



YOUR BLOOD PRESSURE IS 90/60 mmHg: AN ENGLISH FOR NURSING WORKSHOP FOR NURSES IN TANGERANG REGENCY**Oleh****Komilie Situmorang¹, Santa Maya Pramusita², Magda Fiske Rumambi³, Maria Maxmilla Yoche Arkianti⁴, Riama Marlyn Sihombing⁵****^{1,2,3,4,5} Faculty of Nursing, Universitas Pelita Harapan****E-mail: ¹komilie.situmorang@uph.edu**

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Abstract: *Nurses play an important role in the recovery of patients through nursing care and therapeutic communication. They must care for all patients regardless of differences in ethnicity, religion, or language. Therefore, it is important for nurses to be able to communicate in English. This community service aims to provide English language support for nurses. Through the provision of modules and onsite classes, nurses were given workshops and practiced nursing care in English. The results showed an increase in vocabulary and confidence in the nurses. At the end of the community service, nurses are also equipped with basic daily skills in providing nursing care in English.*

INTRODUCTION

The mobilization of the world population requires nurses to be able to provide nursing care in English. A study in Taiwan shows that the increase in foreigners visiting one country as a part of globalization requires English-language medical services¹. In addition, hospitals in Indonesia have moved to international standards where not only the standards are internationalized but also the services where English is inseparable. In this case, English has placed itself as the most important communication tool to be studied in nursing colleges and faculties where specific curricula have been designed². This is due to the important role that the nurse plays in the patient's recovery. Nurses need to know how to provide nursing care in English in this global age because English is an international language that is a global communication tool. In general, there are several reasons why nurses need to be able to speak English:

¹ Yi-Ling Lu, "What Do Nurses Say about Their English Language Needs for Patient Care and Their ESP Coursework: The Case of Taiwanese Nurses," *English for Specific Purposes* 50 (2018): 116–129, <https://www.sciencedirect.com/science/article/pii/S0889490617303654>.

² Ming-Nuan Yang, "A Nursing Academic Word List," *English for Specific Purposes* 37 (2015): 27–38, <https://www.sciencedirect.com/science/article/pii/S0889490614000350>.



1. *Communicate with patients and international medical teams.* The globalized world allows mobilization through travel, work visits, and medical team exchanges. By mastering nursing English, nurses can speak with patients and medical members from other countries.
2. *Sources of medical information.* Health science journals, drug instructions, and hospital manuals are written in English. By using English, nurses can access knowledge resources and develop their skills.
3. *Improving Nursing Quality.* Effective English provides accurate information to patients, proper procedures, clear nursing standards, and coordination with non-Indonesian medical teams.
4. *International Qualification Requirements.* To be internationally accredited, hospitals must meet several requirements, namely patient-focused standards. Of course, nurses must have qualified English skills to fulfill this requirement. In addition, having English skills allows nurses to have a career abroad.

Overall, having English language skills is an important asset for modern nurses as they can improve nursing care services, reach patients internationally, access the latest medical knowledge, and support the internationalization of nursing quality.

However, as globalization promotes culturally diverse medical settings, which is also reflected in nursing education, it is obvious that nurses require significant support to enable them to provide internationally standardized nursing care both in writing and in speech. The ability to communicate with colleagues, patients, and the patient's families has been identified as the main challenge faced by the nurse³. Nurses, in fact, are reluctant to give care to international patients as they have minimum English ability in clinical settings⁴. Nursing students fail to communicate clearly and build trusting relationships with the patients, which results in poor nursing practices. This calls for intensified attention to the nurse to support their English.

The above-given reason has underlined the importance of this community service. The provision of 'English for nursing' training helps nurses interact with more people, both patients and coworkers, who do not speak English and can only speak Indonesian. In addition, the ability to speak English opens up opportunities for them to provide the best service, mobilize their careers abroad, and improve the quality of the hospital as they are introduced to daily nursing care in English and have enhanced self-confidence.

³ Tonia Crawford and Sally Candlin, "A Literature Review of the Language Needs of Nursing Students Who Have English as a Second/Other Language and the Effectiveness of English Language Support Programmes," *Nurse Education in Practice* 13, no. 3 (2013): 181–185,
<https://www.sciencedirect.com/science/article/pii/S1471595312001680>.

⁴ Anita Shakya and Jan M Horsfall, "ESL Undergraduate Nursing Students in Australia: Some Experiences," *Nursing & Health Sciences* 2, no. 3 (2000): 163–171, <https://onlinelibrary.wiley.com/doi/abs/10.1046/j.1442-2018.2000.00050.x>.



METHOD

This 'English for Nursing' training pioneered the establishment of an English improvement program for nurses under the auspices of the Indonesian National Nurses Association known as Dewan Pengurus Daerah Persatuan Perawat Nasional Indonesia (DPP PPNI) Tangerang Regency. Thirty pioneer nurses who were appointed or voluntarily volunteered by agencies under DPD followed the community service. The conduct of this community service included setting the learning objectives, delivery method, material design, and learning assessment.

1. Learning Objectives.

The learning objectives of this "English for Nursing" training were as follows:

- Participants could introduce themselves and engage in short conversations with coworkers and patients at the beginning of introductions.
- Participants could engage in conversations in nursing contexts, such as bedside handovers, drug administration, and wound care.

2. Learning Material.

The learning materials included a course introduction, "Hi! I am your nurse," general assessment, wound care, Systems in the Human Body, and bedside handovers. They refer to the books Cambridge English for Nursing by Virginia Allum and Patricia McGarr⁵, Practical English for Nurses by Rajan and Jesudasan⁶, and Oxford English for Careers: Nursing 1: Students book by Grice⁷.

3. Mode of Delivery. The learning method used was active learning with a focus on conversation delivered through online learning. The activities involved were:

- Module self-paced learning through the Ministry of Health Indonesia application of Learning Management System, *Plataran Sehat*. The modules of the material were uploaded by the third party, Siloam Training Center as the partner.
- Onsite learning. After the participants finished the modules in *Plataran Sehat*, they were invited to a one-day seminar and workshop at the Faculty of Nursing, Universitas Pelita Harapan. The activity started with a pre-test and was followed by the seminar. In the seminar, the participants learned about the chances and challenges of nurses today and how English plays a crucial role. In the workshop session, the participants got to interact with the tutors in the medical terms and the conversations they had learned during modules

⁵ Virginia Allum and Patricia McGarr, *Cambridge English for Nursing* (Cambridge: Cambridge University Press, 2005).

⁶ Geethanjali Rajan and Usha Jesudasan, *Practical English for Nurses* (New Delhi: Oxford University Press, 2015).

⁷ Tony Grice, *Oxford English for Careers: Student Book 1* (Oxford: Oxford University Press, 2007).



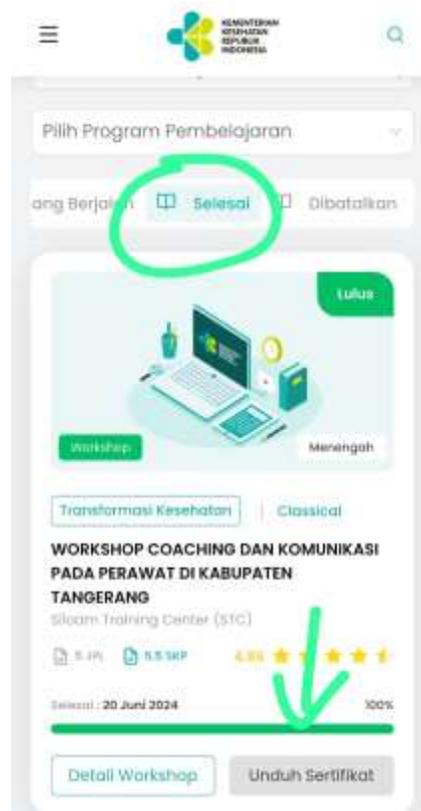
learning through Plataran Sehat. Then, they had their practice and performed their conversation in front of the class. The session was closed by the evaluation and post-test.

RESULT

a. Module Session through Plataran Sehat Platform

During the module sessions through the Plataran Sehat platform, the class name is opened by the role of Siloam Training Center. The Course name is, “Workshop Coaching dan Komunikasi pada Perawat di Kabupaten Tangerang. The class was opened for a medium level of ability and with a classical mode. It was open for over two months and closed on the day of the workshop, June 20, 2024. The module was awarded 5.5-6 Professional Credit Units, or *Satuan Kredit Profesi* (SKP). Besides, the total number of hours of learning was 5 hours. 30 participants completed this course. Below is the picture of Plataran Sehat, who completed the course.

Picture. 1 Plaratan Sehat Completion Page



b. Seminar and Workshop Session

The seminar was divided into two sessions, where participants were offered a wide overview of the current nursing practices using English as part of the internationalization. The first session was entitled, “Peluang dan Tantangan Bahasa Inggris Bagi Perawat Masa



Kini” where nurses were given insights regarding the future of English in medical services and how nurses could cope with it. The second session was entitled, “Sharing pentingnya “English for Nursing – Perspektif bekerja di luar dan dalam negeri,” which gave hope to the nurses that even nurses can have international careers. Below are the pictures from the Seminar.



Picture. 2 Seminar Session

After the seminar session, the community service proceeded to the workshop, where tutors engaged the students in a conversation about procedural nursing skills and medical terms in vital signs. The sessions were engaging as the participants were taught to recite the conversation and practiced on their own how to give nursing care in English. At the end of the workshop, the participants worked with their peers and performed an English nursing care that they had practiced together. The other participants were asked to comment on the other performances to give feedback. Below is the documentation from the workshop session.



Picture. 3 Workshop and performance session



DISCUSSION

The community service conducted in the form of online modules and onsite classes in seminars and workshops is an effective means to support the English ability of the nurses in Tangerang. Through the seminar, the participants were informed about the global phenomenon that happened around them, where patients were now more culturally diverse and often were foreign citizens. Their feelings about their English minimum proficiency were also validated as similar results from around the world indicated the same issue⁸. Most of the nurses were not ready to face international patients, and as a result, patients did not receive quality medical services, which was always echoed in as holistic and therapeutic nursing care.'

The pre-test and post-test of the activity, which was only for reflection, not aimed for measurement, indicated the very low proficiency nurses have on medical terms in English as well as for communication. The questions including: 1) *RR adalah singkatan untuk ...* 2) *mmHg adalah singkatan dari ...* 3) *Bagaimana cara membaca hasil tekanan darah berikut dalam bahasa inggris? 90/60 ...* 4) *Ungkapan apa yang akan digunakan perawat untuk menjelaskan pentingnya langkah dalam perawatan luka? ...* 5) *Manakah dari frasa berikut ini yang akan digunakan oleh perawat untuk memberikan apresiasi kepada pasien setelah mereka menyelesaikan suatu langkah dengan benar ...* were answered with various answer which were not correct. The emphasis, for example, on how to read the blood pressure were mostly answered with "**ninety per sixty and Ninety divided by sixty**" which were incorrect. The right way to read the 90/60 should be *Ninety over sixty*. This was emphasised during the workshop sessions with tutors. The participants were made to repeat and recite the correct terms until they fully grasped it. This was prominent as medical nursing terms are fully different from the general academic words⁹.

Furthermore, this community service greatly improved the students' English clinical ability, as the materials provided were authentic and taken from qualified books designed specifically for nurses. The materials included text comprehension, nursing vocabulary, and topics related to introducing oneself to the patients, vital signs assessment, wound care, bedside handovers, and drug administration¹⁰. These materials exposed the participants to medical literature and practical guidance in English on how to give nursing care in English. In the end, the participants completed all the materials in the module, which will equip them to give medical explanations, understand patients' complaints, and give education to the patients as part of therapeutic nursing care.

⁸ Crawford and Candlin, "A Literature Review of the Language Needs of Nursing Students Who Have English as a Second/Other Language and the Effectiveness of English Language Support Programmes."

⁹ Yang, "A Nursing Academic Word List."

¹⁰ Grice, *Oxford English for Careers: Student Book 1*; Rajan and Jesudasan, *Practical English for Nurses*; Allum and McGarr, *Cambridge English for Nursing*.



The results of this community service showed very engaging interaction through online modules and on-site workshops. The participants expressed their satisfaction with the activity and were thankful that their voices were heard. They were given help on the issue they have been facing in the field, providing English nursing care to foreign patients. Through the evaluation forms, the participants expressed:

“The presenters and content were outstanding.”

“Interesting, exciting, and insightful”

“It's fun even though I am tired after the Night shift; my heart is burning with excitement”

On the other hand, the participants wish there would be similar activities in the future that will help them improve their nursing English, which would cover more topics, such as conversations, vocabulary, and specified topics like ventilators.

This community service served as a preliminary screening for nurses' English proficiency in the field. In the future, the same activity will be put into action to help support more nurses in practice in improving their English proficiency in giving nursing care. This is because general English proficiency is different from nursing English¹¹. Therefore, a sustainable program will be established. Similar community service in the future will serve benefits to nurses such as improving the speaking difficulty in nurses, enhancing medical communication strategies, understanding diverse cultures, acting on evidence-based simulation, enhancing multidisciplinary collaboration, working on specific nursing procedures and phrases like *“Can you describe your pain?”*, support active learning, and provide direct feedback.

CONCLUSION

This community service aims to provide seminars and workshops to nurses in Tangerang Regency. The delivery modes were combining online modules and an on-site workshop. By learning modules online, Plataran Sehat by Kemenkes exposed the participants to authentic material to enhance their English ability. The on-site activity, designed in a seminar and workshop, supported their learning trajectory. At the end of the community service, the participants achieved the learning objective designed for the community service and improved their English proficiency.

¹¹ Lu, “What Do Nurses Say about Their English Language Needs for Patient Care and Their ESP Coursework: The Case of Taiwanese Nurses.”



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