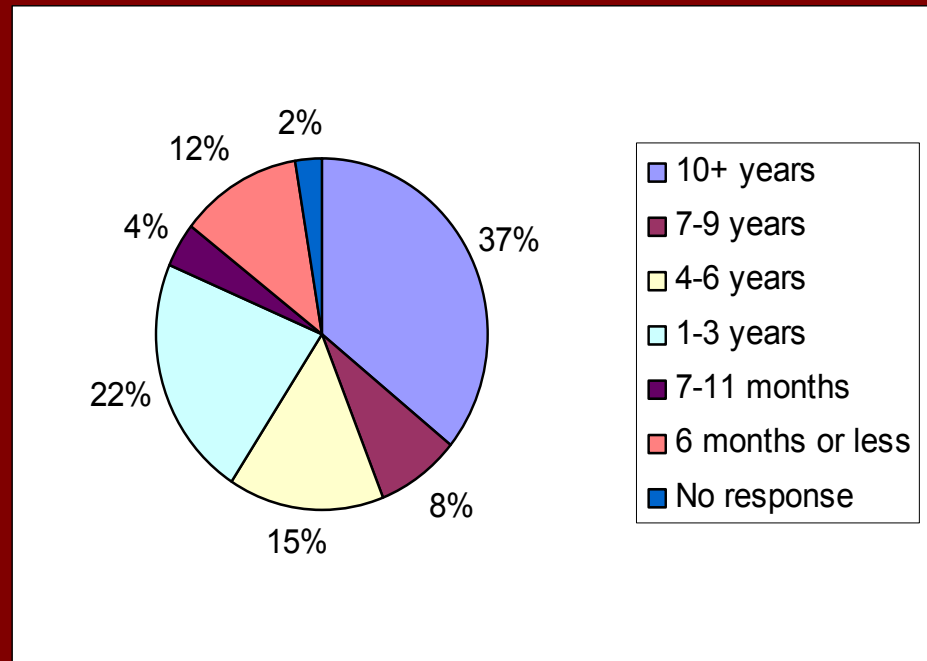
1688 Active Participants

Note: 7.5% increase from
February 2006 or 40 participants
per month



Time in U.S.A.

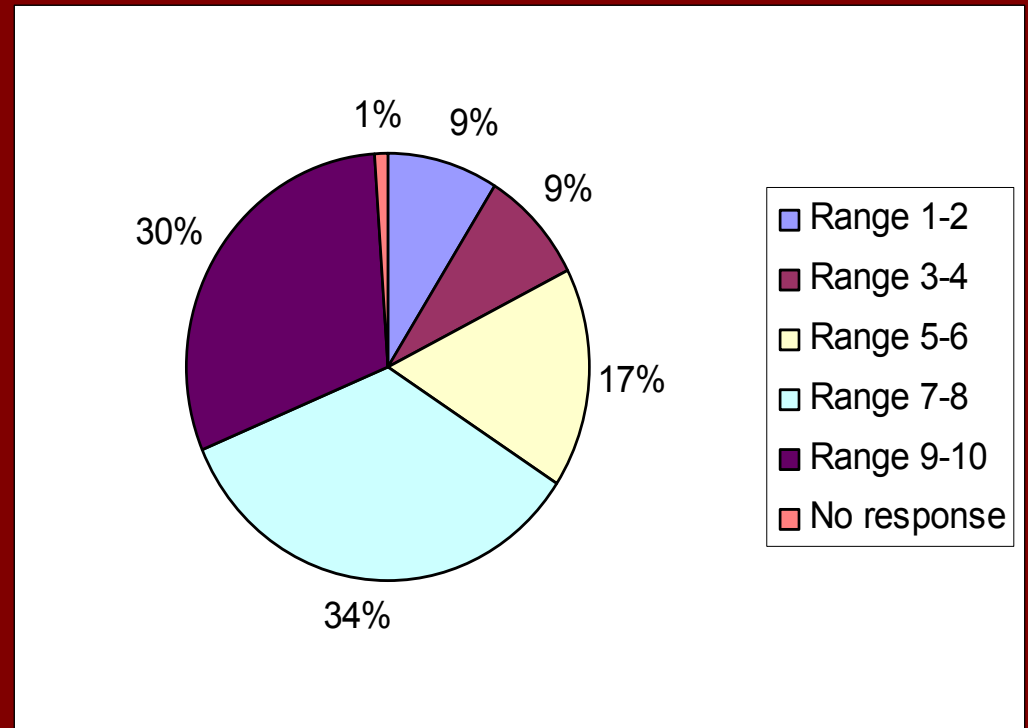
10+ years:	606
7-9 years:	133
4-6 years:	259
1-3 years:	375
7-11 months:	70
6 months or less:	204
No response:	41



English-Speaking Scale

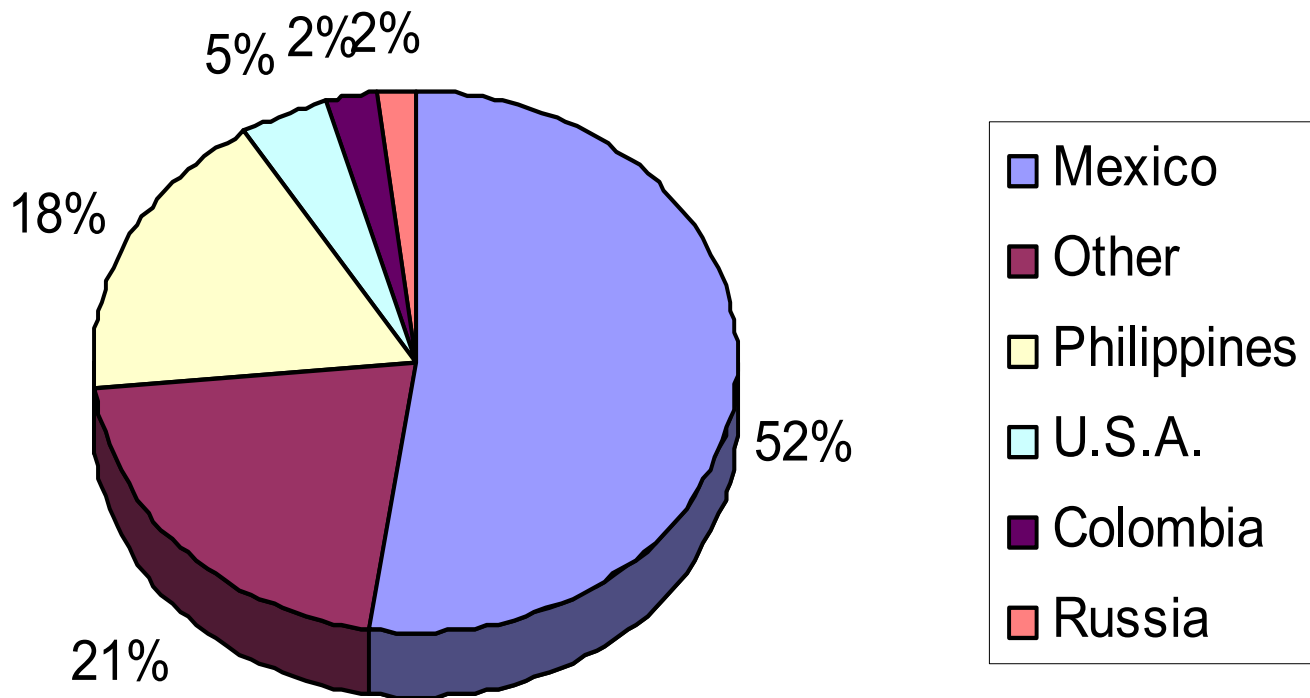
With 1 indicating low/poor proficiency
and 10 indicating high/fluent:

Range 1-2	151
Range 3-4	146
Range 5-6	281
Range 7-8	582
Range 9-10	507
No response	21

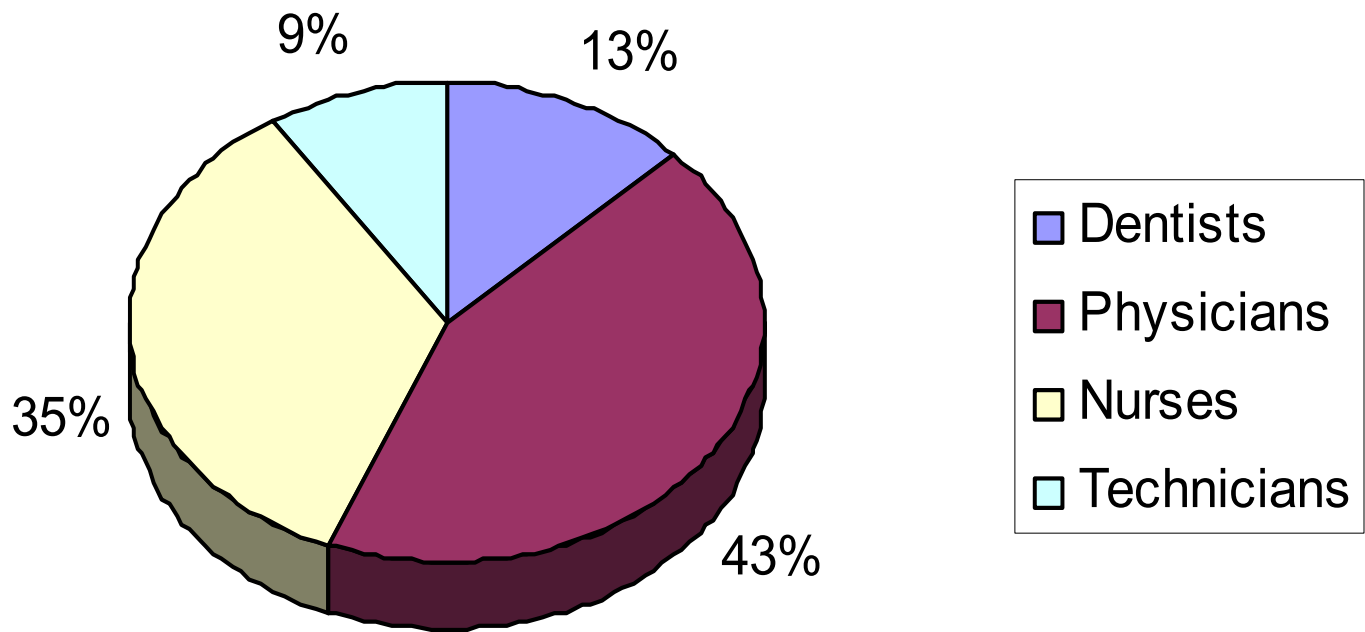


Country of Origin

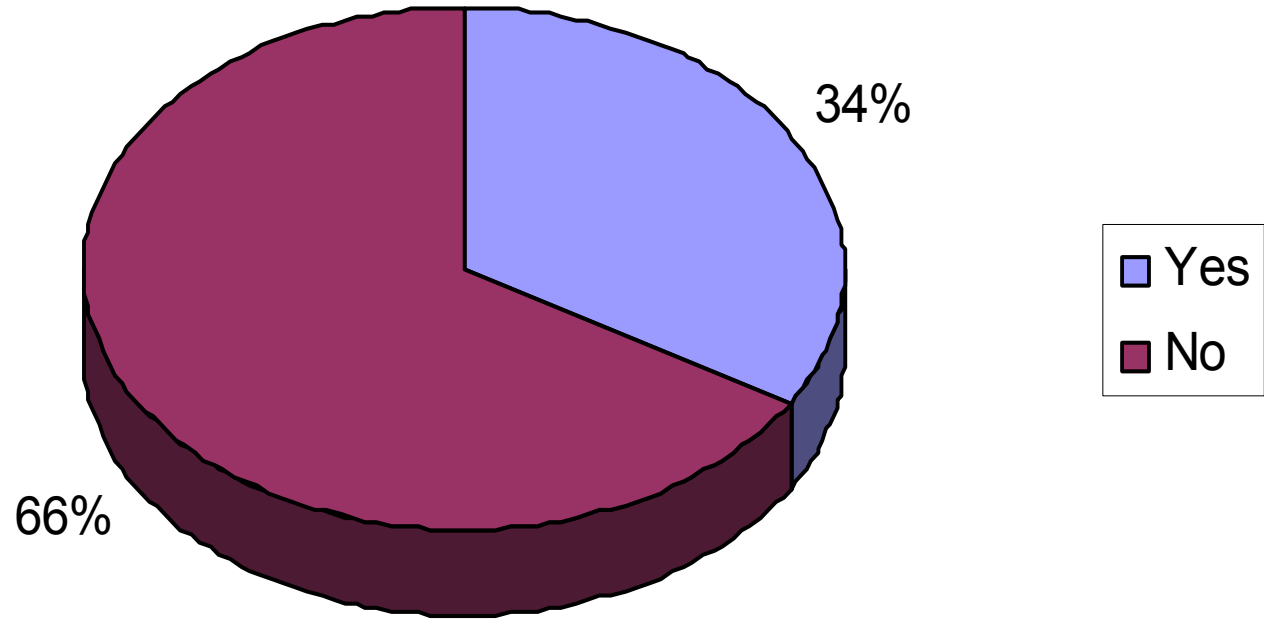
(82 Countries Represented)



Profession in Country of Origin



Currently Employed in Medical Field



Individual Barriers

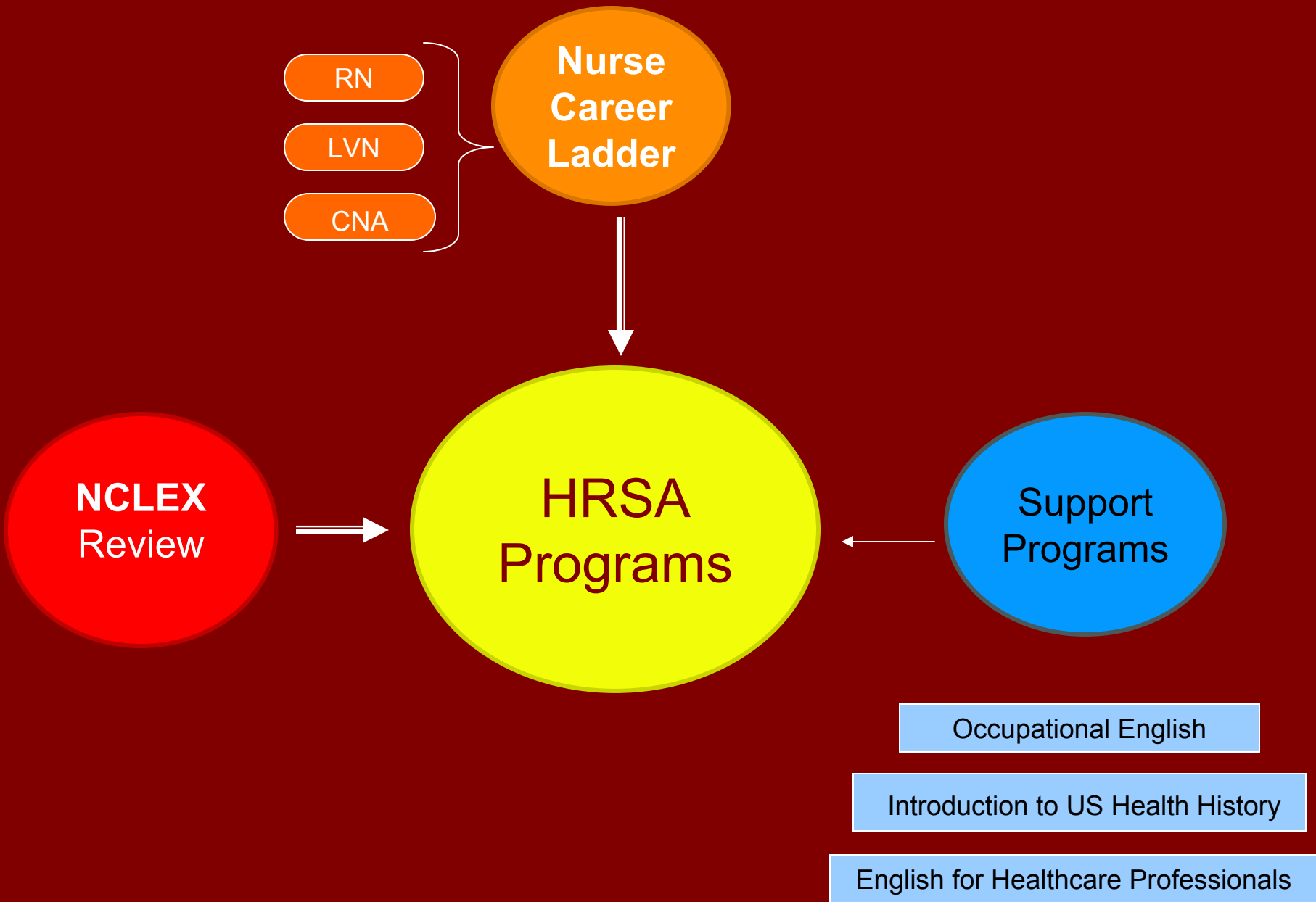
- English Language Proficiency
- Loss of Professional Identity
- Lack of familiarity with the U.S. Health System
- Economic/Familial Support & Time Issues

Structural Barriers

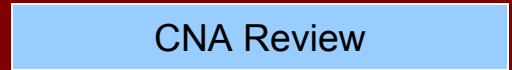
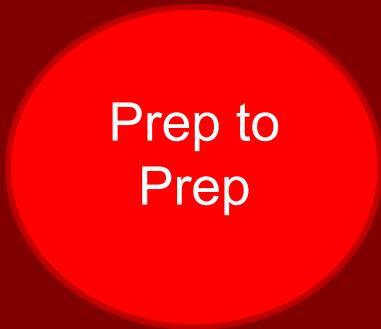
- Intricacies of licensure or certification regulating bodies
- Country of origin school of study
- Local and Regional Policies

Funding Resources





Imperial Valley, CA



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

USMLE

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



Elizabeth
Cervantes



Scripps

Accelerated RN: WB II

Grossmont College/Scripps Healthcare





**Intro. U.S. Healthcare
Class**

Students of Note

STUDENT OF NOTE



Ligia Medina

Major: Registered Nursing
Nominated by: Elisabeth Hamel, Program
Coordinator, Welcome Back

STUDENT OF NOTE



Mohamed Najeed

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

STUDENT OF NOTE



Maria Garcia

Major: Registered Nursing
Nominated by: Elisabeth 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

Occupational English



SDNAHN Partnership



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.