

ICIC NEWSLETTER

ICIC'S 10TH ANNIVERSARY CELEBRATION!

ICIC cordially extends a public invitation to its 10th anniversary celebratory symposium, "Language in Healthcare: Future Views."

Much of ICIC's research work in recent years has focused on healthcare communication and its implications for chronic disease care and patient-centered doctor talk. We thought it only fitting to convene international experts in communication and medicine.

"Our intent is to establish new directions and connections in this interdisciplinary field that strives to better the healthcare system for everyone," noted Dr. Ulla Connor, ICIC Director. "Our panelists will lead the open discussion with their own thoughts on priorities and issues that still need to be

addressed and solved based on their research and practice."

Dr. Angela McBride, Dean Emerita of the IU School of Nursing, will moderate the event. She will be joined by Dr. Ulla Connor, Professor of English and ICIC Director; Dr. Richard Frankel, Professor at the IU School of Medicine; Dr. Heidi Hamilton, Professor of Linguistics at Georgetown University; Dr. Sandra Petronio, Professor of Communication Studies at IUPUI; and Dr. Srikant Sarangi, Professor of Linguistics at Cardiff University in Wales.

They will present on such topics as language and cultural diversity of both doctors and patients in today's health care, complexities of chronic disease

care, confidentiality and health records, emerging views of Alzheimer's patient language, and interpreting doctor's orders and prescriptions.

Language in Healthcare: Future Views

March 31, 2009
2:00—4:00 PM
Reception to follow

Room 405, IUPUI Campus Center at
425 University Boulevard, Indianapolis

For further information contact ICIC at
(317) 274-2555
RSVP: icic@iupui.edu

For driving and parking directions, see
[http://life.iupui.edu/campus-center/
about/maps.html](http://life.iupui.edu/campus-center/about/maps.html)

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NEW FACES AT ICIC

ICIC has made a number of additions to its staff in recent months, allowing it to expand its existing programs and create new ones.

Julie Belz has joined ICIC as a Faculty Research Fellow. She earned her B.S. degree from the University of Illinois at Urbana-

Champaign and her M.A. and Ph.D. from the University of California at Berkeley. Her research interests and extensive publication topics include second language acquisition and teaching, technology-enhanced language learning, discourse analysis, telecollaborations,

methods in applied linguistics research (especially learner corpus analysis, microgenetic analysis, social realism, qualitative analysis). She specializes in health communication and research for ICIC.

Lori Bruns joined ICIC in July as its Program

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NEW FACES AT ICIC (CONTINUED)

Coordinator. She handles many of the administrative and human resources tasks at ICIC and organizes its workshops, including the Visiting Scholars Program. She has taught ESL classes for IUPUI since 2006. Last year, she taught the American English Intonation Course at Methodist Hospital. This year she will work with Chinese business students online to prepare them for the Kelley Direct MBA Program. She received both her B.A. in English and M.A. in TESOL from IUPUI.

Kathryn Lauten is ICIC's new Associate Director. In that capacity, she supervises all of ICIC's administrative work and also oversees and develops its various projects and grants. She earned her Ph.D. from the University of Michigan, and her B.A. from Dartmouth College. She has written and taught extensively on francophone literature and film, ESL, and health communication. Her research and work has been conducted in the United States, France, and several African countries.

Honor Orlando is the Assistant Director for Training. She received her M.A. in English as a Second Language from the University of Hawaii – Manoa

(UH) and taught ESL there for many years as well as in Japan. Orlando is ICIC's lead course developer and instructor for training programs, where she designs detailed ESP programs matched to the needs of groups and individuals.

Kay Akard joined ICIC in October as its Media Coordinator, developing additional publicity for ICIC activities on campus and within the community. She earned her B.A. degree in Journalism and Political Science from IUPUI. She worked for the Indianapolis Star as a Pulliam Fellow before joining WISH-TV as a producer. She has lived overseas and traveled extensively, including stints in Mumbai, India, and Brussels, Belgium.

Stephanie Balunda and **Amir Hayat** are ICIC's Graduate Research Assistants. Both are currently working on the Lilly Foundation Health Literacy and Patient Adherence Project. Stephanie is an M.A. TESOL student, and Amir is an M.A. Economics student who works with our data analysis.

Jiraporn (Joy) Phornprapha and **Malick Ndiaye** are Student Hourly Graduate Student Assistants studying in the M.A. TESOL program.

YUAN XIMING, VISITING SCHOLAR



In ICIC tradition, we continue to welcome Visiting Scholars to ICIC. Yuan Ximing will be at IUPUI from February, 2009, through July, 2009. She is an Associate Professor in the Department of Foreign Language Education at Northwestern Polytechnical University, Xi'an, P.R. China. Her research interests include TESOL, Corpus linguistics, Second Language Acquisition, Classroom discourse, Online English learning, and Psycholinguistics.

Publications

- Connor, U., Rozycki, W., Ruiz, M., Goering, B., Koehler, J., & Kinney, E. (in press). Intercultural study of patient-directed medicine labeling: Text differences between the United States and Spain. *Communication & Medicine*.
- Connor, U., Goering, B., Matthias, M., & Mac Neill, R. (in press). Information use and treatment adherence among patients with diabetes. In M. Ruiz-Garrido, J. Palmer-Silveira, & I. Fortanet-Gomez (Eds.), *English for professional and academic purposes*. Amsterdam/New York: Rodopi.

Presentations

- Connor, U., Belz, J., Goering, E., Lauten, K., Roach, P., & Wolf, J. (2009, March). *Disease, bodies and adherence through patient's own voices*. Paper to be presented at the American Association for Applied Linguistics Conference, Denver.
- Matthias, M.S. & Goering, B. (2008, November). "Coping with Chronic Illness: Information Use and Treatment Adherence Among Diabetics." Paper presented at the 94th Annual Convention of the National Communication Association, San Diego.
- Connor, U., Belz, J., Goering, E., Lauten, K., Rozycki, W., Roach, P., & Wolf, J. (2008, September) *Medication adherence: Patients' own voices*. Presented at the International Conference on Communication in Healthcare, Oslo, Norway.
- Connor, U., & Rozycki, W. (2008, June). *Intercultural study of health literacy and medication adherence*. Paper presented at the Fourth Conference on Intercultural Rhetoric and Discourse, IUPUI, Indianapolis, IN.
- Connor, U., & Lopez, A. (2008, March). *Intercultural negotiation and health literacy*. Presented at the American Association for Applied Linguistics Conference, Washington, D.C.

ICIC DEVELOPS ONLINE COURSE FOR FUTURE MBA STUDENTS

Last spring, the IU Kelley School of Business had a problem. Potential online students from China needed to enhance their English skills so they could begin earning MBA's through the Kelley Direct Program.

ICIC created a training course specifically for these students. Instructors from ICIC and the English for Academic Purposes Program designed an online curriculum that allowed the students to enhance their English reading and writing skills from their homes and offices in China.

By the end of the 12-week program, the students had not only increased their English proficiency, but they were far better prepared for the MBA program than they would have been otherwise.

"We immersed them in business English as much as can be done in an online course," said Catherine Beck, one of the course developers and instructors. "I really believe that we sent these students forward better prepared for their MBA studies than any students have ever been."

That's because she and others designed the courses around the business materials they would face as MBA students and used the same computer software they would also use later in the program.

"All of the materials we used were authentic," Beck said. "Everything we used was from the business school. We used business school textbooks." Students also kept vocabulary journals to help them learn and memorize new words they came across in their readings, both now and later in business school.

Before the course, none of the students were reading at the 250 words per minute reading speed recommended for graduate level study. The reading and writing courses were a difficult adjustment for many. Most managed to handle their career and the added pressures of the intense program as they learned to adjust to their new workload and the assignments. As their reading and writing fluency increased, the students found it easier to keep up with the work.

More than three quarters of the students stuck with the program, and they all increased their reading and writing speeds. They also increased their confidence, and many wrote notes of thanks to their instructors.

"In the three months' study, I have made a great progress in my reading and writing. This success belongs to both me and you," wrote Baihong. "I will never forget the days when we communicated online. Thank you for your patience and encouragement as well as advanced teaching methods."

Another wrote, "We are deeply impressed with your lectures, your assignments, your teaching methods, and what you tell us... We know our writing and reading instructors have thought a lot about how to develop our English levels. You created a wonderful English-learning setting for us. Thank you."

Online courses have their advantages and disadvantages, said ICIC's Assistant Director for Training, and one of the course developers and instructors, Honnor Orlando.

"It's different than a traditional classroom setting. It can be very effective," she said. "But it has to be done differently to be effective, and it requires more development on the front end."

Instructors have to make a special effort to develop relationships that might come more naturally in a traditional classroom setting. Beck posted online videos introducing herself in her office on campus, as well as in her office at home, so students could visualize what a real office would look like in the U.S.

The students will eventually come to Indianapolis for a short time as part of their studies at the Kelley School of Business. Many of them told instructors they were looking forward to the day they could meet their first American instructors in person.

The first session completed, ICIC instructors have already started with a second group of new MBA recruits from China. Will this lead to more online programs for ICIC? That remains to be seen. "We are hoping to do more as we see the need," Orlando said. "At ICIC we don't create a course and hope that people come to us, we develop courses to meet a specific need."

For these students from China, ICIC has done that.

"We are deeply impressed with your lectures, your assignments, your teaching methods, and what you tell us... We know our writing and reading instructors have thought a lot about how to develop our English levels. You created a wonderful English-learning setting for us. Thank you."

SPECIAL POINTS OF INTEREST:

- 10th Anniversary Celebration on March 31, 2009.
- Tsuda Women in Leadership Intensive Summer Program Aug. 1-22, 2009.
- American English Intonation courses are on-going
- We welcome students from Meiji University August 3—September 2, 2009 for the Intensive English and American Culture Program
- 2009 Intercultural Rhetoric Conference to be held at the University of Michigan, Ann Arbor, MI on June 11-13, 2009.

<http://legacyweb.lsa.umich.edu/eli/eli1/ICID5/index.html>

LANGUAGE TRAINING AT ICIC

More than ten percent of medical residents at the IU School of Medicine are international medical graduates. Nationwide, more than a quarter of practicing physicians have overseas medical degrees. While their technical expertise may match their U.S. counterparts, some may find challenges communicating with American patients.

That's why ICIC has developed programs specifically to meet the needs of medical professionals. ICIC offers an array of services targeted to assess the communication skills of doctors from overseas and provide additional training when necessary.

Assessment

Since 2005, ICIC has conducted language assessments on all incoming residents at Methodist Hospital's Family Medicine Program. As part of the Orientation Program, ICIC staff evaluate residents' communication skills, using a variety of written and oral assessment tools developed with the Indiana School of Medicine. Residents' grammar, vocabulary and reading proficiency are reviewed, along with their oral and interpersonal communications skills. Nearly half of the residents are typically referred for further training.

"It can be anything, from writing problems to overall communication issues," said Honor Orlando, ICIC's Assistant Director for Training.

"We may address abrupt intonation in comparison with the way we speak in English," said Orlando. "Or word choices that may be more forward than words we would use," she said. "They haven't been taught that in English classes. Knowing how to give bad news in a good way, for example, is not universal."

Individualized tutoring

"When communication issues are identified, they can often be corrected fairly rapidly," notes ICIC Trainer Chuck Fischer.

"Based upon the results of the assessment, an individual training recommendation and accompanying training plan for each resident are developed. The plans include specialized exercises and activities and are then administered by an ICIC language tutor," he said. "Improvement is usually clear as the resident gains experience and confidence in speaking English and in completing the tasks and exercises included in the training plan." Occasionally, residents make such rapid progress that the original training plan is set aside or re-evaluated.

"After a level of trust has been established, residents very often ask the tutors for help in preparation of short presentations to peers and supervisors, assistance with professional papers, documentation of medical charts, and a variety of other issues encountered on the job," Fischer said.

They also work with residents on use of American idioms and street vernacular, talking with teenage and elderly patients, and working effectively with nurses and hospital support personnel, he added.

ICIC's unique approach focuses on the specific needs of its students, whether it's medicine or business. "ICIC excels in English for Specific Purposes instruction, designing personalized plans for each student in every class, which is really the best way to teach," said Miki Hamstra, an ICIC instructor.

"They don't have to learn stuff that isn't relevant. We help them communicate to colleagues, patients, fellow researchers," said ICIC Program Coordinator Lori Bruns. "This is designed specifically for their medical field."

Group training

Bruns is an instructor of a 12-week American English Intonation (AEI) course that is designed to help medical professionals improve their pronunciation and improve their overall communication skills. The class is taught in a group setting, which is particularly effective for some students.

Working in a group environment in class gives them plenty of opportunities to interact and improve their language skills. Bruns said many of her students were shy and self-conscious about their speaking skills before the class.

"Now they are helping each other," she said. And many friendships have developed in the

ICIC is pleased to welcome new Board Members

Dr. Mario Gomez has practiced medicine in Bolivia and Texas. He is currently at the bi-lingual Alivio Medical Clinic in Indianapolis.

Mr. Rick Hanson is currently the Associate Dean for Finance and Administration in the School of Liberal Arts, IUPUI.

We are on the web!
<http://www.iupui.edu/~icic>
Watch for our new design this spring!

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LANGUAGE TRAINING AT ICIC (CONTINUED)

class. "We laugh together. We talk together. I can already see their confidence moving in an upward direction."

The American English Intonation Course is part of an intercultural communication program of the Department of Pediatrics at the Riley Hospital for Children in collaboration with ICIC and the Clinical Skills Education Center. The program was developed through a Clarian Values Grant under the direction of Dr. Poonam Khurana.

Learning how to pronounce key words and phrases doctors use everyday can have a profound impact on their work life.

"We use medical books and help them pronounce their own jargon. Most of the students could not produce 'nauseous' correctly," she said. "They were so excited because now they pronounce it correctly, and everybody knows what they are saying."

Instructors in the AEI Program identify the individual needs of students in pre-tests that evaluate both their reading and medical terminology usage. Students receive a list of specific sounds and syllable stress issues to practice in class as well as at home.

The students show improvement by the end of the class, but they also acquire the tools to continue to develop their language skills in the long-term.

"Many of the students also noted that the class taught them how to help themselves outside of class as well," Hamstra said. "For example, many students said they knew that they had pronunciation problems, but they didn't previously know how to fix them. They said my class trained them not only to hear the differences between proper pronunciation and their pronunciation, but also how to modify their physical articulation to improve their sound production."

"One of my students, who had previously failed a mandatory medical communication assessment, retook the test during my class and passed so he was quite pleased with his progress," Hamstra said.

Yi Zeng, a clinician from China, said the class has benefited both her professional and personal life. "It helps me to communicate with native speakers more efficiently," she said.

Instructors are quick to point out that a 12-week class won't erase a foreign accent overnight. "It's nearly impossible to get rid of an accent," Bruns says. "The goal is to be understood, not to lose your accent."

Orlando sees a lot of success in both training programs that ICIC has conducted for medical professionals – whether at the individual level or in group settings.

"As scientific minds, they are interested in how we do things," she said. "They understood the language better and I think that is the next step in becoming understood. I did see the potential for huge growth."

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