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Calling in nursing, students' perspective

A Literature review

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<p>Since the nursing profession has changed over time and the need of nurses is growing, there has also been discussion about nursing as a calling and what motivates students to go into nursing and also what motivates nurses to stay in the profession. The aim of this final project is to gain understanding of the concept of calling and therefore the research questions are: What is calling in nursing and What is calling for nursing students?</p> <p>The articles were searched from reliable databases such as Cinahl, Pubmed and Medline, also manual search was done. The research generated in total 978 articles and based on inclusion and exclusion criteria, 11 research articles were chosen for this review. The analysis was done by applying principles of data-based content analysis.</p> <p>Results show that today's perspective of nursing is a complex concept and it can't be described in one sentence. It is subjective for each person and is related to the culture and one's own values. History has made nursing to be simultaneously a calling and a profession and there are factors such as low working force, low payment level compared to responsibilities, which challenge the nursing calling and motivation. Nursing students have different motivators that are either personal or career-related. The most important factor that seems to be the essence of nursing, is caring and the desire to help others, which ties nursing back to its past and the idea of calling.</p> <p>There is need for more research about the relationship between calling and motivation for nursing. The recruitment strategies of nursing and schools' curricula need some improvements. Based on the results the most important factor in nursing is still "caring" and this should be emphasized. Curricula should include teaching that emphasizes the importance of caring and motivate students in the field, also the workforce of nurses should be increased so that the nurses could actually implement their want to help others and the busy environment wouldn't challenge their calling.</p>	
Keywords	nursing, nursing student, calling, vocation, caring, ethics, motivation

Tekijä Otsikko	Selma Yönlü Kutsumus hoitotyöhön, opiskelijoiden näkökulma
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<p>Sairaanhoitajan ammatin kuva on muuttunut vuosien saatossa ja sairaanhoitajien tarve kasvaa jatkuvasti. Sairaanhoitajien vastualueet ovat lisääntyneet, haasteet kasvaneet ja työ on monipuolistunut, jonka vuoksi on käyty keskustelua siitä, onko sairaanhoitajan ammatti yhä kutsumusammatti ja mikä motivoi opiskelijoita lähtemään alalle ja puolestaan mikä motivoi sairaanhoitajia jäämään alalle. Tämän tutkimuksen tarkoituksena on saada ymmärrys siitä mitä kutsumus tarkoittaa ja tutkimuskysymykset ovat: Mitä kutsumus on hoitotyössä ja mitä kutsumus on sairaanhoitajaopiskelijoille?</p> <p>Tutkimus on tehty kuvailevana kirjallisuuskatsauksena, artikkelit etsittiin luotettavista tietokannoista kuten CINAHL, PubMed ja MEDLINE sekä käsihakuna. Kaiken kaikkiaan tutkimukseen valittiin 11 tutkimusartikkelia perustuen sisään -ja ulosottokriteereihin. Analyysi tehtiin noudattaen aineistolähtöisen sisällönanalyysin periaatteita.</p> <p>Tulokset osoittavat, että kutsumus on käsitteenä monimutkainen ja sitä on vaikea kuvaata yhdellä lauseella. Kutsumuksen kokeminen on yksilöllistä ja siihen vaikuttavat kulttuuri sekä yksilön omat arvot. Historia on muovannut hoitotyöstä samanaikaisesti sekä kutsumuksen -että ammatin ja erilaiset tekijät kuten alhainen työvoima, alhainen palkkataso verrattuna hoitajien vastualueisiin, haastavat nykypäivän hoitotyötä sekä kutsumuksen ja motivaation kokemista. Sairaanhoitajaopiskelijoilla on erilaisia motivoivia tekijöitä, jotka voidaan jakaa henkilökohtaisiin sekä uraan liittyviin tekijöihin. Tärkeimpänä tekijänä ja hoitotyön ytimenä on välittäminen (eng. caring) sekä halu auttaa muita, joka sitoo hoitotyötä takaisin menneisyyteen ja ajatukseen kutsumuksesta.</p> <p>Tutkimuksille, jotka tutkivat kutsumuksen ja hoitotyön motivaation välistä yhteyttä on tarvetta tehdä lisää. Hoitoalan rekrytointistrategiat sekä koulujen opetussuunnitelmat kaipaavat kehittämistä. Tulosten perusteella tärkein tekijä hoitotyössä on yhä välittäminen ja tätä pitäisi korostaa. Opetussuunnitelmiin tulisi lisätä opetusta, joka korostaa tätä välittämisen merkitystä ja motivoisi opiskelijoita alalle, lisäksi työvoimaa tulisi saada lisättyä, jotta sairaanhoitajat pääsisivät todella toteuttamaan heidän halua auttaa toisia eikä kiire olisi vaikeuttamassa heidän kutsumustaan.</p>	
Avainsanat	sairaanhoito, sairaanhoitajaopiskelija, kutsumus, välittäminen, etiikka, motivaatio

Sisällys

1	Introduction	1
2	Key concepts	2
2.1	Calling and vocation	3
2.2	Nursing	3
2.3	Nursing student	4
2.4	Motivation	4
2.5	Ethics	5
2.6	Caring	6
3	Theoretical background and previous studies	6
4	Purpose, aim and research questions	8
5	Methods of final project	9
5.1	Literature review as a method	9
5.2	Data search and selection	10
5.3	Data analysis	13
6	Results	14
6.1	Calling in nursing	14
6.1.1	Development of calling in tradition	14
6.1.2	The influence of culture in calling	15
6.1.3	The challenges of calling	16
6.2	Calling for nursing students	17
6.2.1	Personal reasons to motivate nursing	18
6.2.2	Career-related reasons that motivate to nursing	20
7	Discussion	21
7.1	Recommendations for nursing practice	23
7.2	Ethical considerations	24
7.3	Validity	25
	References	25
	Appendices	
	Appendix 1. Articles chosen for Review	

1 Introduction

The health care system has gone through a dramatic change and keeps on changing rapidly. Due to changes, the emphasis is on quality of care, population's health and value of services. The need for nurses is also increasing, and the nurse's profession is changing according to these changes. Health care systems are more focusing on preventive and primary care and the working force is moving from acute to outpatient clinics, taking this into account, nurses' roles are expanding for broad range of patients. Nurses need more skills now than ever such as populations health management, patient education and managing patient care transitions. Since nurses have more responsibilities, the expanding roles of nurses require nurses to consistently apply new skills with continuous learning. (Raheer, Spetz & Naylor, 2015).

These changes challenge nursing profession today, which is why there's been more discussion and research done on the nursing profession, and what motivates individuals to engage in nursing. Nursing is seen in many different ways, even from the time of Florence Nightingale there has been discussion about whether nursing is a calling or a profession. Nightingale saw that nursing is indeed a calling from God which should not be compromised by interest in for example fashion, money-making or liberalization of women. She wrote on her book *Notes on Nursing*: " Year by year nurses have to learn new improved methods, as medicine and surgery and hygiene improve. Year by year nurses are called upon to do more and better than they have done. It is felt to be impossible to have a public register of nurses that is not a delusion. ...Further, year by year, nursing needs to be more and more of a moral calling". (Van Der Peet 1995, pp. 58-62.)

From religious point of view, nursing is identified as a calling from God. An article written by Van Wyhe (2015) talks about nursing as a vocation to serve God

and his children. It talks about how nurses can be inspired by Mother Theresa, who served the poor and the sick. It was a calling from God for her. Like her, many nurses feel the sense of calling to serve God through compassionate care. "The ministry of nursing is servant work. Christian nurses are called to serve God through their vocation: to support, nurture, comfort, and console. This calling is carried out each day, over and over. One can feel blessed to know he or she is able to perform such compassionate care as to Christ."

There's been discussion and a few studies done about the concept of nursing recently, but the question that arises is how student nurses view this matter. There isn't much research done on nursing students' views on the concept of "calling" Purpose of this final project is to describe what calling is in nursing and what is it for nursing students. The aim is to gain understanding of the concept of calling and to gain knowledge that can be utilized further.

This final project is part of the project "*Health status, health behavior, health counselling and vocation among nursing students in Finland, China, Japan and Sri Lanka - Comparison of nursing students in four countries*". The main purpose of this project is to examine the health situation, life styles and motivations of nursing students to develop nursing services and to maintain the vocation and motivation of students. The aim is also to analyze the concept "vocation".

2 Key concepts

The key concepts of this final project are calling and vocation, nursing student, ethics, motivation, nursing and caring.

2.1 Calling and vocation

According to Raatikainen (Journal of Advanced Nursing 1997), calling means one's deep internal desire to devote themselves to serving people according to the high values of the task or profession. One feels that this task or profession is valuable and considers it as "their own".

In Christianity, Luther pointed out how calling is for everyone and that both the earthly and spiritual duties are set by God. According vocational theory calling is a task given from god. From the point of view of calling, every action for the good of our neighbors at home, work and hobbies is work which value nobody can argue. (Hytönen 2014.)

Elisabeth Jeffries talks about calling in nursing in her article "Hearing the call to Nursing" (1998). She describes five descriptions of calling:"1. each calling is unique to each individual and a calling causes desire and passion for your work, 2. a calling requires talent, 3. calling is expressed in enthusiasm and energy for the work, 4. sometimes calling is clear and can be interpreted as an order from God, 5. sometimes calling may be subtle, it can be series of unintentional steps that prepare the way". She also points out how each nurse has unique talents, skills and abilities and are called to serve others.

2.2 Nursing

According to American Nurses Association (2018):" Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations".

Two nursing theorists Benner and Wrubel see nursing as the care and study of lived experience of health, illness and disease and relationships among these three factors. It's a caring practice that is guided by the moral and ethics of care. (Alligood & Marriner-Tomey 2010, p. 148.)

The Royal College of Nursing has described nursing as "The use of clinical judgement in the provision of care to enable people to improve, maintain or recover health, to cope with health problems, and to achieve the best possible quality of life, whatever their disease or disability, until death." (Yam 2004.)

2.3 Nursing student

Nursing student means a student in a program leading to certification in a form of nursing. The title usually applies to students who are enrolled in a registered nurse or a practical nurse program. (MediLexicon 2018.) In this final project nursing student refers a student studying at a university level that leads to nursing degree.

2.4 Motivation

Basis for motivation are motives. Motives mean needs, desires, seductions or rewards and punishments. Motives are goal-oriented, and they can be conscious or unconscious. Motivation is a state created by motives. Motivation can be defined as one's state which determines how the person works and where is his/her interest oriented. Motivation can be divided into internal and external motivation. In internal motivation, the source of motivation has born internally, or the causes of human behavior are internal. The human works at his/hers own will without any rewards or punishments from outside and she/he feels pleasure and happiness of her/his actions. Internal motivation is usually long-lasting and can become permanent source of motivation. (Ruohotie 1998, pp. 36-41.)

The motivation for work is related to the work attraction and it means positive emotional and motivational status at work. There are three aspects of wellbeing that are associated with work attraction: energy, dedication and immersion. Work attraction has positive relationship with worker's health, good work performance and financial success of the company. The one's who experience this work attraction are committed to their work, helping their colleagues and they feel that the work is improving their quality of life. (Työterveyslaitos.) In this final

project the motivation means one's motivation for nursing profession and education.

2.5 Ethics

Ethics can be defined as a study between the difference of right and wrong. It is related to the behavior, values and morality. Over time people have understood different beliefs about what is right and wrong, those common beliefs are known as ethical standards or principles. These principles and a person's own standards guide the way the person acts, these acts display the person's ethical beliefs. (Homecare Direction 2017.)

Eriksson divides caring ethics and nursing ethics in her theory of "Caritative Caring". Caring ethics deals with the relationship between the nurse and the patient, meaning way that the nurse meets the patient in an ethical sense, whereas nursing ethics deals with the ethical principles that guide the nursing practice. Ethical caring is what we actually do for the patient in practice, without prejudices. Basic ethical categories in caritative caring ethics are human dignity, the caring communion, invitation, responsibility, good and evil, virtue and obligation. (Alligood & Marriner-Tomey 2010, pp. 194-195.)

The international council of Nurses has published international code of ethics for nurses (2012), which highlights the responsibilities of nurses and guide the nursing practice. Nurses' four key responsibilities are promoting health, preventing illness, reinstating health and alleviating suffering. Intrinsic in nursing is respect of human rights, including cultural rights, dignity and respectful treatment. Nursing care is respectful and not unrestricted by age, color, culture, disability or illness, gender, religion, race or sexual orientation of an individual. In this final project ethics refers the ethics of nursing that guide the nursing practice and education.

2.6 Caring

According to Boykin's and Schoenhofer's "The Theory of Nursing as Caring", all persons are caring. Caring is in each person and it is an essential characteristic of a human. Caring is a process and throughout life everyone develops the capacity to express caring. Caring is something that nursing offers and lives in the context of nursing. Caring is evidenced by empathetic understanding, actions and patience on another's behalf, it is giving of self while preserving the importance of self. (Alligood & Marriner-Tomey 2010, pp. 396, 397, 406).

Katie Eriksson sees that caring is something human by nature, a call to serve in love. She has pointed out how the foundation of caring professions, such as nursing, through the ages has been the desire to help and minister to those suffering. She has said: "Because the mission of the human being is to serve, to exist for the sake of others, the ultimate purpose of caring is to bring the human being back to this mission". (Alligood & Marriner-Tomey 2010, pp. 193-199).

Term "caring" has also religious roots. In Christian theory of caring, God is the origin of caring and love invades the heart of the recipient and occurs through Christian caring characteristics towards the ones suffering and in need. For Christian nurses, caring is something in our being which is reflected in the things we do through living out the image of God. (Newbanks et al 2018).

3 Theoretical background and previous studies

When going through nursing history, the idea of vocation has changed by time. History of nursing can be split into time before and time after Florence Nightingale. In golden time of Christianity and monasteries, the calling was strongly present in nursing. Nursing happened mainly in monasteries and the nurses refused to meet their own needs and sacrificed themselves for their job in the name of God.

Alongside of this type of nursing, developed another kind of nursing culture. The reformation led to the collapse of the monasteries and mundane nursing started. In this time the sick weren't treated by the nurses who had been called, but the nursing staff was from lower societies. The nursing staff would consist of prostitutes, alcoholics and prisoners. In the 1800s started the development of nursing towards a profession. Florence Nightingale is considered to be the founder of modern nursing. At the time of Nightingale, the nursing ethics developed but still the Christian love was present. Promise before God and the calling was strongly present in nursing. In the 1900s nursing started to embrace influences from humanism and science. In this time the patients' rights and dignity was highlighted and the requirements for nursing increased. Work and education was based on research knowledge, so the "calling" was left in the background. (Sarvimäki & Stenbock-Hult 2009, pp.70-78).

Previous studies show that there are some differences among nurses on how they see their profession and what factors effect on it. Bloom, O'Reilly and Parlette (1979) conducted a study about professionalism among public health nurses, examining the effects of background factors. According to results, younger nurses were less likely to see nursing as a calling than older nurses.

According to study conducted by Raatikainen (1997), the aim of the study was to clarify the relationship between a calling experience and professional knowledge, nursing action and motivation. According to the results the ones who experienced nursing as a calling described themselves more than other nurses, as having good knowledge about pain, aches, long-term depression, the importance of family relationships, the needs of dying patient and spiritual life. Also, a greater proportion of the ones who experienced nursing as a calling compared to ones who did not, responded that they were able to improve the well-being of their patients, considered their job enriching and were satisfied with their work. Experiencing a calling did not conflict with professional growth in nursing.

A study carried out in Tabriz in 2014, aimed to determine the attitudes of nurses about professionalism and factors affecting it. The study was done through a questionnaire in five dimensions: "membership in professional organizations", "public service", "a sense of calling", "self-regulation" and "autonomy". Results showed that the nurses' attitudes towards professionalism is at the average level and among the five dimensions, the scores from highest to lowest belonged to "membership in professional organizations", "a sense of calling", "self-regulation", "autonomy" and "public service". Studies also showed that the longer the nurse had been working, the attitude towards professionalization increased. Also taking part in training courses of self-empowerment increased the rate of favorable attitudes towards professionalization. (Shohani & Zamandeh 2017).

There's research done also on what motivates individuals in nursing. According to study by McCabe, Nowak & Mullen (2005) the key areas that drew individuals in nursing were intrinsic attractions such as interesting work, ability to help others and ability to work with people and, also attractions of employment security and travel opportunities were present. The study also indicated how the ones who had stronger value on intrinsic factors would choose nursing again.

4 Purpose, aim and research questions

Purpose of this final project is to describe what calling is in nursing and what is it for nursing students. The aim is to gain understanding of the concept of "calling" and to gain knowledge that can be utilized further.

Research questions of this final project are:

1. What is calling in nursing?
2. What is calling for nursing students?

5 Methods of final project

5.1 Literature review as a method

Literature review is a written presentation of what has been published of a topic of interest. The review should be organized into sections of themes and the purpose is to synthesize and evaluate the published material based on the focus of the review. (Burns et al. 2009, pp.91-92.) This final project was done as a descriptive literature review. The meaning of descriptive literature review is usually to find answers into questions, what is already known about the topic or what are the key concepts of the subject and the relationship between them. This literature review was split into four phases: 1) forming research questions, 2) selecting the literature, 3) construction of description and, 4) review of the generated results. (Kangasniemi et al. 2013.)

The aim of descriptive literature review is to identify, analyze, assess and interpret a body of knowledge on a topic. In descriptive literature review the researcher is not constrained by the type of literature to use, but it's important to clarify how you came to identify the literature and why you chose to include it. Fundamental is that the selected literature is relevant, no key report is excluded and that the literature is adequately represented in the final review. (Coughlan, Cronin & Ryan 2013, pp.14-16.) In this final project the process of data selec-

tion and data analysis is presented in chapter 5.2. Data search and selection, the review was based on answering to the research questions of this project.

5.2 Data search and selection

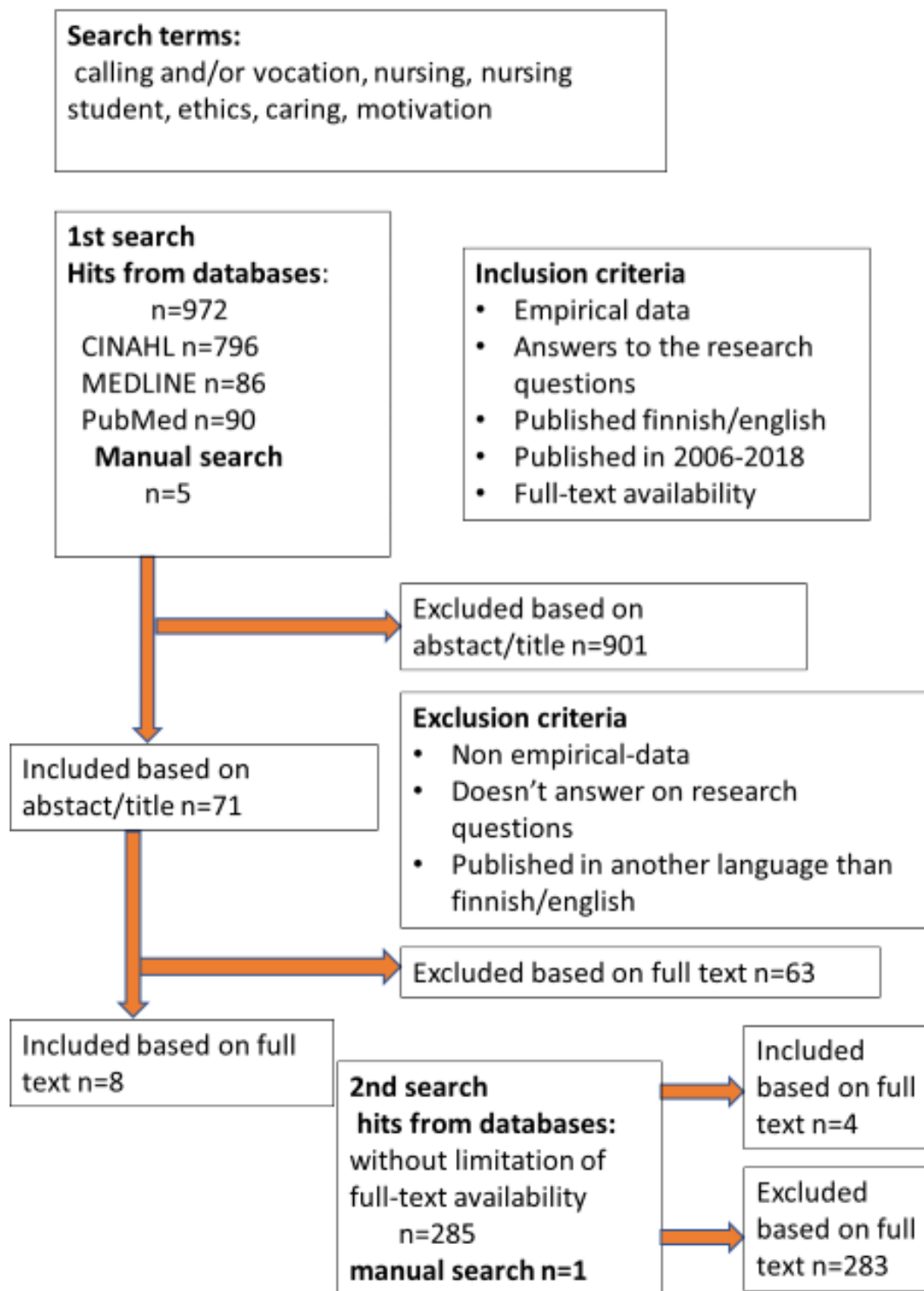
Data collection of descriptive literature review is guided by the research question. The data collection is material-driven, the focus is on how the data is related to the research question. How they clarify, structure, criticize or open up the research question. In descriptive literature review the adequacy of the material is based in the extent of the research question. Data is usually collected from electronic databases or manually searched from scientific publications. The most important criteria for the data suitability is that it allows the subject to be examined phenomenally and appropriately in relation to the research question. (Kangasniemi et al. 2013.)

Data search of this final project was done by searching from reliable electronic databases and by doing manual search. Electronic databases that were used in search were CINAHL, Medline and PubMed, also manual search was done. Data was searched only in English and Finnish language, due to language barrier. Inclusion criteria also included full text availability and the publication year was limited from 2006 to 2018. Used search terms were calling and/or vocation, nursing, nursing student, caring, ethics, motivation. The first search from databases gave 972 hits and by manual search 5 articles were found. Second search was done by excluding full text availability limitation.

After data search the data selection was done. Selection was done by going through all the hits gotten from the databases. Based on the inclusion and exclusion criteria titles and abstracts were evaluated. Through this process most of the data was excluded and remaining data was read and literature for review was chosen based on the full text, in total 8 research articles were chosen. Ad-

ditional search gave 285 more hits which were selected or excluded based on same principles as in the original search. Additional search was done by using CINAHL and MEDLINE, and two more articles were chosen and later on, one more article was chosen by doing manual search. This data search and data selection process is presented in the Figure 1. Data search and selection.

Figure 1. Data search and selection



5.3 Data analysis

Data analysis of this final project was done by applying the principles of data-based content analysis. Content analysis is nowadays mainly categorized as a qualitative data analysis method describing the form and content of written and spoken language, qualitative content analysis is interested in the substantive significance of the phenomenon under investigation. (Seitamaa-Hakkarainen 2014). The goal of content analysis is to describe a phenomenon in a conceptual form. In inductive content analysis the qualitative data is organized and the concepts are extracted from the data. This usually gives the researcher a deeper understanding of the data. (Elo & Kyngäs 2008.)

In total, 11 research articles were chosen for this review, first the data was read multiple times and the data was organized by open coding, by doing notes and writing down headings. Codes were written in a piece of paper and these codes were combined and categories were formed. Contents that answered research questions of this final project were obtained and relations within the categories were identified. As the analysis process went on, subcategories were formed based on the data. The results are presented based on the formed categories.

6 Results

In total 11 research articles were chosen for this descriptive literature review. Reading the literature multiple times and writing down contents that were common in many of them, concluded to two main categories that form today's concept of calling. These two categories were formed by the guidance of the research questions of this final project: what is calling in nursing and what is calling for nursing students. Most of the studies discussed about factors that motivate or either demotivate people in nursing, which are part of the calling experience.

6.1 Calling in nursing

Many nurses identify calling as a motivational factor for choosing and staying in nursing and the source of calling can be either religious or secular nature (Emerson 2017). Based on the studies today's concept of calling and its relation to nursing has formed throughout history, is culture specific and has its challenges. Based on this fact three subcategories were identified that form today's concept of calling in nursing: development of calling in tradition, the influence of culture in calling and the challenges of calling.

6.1.1 Development of calling in tradition

The concept of nursing is going through a transition from a pure calling to a profession. In history nursing has been connected to motherhood and feminine qualities. "The concept of a calling to a particular work role has its roots in Western cultural and religious traditions" (Emerson 2017, p.385).

The modern nursing and the idea of nursing as a calling can be tracked to the time of Florence Nightingale (Prater & McEwen 2006). At the time of Nightingale, nursing was all about taking care of the patients and putting their needs above everything else, and the characteristics of a good nurse were being discreet, modest, altruistic and speak a little (Araujo Sartorio & Campos Pavone

Zoboli 2010). At the time of Nightingale, the most important thing was the well-being of the patient and one would be ready to sacrifice themselves for others (Eckardt & Lindfelt 2018).

In the beginning of the second half of the 20th century the education of nursing started evolving and it moved from hospitals to colleges and universities, and at the same time values and beliefs shifted. The emphasis of serving humanity changed and nurses were taught to view their role as psychodynamic care provider. In this way nursing moved away from being a calling towards being more a profession. (Prater & McEwen 2006).

Even though the role and work of nurses have changed over time, today the value on providing care and the view that the essence of nursing is caring for others, ties nursing back to the past and the idea of nursing being a calling (Emerson 2017). "History made nursing to be simultaneously a vocation, a profession and a job. Today, this challenges the capacity to be a good nurse" (Araujo Sartorio & Campos Pavone Zoboli 2010 p. 688).

These changes were seen in the nurses' comments on the studies. Nowadays nurses have also other reasons to motivate nursing, than only altruistic. Sense of achievement was one reason: "To be able to get along with my patients...to see that progress is happening and that they are improving and getting better...and see that they truly appreciate all the help we've given" (Newton et al. 2009, p. 397).

6.1.2 The influence of culture in calling

Individual's personal values are formed by culture (Alkaya, Yaman & Simones 2018). The personal values of individuals form their image of a nurse and this image is in relation with culture and it changes in reflect to sociocultural context (Araujo Sartorio & Campos Pavones Zoboli 2010). Also, the view of calling may differ between different cultural backgrounds, for example some cultures place more value on the society's needs than individual needs and some place greater value on religion than others. Living out a calling is an interaction between

the individual factors and cultural factors in which the individual is situated. (Emerson 2017.)

In a study conducted in Brazil, good nurses were viewed as: “being aware of their duties and know what must be done, being proactive patient advocates, being prepared and ready to welcome others as persons, are talented, competent and carry out professional duties excellently and combine authority and power sharing in patient care”. In Brazil the professional image of nurse is in transition. (Araujo Sartorio & Campos Pavone Zoboli 2010.)

In Christian culture, nursing is mostly seen as a calling and the professional values are based on religious virtues. A study that was done in a Christian community, 78% of the participants viewed that being nurse is a calling. Also based on the analysis the ones who viewed nursing as a calling were more likely not to be a student and viewed their source of caring to be God. Christian nurses see the reflection of God in human which provides them the vital worth of each patient and gives them motivation, strength and nurturing traits. (S.Rieg, Newbanks & Sprunger 2017).

6.1.3 The challenges of calling

Many of the studies discussed about the challenges that today’s nursing is experiencing. Also, these challenges affect one’s ability to experience calling or find their calling in nursing. Based on one of the studies the ones who had been working as nurses saw disillusionment as a highest factor to affect the decision to leave nursing (Eley, Rogers-Clark 2010).

This was identified also in a study that interviewed nurses who had left nursing career. Nurses identified that the reality of nursing wasn’t what they had expected it to be. The insufficient staffing level and busy environment led to not enjoying nursing anymore. Insufficient staffing level is associated with negative patient outcomes and job satisfaction. Also, because of the busy environment

nurses experienced feelings of guilt for not being able to provide humane care for the patients. (Flinkman, Isopahkala-Bouret, Salanterä 2013).

Another issue that was identified was low salary level and the need of money for education. Nursing education requires time and money and the ones who have no financial possibilities to enter nursing may not ever identify the calling for nursing. Individuals who find it necessary to make money will probably never show interest in nursing even though they would possess all the features of calling to nursing. (Emerson 2017). Another study identified that nurses were dissatisfied with their salaries and saw that the salary was too low when compared to the responsibilities of nursing work (Flinkman, Isopahkala-Bouret, Salanterä 2013).

6.2 Calling for nursing students

The concept "calling" was mentioned only few times in the studies, nursing students mostly talk about the characteristics and factors that are related to the essence of calling. The previous analysis indicates that nursing is today a combination of being a calling and a profession. This modern concept of calling in nursing is seen also in the students' perceptions. "Today's students can enter their nursing studies with many personal identities, as this student says: I work, I'm a mum, I run a household, you know, there are more things in life than just my study." (Eckardt & Lindfelt 2018, p. 7).

Nursing students didn't particularly indicate being called but rather explained why they had chosen nursing career. These reasons were divided into subcategories: personal reasons and career-related reasons. Personal reasons are related to the perception of nursing as a calling and career-related reasons are more related the professional aspect of nursing.

6.2.1 Personal reasons to motivate nursing

These personal reasons seem to be the most important for today's nursing students when compared to nurses from the time of Nightingale. According to one of the studies, for younger healthcare students there is a bigger space between the professional and the personal-self. Meaning that for modern nurses and students it is more important to maintain their personal self and own values and today in nursing education there are more diverse personalities than in the past. (Eckardt & Lindfelt 2018.)

Most reasons that students identified were altruistic. The most common concept that came across in the studies was "caring" and closely aligned to that was the "desire to help". Many respondents used phrases like "I want to help people", "helping people in need" and "help others" (Wilkes, Cowin & Johnson, p. 263). Caring can be seen as natural motivation that urges individuals to engage in nursing (Newton et al. 2009). "No matter what the circumstances were that led to nursing, every one of our sample of nurses and students identified some aspect of caring." (Eley, Bertello & Rogers-Clark 2012, p. 1550). The sense of helping was often related to wanting to make a difference and, also related to the perception of nursing being a calling.

Some quotes of the students' words represent this:

"Right from primary school I sort of took out the caring role and it seems to be that I enjoy caring for others." (Eley, Bertello & Rogers-Clark 2012, p.1550).

"I think you need to be caring first and foremost and to have that passion to help people..." (Eley, Bertello & Rogers-Clark 2012, p. 1552).

"I chose nursing because I want to have knowledge on how to interact with people by helping them in a way I know I can...helping not only the sick but healthy people in years to come." (Wilkes, Cowin & Johnson 2014, p. 263).

The concept of calling was directly mentioned in few two of the studies. The ones that were conducted in Christian religious communities, emphasized the meaning of God. One of the studies showed that 82% of the nursing students saw God as their source of caring, study also indicated that it was more likely for nonstudents to view nursing as a calling (S.Rieg, Newbanks & Sprunger 2017.)

Other one of the studies examined what this calling means for the students. Based on the results, 65.5% of the students felt being called to nursing. Phrases that students used to describe the purpose of calling were purpose, passion, direction and following God's will. This study also points out the meaning of caring, one of the students said: "God gives me strength to take care for others". Also, the reasons why these students had gone into nursing were traits of being caring and compassionate, and they had always felt that they want to help or care for people. (Prater, McEwen 2006.)

Some students saw that they had always known that they were drawn into profession that would allow them to help and positively change their lives, they felt that they would always be a nurse at heart. They saw nursing as their calling. Traits that these students had were also altruistic. (Eley, Bertello, Rogers-Clark 2012.) Another one of the studies indicated these same factors that were associated to influence the decision to become a nurse: self-interest, vocation and altruism (Eley, Rogers-Clark 2010).

This want to help and care for others seems to be guided by self-validation in modern cultures. It was experienced through want to be thanked and appreciated by patients. The need to feel good and that caring provides individuals feelings of personal satisfaction, also seems to be important factor for the students. "This need for positive feedback in return for helping is claimed to be a consequence of change in modern societal values". (Newton et al. 2009.)

6.2.2 Career-related reasons that motivate to nursing

Another aspect that came across in the studies was these career-related reasons. These reasons weren't so dominant when compared to the personal reasons, but these seem to be in background of many students.

In one study the perception that nursing was a career was dominant in responses. One common career-related factor among the studies was job security and stability and opportunities of nursing. Students used phrases like: "so many different opportunities", "plenty of choices", "I chose nursing because it is more than a job; instead it is a career with entry into a profession", "nursing is lucrative, enjoyable, popular, and easy to find a job". (Wilkes, Cowin & Johnson 2014, p.262.)

In one of the studies that was conducted in a faith-based university, where the students emphasized nursing as being a calling from God, students also indicated practical reasons for entering nursing such as job security. "I like flexibility-I get bored easily and I like that there are so many different areas to go into". (Prater & McEwen 2006, p. 66.)

From the students' perceptions, also the influence of culture was identified. Students from Turkish culture primarily thought about their living conditions and scores of survival needs were much higher compared to American nursing students who identified vocational reasons for entering nursing. In Turkey, the students chose nursing because of job opportunities and university exam score. (Alkaya, Yaman & Simones 2017.)

7 Discussion

The studies correspond to previous studies. Based on the studies calling is a complex concept and hard to define in one sentence. It is subjective and deeply personal. Each individual experience calling differently and, also how this feeling of being called or not being called results in different ways for each individual.

As a conclusion, these studies showed that today's perception of nursing is combination of being a calling and a profession and that these two go hand-in-hand. Even if the participants straightly pointed out that they had felt being called, there was also the practical reasons behind for entering nursing. This perception has formed throughout history of nursing and the changes that have happened in health care. Nursing is viewed differently in different cultures but the one thing that is seen as the key element in nursing today, is caring.

This was also reflected on the students' views of nursing. Nursing students today do not talk so much about the actual "calling" but they pointed out elements that tie nursing back to this calling. For today's nursing students it is important to maintain their own personal-self when compared to the past where nurses were seen as modest and there were only certain types of personalities.

The factors that motivated the students were mainly altruistic and main thing was the want to care for others and the desire to help. These were the most important and mostly mentioned factors. But, also the career-related factors such as job security, job opportunities and interest in field were identified as motivational factors for the students. These two together seem to construct the

nursing students' image of nursing. It is a combination of a calling and a profession also for them.

The studies also indicated some challenges that nurses and future nurses face, that also challenge this desire to care for others. These were disillusionment, meaning that the work itself and the working environment wasn't what they had expected it to be. This resulted in leaving the profession and not being satisfied of the work, also the nurses felt that they couldn't fulfill their desire to help, which seems to be the most important factor for nurses and nursing students, and care due to the busy environment.

Interesting view that the studies offered was the fact that how low payment level could result in someone not finding their calling in nursing but also on the contrary one study indicated how one would not go into nursing for the money, but for the passion for caring.

Also, as the studies pointed out how enjoying and loving nursing can influence on job satisfaction and that personal wellbeing and feeling meaningfulness in one's job could potentially result in better patient care and, also being less likely to leave their career (Wilkes et al. 2014; Emerson 2017). On contrary, one of the studies showed how few nurses who left nursing career and hadn't thought about nursing as a first career option, still graduated with good grades and had received positive feedback (Flinkman, Ulpukka-Isopahkala & Salanterä 2013). One of the studies pointed out that the students who continue in nursing compulsorily to have a job in the future, experience problems like restlessness at work, making mistakes due to not liking or adapting to their profession (Alkaya, Yaman & Simones 2017).

These contradictions also point out how complex the concept of "calling" is. Some questions arise: Are characteristics such as caring and being compassionate the ones that every nurse needs? If one doesn't have these qualities, do they usually end up leaving the career or do they even end up in nursing? Do these new values of self-validation and career development question the caring

aspect of nursing? Is money and payment level something to be considered in this developing nursing profession or is nursing something you do without money on mind? Can a profession be a calling if money is considered?

This literature review is limited by lack of more research from different cultures. Most of the studies in this review were done in western cultures, where different things are valued when compared for example on third world countries. More research needs to be done that would actually study these differences from many aspects so that the research results could be considered more valid. There are also differences in health care systems worldwide, so results of this review are more applicable in western countries. There is also need for more research between the calling and motivation for nursing.

7.1 Recommendations for nursing practice

Based on previously mentioned facts there are some improvements to be done in the retention and education strategies to maintain the motivation of nurses and students throughout their careers.

Since the desire to care for others seems to be the most motivating factor in nursing and for nursing students, the nursing curricula should include more education that emphasizes the importance of caring. This caring aspect ties nursing to the calling experience. Curricula should include more teaching of philosophy that is based on helping the society and caring of the patients whom the students will encounter in their work life. This would possibly motivate students and help them maintain their desire to care throughout their education.

As in one of the studies, in Australia prospective nurses are told that they will get financial rewards, career development and a flexible workplace, these are also factors that seem to motivate nurses and students, but the emphasis should be more on the caring aspect of nursing. Therefore, the recruitment strategies should emphasize the importance of caring since it seems to draw people into nursing in the first place. This would possibly ensure that individuals wouldn't choose to go into nursing unintentionally or for wrong reasons and the

feelings of disillusionment at workplaces would possibly decrease. Also, the amount of young nurses that are turned off a career nursing because they don't get to implement their desire to care, would possibly decrease.

To ensure that nurses could fulfill their desire to care adequately and maintain their calling for nursing, there is need for more workforce at health care units. Leaders should hire more nurses into working shifts, which would possibly lead to job satisfaction and possibly nurses would experience feelings of self-fulfillment and this would therefore lead to better patient outcomes and satisfaction. Of course, there is the question of financing, but thinking of the need for nurses worldwide, more attention should be paid to nurses' working conditions. This could lead in nurses staying longer in their careers and possibly more and more students would want to enter nursing education.

There is also need for discussion of the low payment level. Nursing has changed, and nurses' responsibilities have increased. The nurse's job is not anymore just a calling from God and being a "physicians' helper" but it is a complex profession that includes many different aspects, and the salary level hasn't added up to today's nursing. As the studies discussed, one may not find their calling in nursing if the payment is important for them, even if they would possess the caring ability.

7.2 Ethical considerations

"In order for research to be ethically acceptable and reliable and for its results to be credible, the research must be conducted according to the responsible conduct of research", (Finnish Advisory Board on Research Integrity).

To ensure ethical reliability and avoid ethical misconduct The Responsible Conduct of Research Guidelines guided the review process. The original authors are respected by correctly referencing all the used sources. The analysis of the results is explained in detail and the analyzing of the results was done precisely

to avoid misinterpretation and falsification of the original data. The research was done by only using ethically approved data search and analysis methods. No research permission was needed, since this is a literature review. The final project was checked through Turnitin, to ensure that no plagiarism was present.

7.3 Validity

The validity of research means the interpretation of observations whether the conclusions that the researcher makes are supported by the data. (Silverman 2011, p.361.) The analysis process and results should be described in such a detail that the reader can have a clear understanding of how the analysis was done. To increase the validity of the results, it's necessary to prove the link between the results and the data (Elo & Kyngäs 2008).

In this final project self-reflection was practiced to make sure that the data was analyzed only based on the data and not by subjective view of the researcher. Also, the data analyzing process and the results are described precisely by referencing to the original sources, so that the reader can identify the link between the analysis and with the original text.

There are some considerations about validity since this research was done only by one researcher, and only one analyzed the results. The seminars and comments from co-students and the supervisor of the project helped with remaining the validity of this research. Only reliable databases such as CINAHL and MEDLINE were used, and only academic and scientific research articles were used to ensure trustworthiness. Also, when choosing the data, criticality was kept on mind and checking of bibliography of every data was done.

Since the data that was analyzed was mainly conducted in Western cultures, the results of this final project can be viewed valid and therefore utilized further in Western cultures. Also, taking into account the changing world and the rapidly changing health care, the validity of this final project may be questioned later on.

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Articles chosen for Review

	Author, Date, Country	Aim and Purpose	Study Design	Study Sample	Results
1.	Emerson, C. 2017, USA.	To analyze the concept of calling and how it relates to nursing	Review of literature from several disciplines.	Literature from vocational psychology, Christian career counseling, sociology, organizational management and nursing.	There is not only one definition of calling, but three widely used defining attributes of the concept are: a passionate intrinsic motivation or desire, an aspiration to engage in nursing practice as means of fulfilling one's purpose in life and the desire to help others as one's purpose in life. Ideas about calling to nursing have roots in religious traditions and feminine virtues and they have changed over time. In modern time, conceptualization of calling to nursing is usually related to Florence Nightingale. Evolvement of nursing education in 20th century, moved nursing away from the concept of calling and towards the concept of profession but still today the values of providing care ties nursing back to the idea of calling.
2.	Eley, R., Eley, D., Rogers-Clark, C. 2010, Australia.	To compare and contrast the reasons why nurses and nursing students enter and	A quantitative cross-sectional cohort design with online survey.	272 nurses and 259 nursing students.	Main reasons for entering nursing were self-interest, vocation and altruism in both of the groups. Respondents below and above age 30 gave same reasons for entering nursing. Reasons for leaving nursing varied between the groups and ages. Nurses saw disillusionment as their highest factor for leaving nursing, followed by retirement. By students the highest factor was career progression outside of nursing. For students under 30 years of

		leave nursing.			age, pursuit for another career and starting a family were the main reasons and for students over 30 years of age it was disillusionment with nursing and health.
3.	Flinkman, M., Isopahkala-Bouret, U., Salanterä, S. 2013, Finland.	To investigate why young registered nurses have chosen to leave the profession	Qualitative case study, with longitudinal interviews.	Three young registered nurses that were about to leave nursing.	The nurses didn't feel that any single reason triggered the decision to leave nursing and none of them had nursing as childhood dream, they had ended up as nurses by chance. The work content was too demanding for them and the practice environment wasn't ideal. Also, each of those nurses felt that they didn't fit the stereotypical image of nurses and didn't see nursing as a vocational calling. Also, nursing didn't provide them the career development possibilities that they were hoping for.
4.	S. Rieg, L., Newbanks, R.S., Sprunger, R. 2017, USA.	To explore Christian nurses' views of their source of caring and do they see nursing as a job, career, profession or calling.	Utilized one-group cross-sectional survey with mixed-methods approach.	Group of students in a nursing school at a Midwest Christian university and a group of international nurses who attended a Christian nursing conference in Santiago.(n=380)	Total of 376 respondents. answered all the questions of the survey. 326 answered the question about their source of caring, nonstudents were more likely to choose Deity as their source of caring than students. Also, the ones who reported Deity as their source of caring, were more likely to report nursing as a calling. 376 answered the question of whether they see nursing as a profession, calling or a career. Results showed that 78% answered that being a nurse is a calling, 15% that nursing is a profession, 6% that nursing is a career and 1% that nursing is a job.
5.	Eley, D., Eley, R., Bertello, M., Rogers-Clark, C. 2012, Australia.	To explore the connection between personality traits of nurses and their reasons for entering nursing.	Mixed-methods design with online questionnaire followed by semi-structured inter-	12 registered nurses and 11 nursing students working and studying in regional area of Queensland,	Two dominant themes were identified from the interviews. One was "Opportunity for caring", each one of the respondents identified some aspect of caring as their most important factor to enter nursing. Also, the importance of making a positive difference in peoples' lives. Another theme was "Nursing is my calling". Several interviewees said that they had always been drawn to a profession that would allow them to help people. They also referred that they would always be a nurse at heart. All nurses

		ing.	views.	Australia.	and students were very high in traits of empathy and altruistic ideals.
6.	Prater, L., McEwen, M. 2006, USA.	To uncover students' reasons for wanting to become nurses and to quantify those who feel being called to nursing and what it means to them.	A descriptive, cross-sectional population survey design.	212 enrolled nursing students in a private faith-based university in the United States.	Most students chose nursing because they had a desire to help others and almost two thirds of the students said that they were called by God to become nurses. When describing the purpose of calling, 11 students said that they were called to care or serve others and few described that "Being called means responding to God's desire to work through me". Most common characteristics they identified to be helpful in nursing were being caring and compassionate.
7.	Wilkes, L., Cowin, L., Johnson, M. 2014, Australia.	To determine the reasons why new students choose to enter nursing.	A descriptive survey design.	676 undergraduate nursing students at the beginning of their first year of studies.	The results were divided into personal and career aspirations. Twelve of the most common words that students used as personal reasons why they chose to study nursing were helping, career, work, caring, like, interesting, love, difference, family, enjoyment and profession. Perception of nursing as a career not just a job was dominant in responses concerning career aspirations. Also common phrases that were used were "so many opportunities, so many different areas to work in and plenty of choices".
8.	Newton, J.M., Kelly, C.M., Kremser, A.K., Jolly, B., Billet, S. 2009, Australia.	To identify what motivates individuals to engage in nursing.	A longitudinal multi-method study.	29 undergraduate nurses, 25 registered nurses, six Unit Managers and four Directors of Nursing.	Through analysis, four themes that were common to all participants were: 1) desire to help, 2) caring, 3) sense of achievement and 4) self-validation. Desire to help centers on the vocation of nursing and several participants said that they had been a 'people person' since childhood and had always wanted to help others. Also, many participants said that caring was just part of their 'being' and the sense of caring emerged from all levels or nurses.
9.	Alkaya, SA., Yaman, S., Simones, J. 2018,	To compare career choice and professional val-	A descriptive and comparative design using a	728 nursing students in all grades from uni-	The results were analyzed by comparing differences between professional values, vocational choices, vocational congruency and survival needs. Results show that the mean score of vocational choices in entering nurs-

	Turkey and United States.	ues of nursing students at two universities in Turkey and in United States.	questionnaire.	versity in Turkey and in US.	ing was higher in American students than in Turkish students. The mean score of survival needs was significantly higher among Turkish students than American students. According to the study, American students primarily thought about suitability of a profession from themselves whereas Turkish students considered living conditions.
10.	Araujo Sartorio, N., Campos Pavone Zoboli, EL. 2010, Brazil.	To identify the ethical image of nursing.	A qualitative study using semi structured and unstructured interviews.	Eighteen nurse teachers from nursing school in Brazil.	Five different perspectives of an ethical nurse were found: 1. Good nurses fulfill their duties correctly, 2. Good nurses are proactive patient advocates, 3. Good nurses are prepared and available to welcome others as persons, 4. Good nurses are talented, competent and carry out professional duties and 5. Good nurses combine authority and power sharing in patient care. Results show that nursing image is in transition from historical and religious values of obedience and service to new mundane, proactive and professional identity.
11.	Eckardt, M., Lindfelt, M. 2018, Finland.	To underline the students' perspective and how the meeting with the healthcare's value tradition is shaping those who meet this tradition.	Feedback tool of nursing students' at hospitals that was analyzed through combination of discourse analysis and sociohistorical description.	Nursing students' feedbacks at clinical practice placements.	It appears that students experience feelings of losing one's identity and are forced to 'adopt' new identity during clinical practices. For younger health care students there is larger space between the professional and the personal-self. The students want to care and help but don't understand why that implies the invisibility of them as individuals. As a conclusion the study indicates that students should have the right to be who they are and be addressed as their own name and this doesn't jeopardize the core values of health care tradition or vocational skills in any way.

