

Tips for Collaborating with IEN Learners

- English may not be an IEN's first language. Provide additional time for IENs to express themselves, assist with pronunciation, explain jargon and acronyms (written and verbal), and speak slowly, as required.
- IENs are experienced nurses; often with extensive nursing knowledge. Provide a safe learning environment by accepting differences in knowledge, and sharing your interprofessional practice resources and your Canadian expertise.
- Since both the Canadian nurses' scope of practice and our culture may be new to IENs, it is important to be explicit about responsibilities – provide clear direction, ensure understanding, and outline expectations and required follow-up.
- Move beyond rote or memorized thinking styles by using best practices and resources specific to the patient population (e.g., fall-prevention strategies, wound management, and assistive device use,) in order to foster IENs' critical thinking.
- Although our healthcare equipment (e.g., IV pumps, suction units, and computers) may be familiar to IENs, it is important to explicitly support them in using our technology and practice processes.
- The variety of Team Members and professions may be new. Provide opportunities for education about your profession, your role, and how you collaborate with Team Members when providing patient-centred care (e.g., empowering patients and families, defining roles, making referrals, using preferred communication).
- IENs may not be comfortable dealing with interprofessional conflict given their home country experiences (e.g., they may not have been allowed or expected to raise issues, make recommendations to other professionals). Interprofessional conflict may not be the norm for them, but it is a professional expectation in the Canadian healthcare setting, as an essential part of the shared decision-making process to achieve patient-centred care goals.
- Most of all have fun learning *about, from, and with* each other!

Tips adapted from Support for internationally educated nurses: An integrative literature review. Tilley, C. M. (2007b). Retrieved from http://nursing.uvic.ca/research/documents/Tilley_C.pdf

Lowe, M., Paulenko, T., Jardine, J., Marten-Daniel, P., Summers, S., Demeris, H., Freedman, J. (2012). *Interprofessional education for internationally educated nurses: A resource to support group clinical placement program planning, implementation, and evaluation*. Toronto Rehab and George Brown College: Toronto, ON.