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Finnish vocabulary in documenta- tion of nursing interventions in ac- tivities of daily living

Digital learning material for nursing students

DEGREE PROGRAMME IN NURSING
2023

ABSTRACT

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Finnish vocabulary in documentation of nursing interventions in activities of
daily living. Digital learning material for nursing students.

Bachelor's thesis

Degree Programme of Nursing

May 2023

Number of pages: 33

Nursing documentation is one of the fundamental tasks of each and every nurse. Careful documentation improves the information flow about patients' health and wellbeing related matters between different health care professionals. A good information flow provides continuity of care and improves its quality. This thesis was a project made by following the Agile project management method. The product of this thesis was learning material including Finnish-English vocabulary used in documentation of nursing interventions in Activities of Daily Living (ADL).

Nursing documentation may become even more challenging when written in a foreign language. Hence, the objective of this thesis was to support the learning process of Culturally and Linguistically Diverse nursing students (CALD) of Satakunta University of Applied Sciences (SAMK) to enhance their knowledge on nursing documentation and Finnish vocabulary used in documentation of nursing interventions of ADL. The objective was to ease the transition into a professional life and improve the outcomes of the clinical practice, by reducing the occurrence of negative experiences connected with the language barrier.

Keywords: nursing documentation, learning vocabulary, activities of daily living.

CONTENTS

1 INTRODUCTION	5
2 THEORETICAL BACKGROUND OF THE PROJECT	6
2.1 Nursing documentation.....	6
2.2 Finnish Care Classification System (FinCC).....	8
2.3 Activities of daily living.....	10
2.4 Learning Finnish.....	12
2.5 Nursing studies from a perspective of CALD students	13
2.6 Digital vocabulary as a form of learning material.....	14
3 PURPOSE, OBJECTIVES AND PROJECT TASKS	16
4 IMPLEMENTATION OF THE PROJECT	17
4.1 Target Group	17
4.2 Project methodology.....	17
4.3 Literature retrieval	18
4.4 Risks and resources	19
4.5 Phases of the project and schedule	21
5 EVALUATION	22
5.1 Evaluation of the project and product	23
5.2 Self-evaluation.....	24
5.3 Ethical consideration	25
5.4 Development opportunities of the project	26
REFERENCES	27
APPENDIX 1: LINK TO THE PRODUCT VERSION IN QUIZLET	32
APPENDIX 2: INSTRUCTIONAL POSTER	33

LIST OF TERMS

ADL - Activities of Daily Living

CALD - Culturally and Linguistically Diverse

FinCC - Finnish Care Classification

FiCND - Finnish Classification of Nursing Diagnosis

FiCNI - Finnish Classification of Nursing Interventions

FiCNO - Finnish Classification of Nursing Outcomes

FSL - Finnish as a Second Language

EHR - Electronic Health Record

ELTDPs - English-Language-Taught Degree Programmes

1 INTRODUCTION

In Finland, most of the population speaks Finnish as the first language – 4,9 million, and 0,5 million as the second language (Institute for the Languages of Finland, (n.d.); Statistics Finland, 2022). Section 6 of the Health Care Act states that Finnish citizens have a right to receive health care services in their mother tongue (Finnish or Swedish). The rights are detailed in sections 10, 18, and 20 of the Language Act. (Health Care Act 1326/2010; Language Act 423/2003.) Health care professionals are required to speak the mother tongue of their patients. This is necessary to obtain work, provide the best quality care, as well as to prevent and eliminate possible errors. These are the reasons why learning Finnish is a crucial part of nursing education, especially for culturally and linguistically diverse students (CALD), whose mother tongue is a language other than Finnish.

Nursing documentation is a written report that provides all health care professionals with important information. This includes information regarding patients' health, care plans, and their implementation since the beginning of the treatment period until discharge (Asmirajanti, et al., 2017, pp. 1-3). It is an important part of nursing care. In order to provide reliable documentation, it is necessary to be able to communicate and write in Finnish.

The purpose of the thesis was to create a digital learning material for CALD nursing students of Satakunta University of Applied Sciences (SAMK) with Finnish vocabulary used in documentation of nursing interventions in activities of daily living (ADL). The subscriber of this thesis was SAMK. The university offers studies in various fields in several campuses in Satakunta, Finland. It offers not only degrees taught in Finnish but offers as well English-Language-Taught Degree Programmes (ELTDP's). One of them is the degree program in nursing. (Website of Satakunta University of Applied Sciences, n.d.)

The objective of this thesis was to enhance documentation skills of nursing students and broaden the knowledge on what vocabulary may be used in nursing documentation of nursing interventions in ADL. The aim was to prepare students for the practical training, so that they can use the acquired skills. If the nursing student obtains this basic knowledge of language used in the documentation, it will incredibly speed up the learning process and decrease the language barrier. It will improve the learning outcomes as well as ensure greater effectiveness as a health care professional in the future.

2 THEORETICAL BACKGROUND OF THE PROJECT

2.1 Nursing documentation

One of the main tasks of a nurse is to provide nursing documentation, which is a written report about a patient's health and treatment. It can be recorded in writing or entered to a digital system. Although, nowadays nursing documentation is most commonly entered into the electronic health records system (EHR). (Kinnunen et al., 2014, pp. 196-197.) Patients' records must include all information through the admission to the health care facility, till the discharge. To meet all the needs of the patient the nurse performs various nursing interventions and other activities following the care plan. All nursing interventions must be accurately recorded in the patients' EHR. Careful documentation enhances patient safety and it can decrease the occurrence of medical errors. When patients' records are conscientiously entered to the EHR, the communication among different health care professionals proceeds smoothly. This results in better continuity of care and treatment. (Liljamo et al., 2021, p. 300.) The medical records must be created in accordance with the Data Protection Act (1050/2018) and should respect patients' confidentiality (Data Protection Act, 2018).

All the health care information services must fulfil the requirements. There are several information system registers for health care and welfare in Finland, such as DomaCare, Lifecare, Pegasos, Effica or Vasara and many others. The use of these systems depends on the organization. (Valvira, 2022.) Most of the public health care institutions in Pori city including Satasairaala, use Lifecare as their EHR.

The health care information from EHR systems is linked to the National Archive of Health Information - Kanta. All citizens are able to access their health care information in MyKanta [OmaKanta] service pages (Eriksson-Backa, et al, 2021, pp. 399-400; Valvira, 2022). The portal is supervised by the Ministry of Social Affairs and Health, and Social Insurance Institution of Finland (Kela). OmaKanta contains information useful for all parties, for health care services, pharmacists, and all citizens themselves (Ahmadinia & Eriksson-Backa, 2020, pp. 12-14). Enabling a patient to access their own health-related information in MyKanta that were entered to EHR system has many benefits. The patient can keep track of their own treatment, testing results or view electronic prescriptions. The benefits include a patient's active participation in treatment, empowerment and possibility to impact their own treatment. Consequently, the communication between a patient and health care professionals will be smoother. (Eriksson-Backa, 2021, pp. 399-401.)

Additionally, the citizens of Finland have access to various Electronic Health (E-Health) platforms, other than OmaKanta. Presently, the technology is often used to exchange information about health-related issues. E-Health is a term defining this kind of form of informational channel. (WHO, n.d.; Ahmadinia & Eriksson-Backa, 2020, p. 11.) These platforms contain evidence-based information about different health information, such as diseases, treatment methods etc. E-Health services are available for professionals, scientists as well as all citizens. Health care professionals often use an intranet to share various health care information. E-Health platforms provides clear accessibility to vital information. Terveyskirjasto (Health Library) is an example of a reliable source to find different health-related facts. THL the website of the National Institute of Health and Welfare is another place to find the guideline and current

information related to health. (Ahmadinia & Eriksson-Backa, 2020, pp. 10-14; Liljamo et al., 2021, p. 300.)

2.2 Finnish Care Classification System (FinCC)

To maintain a good flow of information within health care professionals and deliver best possible care, the documentation of nursing care in Finland is made according to the guidelines stated by the Finnish Institute for Health and Welfare (THL) in the Finnish Care Classification System (FinCC). (Kinnunen et al., 2014, p. 196; Liljamo et al., 2021) The terminology used in nursing documentation is standardized (Liljamo et al., 2021, p.300). The newest version of FinCC in use is 4.0. The guidelines state how to enter health-related information to EHR. The documentation model is done in strong connection with the nursing process. The guidelines to record the nursing diagnoses are considered in The Finnish classification of nursing diagnosis (FiCND) [FinCC muodostuu Suomalaisesta hoidon tarveluokituksesta (SHTaL)]; the nursing interventions in the Finnish classification of nursing interventions (FiCNI) [Suomalaisesta hoitotyön toimintoluokituksesta (SHToL)]; and the guidelines on how to enter the nursing outcomes are considered in the Finnish classification of nursing outcomes (FiCNO) [Suomalaisesta hoidon tuloluokituksesta (SHTuL)]. The FiCND [SHTaL] and the FiCNI [SHToL] are divided into components, main categories and subcategories. The nursing outcomes includes a scale of three possible outcomes, the situation of the patient can be improve, stabilise, and deteriorate. FiCND and FiCNI have certain components as showed in Figure 1. Components are divided according to the content. Each component consists of primary categories and subcategories. (Kinnunen et al., 2021, pp. 12-14.)

Component	Description of component content
Metabolic	Items related to metabolism and the immune system.
Sensory and neurological functions	Items related to sensory functions and neurological functions.
Life cycle	Items related to the different stages in life.
Elimination	Items related to digestion, urinary tract function, haemorrhage and other eliminations.
Respiratory	Items related to pulmonary function and breathing.
Coordination of care and follow-up care	Coordination and instruction regarding multi-professional care and follow-up care and the patient's personal care and care need(s).
Pain Management	Items related to pain and the management of pain.
Skin integrity	Items related to the mucous membrane, cornea, skin and subcutaneous layers including the skin graft donor site, skin graft and cutaneous flap.
Medication	Items related to the use of medications and to medication management.
Fluid balance	Items related to hydration.
Mental capacity	Items related to mental capacity.
Activities of daily living and independence	Items related to independence and physical capability.
Nutrition	Items related to securing adequate nutrition.
Coping	The ability of an individual or a family to cope with problems related to or caused by a health condition, changes in health, everyday routines, work and social interaction.
Health behaviour	Items related to health promotion.
Safety	Safety hazards caused by the patient's right to self-determination, disease or caring environment.
Circulation	Items related to blood circulation in various organs.

Figure 1. Components and their descriptions of FinCC 4.0 (Kinnunen et al., 2021, p. 22).

The documentation process according to FinCC starts from choosing a component (Figure1). Next, a main and subcategory is chosen. The choice will depend on the requirements of nursing records. Following the subcategory for free space is provided to write a free text. The free text shall consider all the details regarding performed nursing interventions and set diagnoses. While documenting the nursing diagnosis, the nurse shall consider all patients' needs and goals for treatment. (Kinnunen et al., 2021, p. 16-21.)

2.3 Activities of daily living

Life of each one of us consists of countless activities to fulfil all our needs and maintain our physical capacity. Activities of daily living (ADL) is a concept used in medical sciences, that describes all activities that are essential for a person to carry on with everyday life. There are two different groups of ADLs. Basic ADL (BADL), which includes fundamental abilities to care for oneself such as ambulating, feeding, clothing, personal hygiene and maintaining continence. The second group is the Instrumental ADL (IADL), consists of more complex tasks that allow one to live independently, such as managing finances, taking medication, using electronic devices etc. (Edemekong et al., n.d.) This theses was focused on the basic ADL.

A Nurse's crucial task is to monitor the execution of ADL. The careful observation is a critical tool, which aids to evaluate and describe a person's abilities to cope with everyday life. The efficiency in performing of ADL determines the person's ability to cope everyday tasks and represents the state of general health. As a result, it is possible to notice the possible deterioration of health. When the ability to perform the ADL declines, it is an alarming sign. Therefore, close monitoring is important to evaluate the possible needs for assistance in performing ADL or a possible need of assistive aids. All the observations and nursing interventions shall be recorded carefully to the EHR. (Edemekong et al., n.d.) The abilities to perform ADL may decline in certain medical conditions such as stroke or neurocognitive disorder such as dementia (Wondergem et al., 2016, p. 2; Cloutier et al., 2020, p. 315). When the physical capacity is deteriorating or muscle mass is decreasing, the ability to perform the ADL is rapidly declining as well. (Wang et al., 2019, p. 4.)

Nursing documentation in Finland is made according to FinCC. During the thesis process the choice of the components, main and subcategories were crucial to provide the most accurate vocabulary used in documentation of nursing interventions of ADL. The product focuses on how to create documentation of nursing interventions of ADL. Nursing interventions are all observations, planning and implementation of care (Kinnunen et al., 2021, p. 13). To record the

nursing interventions, the guidelines FiCNI [SHToL] are used. The component used for documenting the daily activities is 'Päivittäiset toiminnot ja omatoimisuus' [Daily activities and independence]. After choosing the respective component and suitable main category, there is room for a nurse to record in detail all the observations and nursing interventions performed of how the patient/client executed the ADL. It is necessary to consider if any help or guidance was needed or if the patient/client carried out the ADL independently.

In order to provide a high quality personalized product the main categories and subcategories from the component 'Päivittäiset toiminnot ja omatoimisuus' were combined from both version 4.0 and 3.0 of FiCNI [SHToL]. The following main categories were considered to divide the daily activities into smaller area-specific sections according to FiCNI [SHToL]. The main and subcategories included were Peseytymissä avustaminen [Assisting in washing]; Pukeutumisessa avustaminen [Assisting in dressing]; Ruokailussa avustaminen [Assisting with eating]; Liikkumisessa avustaminen [Assisting in movement]; WC-toiminnossa avustaminen [Assisting in functioning in the toilet]. (Kinnunen et al., 2019, pp. 25-58; Kinnunen et al., 2021, p. 86; Liljamo, et al., 2012, p. 49.) All the main categories will consider the vocabulary used in the documentation of daily life in the following order: personal hygiene, clothing, feeding, ambulating, and maintaining continence. Explaining the documentation process and providing students with vocabulary used in ADL documentation deepens a student's knowledge of documentation in nursing interventions and observations of ADL according to FinCC guidelines.

It is important to observe skin condition of a patient when executing the nursing interventions of ADL, such as helping with washing and dressing. Often, the wound care is done together with the patient's shower and the skin is greased after showering. During the project process the authors decided to consider Kudoseheys [Tissue integrity] which is an important component to the product. From this component, the main category that the authors focused on was Ihon kunnan arviointi (ihon kunnosta huolehtiminen) [Assessment of skin condition (taking care of skin condition)]. (Kinnunen et al., 2021, pp. 75-76; Kinnunen et al., 2019, Appendix 1.)

2.4 Learning Finnish

The number of immigrants in Finland is constantly increasing. According to the national statistics the number of people that are speaking languages other than Finnish, Swedish or Sami grew by approximately 25 000 people in year 2021 (Statistics Finland, 2021). Additionally, due to the increasing nursing shortage, Finland started to integrate internationally trained nurses into the workforce (Kamau et al. n.d., pp. 1-2). To obtain a job position and integrate better into society, the ability to communicate in the national language is vital (Kärkkäinen, 2017, pp 33-36; Naif & Saad, 2017, pp. 111-112). Hence, guidance on how to teach and learn Finnish as a second language (FSL) has increased over the years and is still progressing (Jalkanen & Vaarala, 2013, p. 107). Besides the nurses educated outside Finland filling in the professional shortage, there are several ELTDP's in nursing offered by Finnish Universities of Applied Sciences. The CALD students are able to obtain a nursing education from these institutions. (Mikkonen, 2017 p. 23.)

Learning a foreign language including Finnish may require many methods. Hence, the greatest factor that influences learning FSL is exposure to the language. The learning may be challenging when the exposure is insufficient. CALD nursing students are blessed with an exposure to the targeted language. While it provides good learning opportunities, it might cause a lot of stress and pressure to build up at the same time. (Naif & Saad, 2017, pp. 116-117.) Finnish governmental institutions are supporting the integration of the immigrants in various ways; one of them is supporting the language learning process by providing a range of programmes. The Employment and Economic Development Office (TE Office) is offering full-time language courses on different levels. (infoFinland, 2023, Integration into Finland)

There are various ways to learn Finnish other than those provided by government institutions, such as self-studying. In the articles on the website published by the Finland Promotion Board, the foreigners were asked on how to learn Finnish. From their statements it was learned that one can learn Finnish by listening to local news or songs, reading books, articles, watching Finnish TV

channels or playing memory or other games. (Marten et al., 2014) In addition, exchanging conversations with native speakers are a crucial part of learning the language. The Multicultural Association of Satakunta (n.d.) is promoting social events that may improve learning by interaction with both native and non-native Finnish speakers.

2.5 Nursing studies from a perspective of CALD students

Currently, linguistic diversity has increased, especially in the nursing field, due to enhanced migration of nurses and nursing students. There are several programs in Finland that aim to integrate CALD nurses and students well into the workforce. To successfully integrate CALD nursing students to the work environment, mutual effective communication and understanding of cultural and linguistic diversity of native nurses is necessary. Furthermore, the efficient integration strategies and model plans are also vital for this purpose. (Kamau, et al., n.d., pp. 2-3.)

In the clinical environment, the CALD nursing students might meet communication issues. The language barrier may cause different kinds of difficulties. It might contribute to unsatisfactory guidance, social isolation, unequal opportunities compared to Finnish students and other unpleasant experiences during their clinical practice if the clinical placement environment is not supportive. This may result in stress and anxiety before each shift, which has a great impact on the learning outcomes. There is a difference in the outcomes of practical training between students born in Finland and those who were not. (Mikkonen, 2017, pp. 20-21; Korhonen et al., 2019.) Having a prior Finnish language skill is of the many solutions to decrease the language barrier and to reduce the possibility of unpleasant experiences occurring. Hence, the students will be able to communicate better with mentors and other nurses.

After graduating from a nursing degree the students must meet various criteria to obtain the rights to work in Finnish health care as a registered nurse. The National Supervisory Authority for Welfare and Health (Valvira) is responsible

for granting professional licences, while verifying the right to work for welfare and health care professionals. One of many criteria is sufficient language skills. There are several ways to demonstrate language skills; two of them are Civil Service Language Proficiency Certificate or National Certificate of Language Proficiency, issued in Finland. (Valvira, 2022.)

After obtaining the licence, a graduate nurse is qualified to practise nursing in both the public and private sector including hospitals of different specialization, elderly homes and care centres, polyclinics, counselling centres, home care services, and in other health care settings to provide high-quality patient care (Satakunta University of Applied Sciences, n.d.)

The aim is to prepare nursing students for independent work and enhance the learning process of the Finnish language. Reducing the language barrier will increase the learning outcomes from clinical practice. In the future CALD nursing students will become the next generation of reliable and competent nurses, that will enhance the health care workforce that is now in demand due to the aging society in Finland (Flinkman, 2014, pp. 13-14).

2.6 Digital vocabulary as a form of learning material

The word vocabulary refers to all single words and different phrases of a language. Vocabulary includes all kinds of verbal expressions and is a fundamental part of any language. Hence, the combination of separate words form more complex grammatical structures like sentences. It helps people to communicate with others verbally. Therefore, people possess the ability to enhance speaking, writing and reading, through proficient vocabulary. (Lessard-Clouston, 2013, p.2; Cambridge University, n.d.)

Learning a second language is not an easy task. To be able to listen, speak, read, or write in foreign language, it is important to have a sufficient knowledge of vocabulary (Yu-Ling & Chin-Chung, 2018; Setiawan & Wiedarti, 2020). The wider the vocabulary the more successful the communication. There are

several methods to learn words when learning a foreign language. For example, dictionaries, flashcards, textbooks, and other disposable learning tools. In the present, digital learning materials are in use alongside the traditional methods to improve learning outcomes (Perevalova et al., n.d.). Facilities such as computer software, mobile applications, electronic books (eBooks), websites and other different online platforms are considered as digital learning tools (United States Department of Education, Office of Educational Technology, 2018). This project has developed a learning material which includes a documentation guide and digital vocabulary that can be accessed at any time on a preferred electronic device in a PDF format.

Digital learning materials have shown a positive impact on learning foreign languages. Learning vocabulary is not the most favourite part of learning a new language from a students' perspective. Research has shown that the successful learning of vocabulary is deeply connected with the level of motivation of the student. Learning vocabulary the traditional way may be monotonous to some. (Yu-Ling & Chin-Chung, 2018; Setiawan & Wiedarti, 2020, pp. 84-86.) To facilitate the learning process and to improve students' motivation, digital solutions can be utilized. Digital learning tools involving game-based technologies have proved to be successful. (Ergashevich, 2021; Setiawan & Wiedarti, 2020, pp. 83-89.)

The learning material, the product of this thesis gathers in one place the vocabulary used in nursing documentation of the basic ADL. The vocabulary can not only be accessed on the PDF format, but as well in the digital learning application named Quizlet (Appendix 1) (Quizlet, 2023). The research shows that the chosen tool has a positive impact on learning the vocabulary of foreign languages. The choice of the program is to amplify the learning outcomes by an entertaining learning process which increases the motivation to study. This learning tool uses various methods to learn vocabulary. The application can be compared to the flashcards, but in the digital form. The tool also uses the game-based methods to facilitate the learning process. (Perevalova et al., n.d.; Setiawan & Wiedarti, 2020, pp. 83-89; p. 92.) This program is available for everyone and can be accessed from the web page as well as from the mobile

application on any preferred electronic device. That makes it very attractive and accessible for the students. In the Quizlet, the students can practice different skills, such as spelling or writing. The possibility to test your own skills is a very motivating aspect of the app. The choice of the multiple modes of learning is decreasing the occurrence of monotony. Vocabulary can be learned by using a flashcards mode, matching the words and its translation together or game-based methods. In the present, more and more people do not part themselves with their smartphones. Therefore, such a solution may be a successful language learning tool. (Setiawan & Wiedarti, 2020, pp. 83-89.)

3 PURPOSE, OBJECTIVES AND PROJECT TASKS

The purpose of the thesis is to create a digital learning material for CALD nursing students of Satakunta University of Applied Sciences (SAMK) with Finnish vocabulary used in documentation of nursing interventions in activities of daily living (ADL). SAMK is the subscriber of the project. The learning material in PDF format contains documentation guide and vocabulary, the same vocabulary can be found as well in Quizlet Application (Appendix 1).

The objective of this thesis was to enhance documentation skills of nursing students and broaden the knowledge on what vocabulary may be used in nursing documentation of nursing interventions in ADL. The aim was to prepare students for the practical training, so that they can use the acquired skills. If the nursing student obtains this basic knowledge of language used in the documentation, it will incredibly speed up the learning process and decrease a language barrier. It will improve the learning outcomes as well as ensure greater effectiveness as a health care professional in the future. Additionally, the objectives of the thesis authors were to improve Finnish language skills, nursing documentation skills, academic writing skills and project management skills.

The authors had a few tasks to complete, to fulfil the objectives of the thesis. Initially, it was vital to gather sufficient theoretical knowledge to be able to proceed with the implementation of the project. Building a theoretical background was necessary to create a high quality product and choice of most efficient learning tool. The risk assessment and evaluation of the outcomes were subsequent tasks.

4 IMPLEMENTATION OF THE PROJECT

4.1 Target Group

The learning tool created during this thesis process is designed specially for CALD nursing students pursuing the bachelor's degree in nursing at Satakunta University of Applied Sciences (SAMK). This learning material will ease the learning process of nursing documentation of ADL.

Satakunta University of Applied Sciences offers fulltime nursing degree programmes both in English and Finnish a language of study. Those students who study a degree in English and do not have sufficient Finnish skills, have an opportunity to study Finnish. There are few obligatory courses on beginner levels and then the student can choose Finnish as one of the elective studies if they want to study more. The admissions for a nursing degree taught in English take place twice a year. There is a possibility to start the degree in both Autumn and Spring semester and the intake per each recruitment is thirty-five. The programme takes 3,5 years to complete, and it requires 210 ECTS to obtain a nursing degree. (Satakunta University of Applied Sciences, n.d.)

4.2 Project methodology

From many different project management methods, the Agile method was selected as most efficient for this project. This methodology stands out from

others, because of its progression that is not linear, which makes it adaptable to any modification regardless of the progress of the project. (Project Management Journal, 2013, p.14; Wells & Kloppenborg, 2015, pp.1-2.)

The flexibility of the Agile method was a dominant characteristic that influenced the choice of the authors (Project Management Journal, 2013, p.14). The thesis progress was constantly monitored by the supervising teacher. The choice of the method allowed the authors to implement any improvements at any stage of the project that were suggested by the supervisor. This reduced the occurrence of possible negative risks and eliminated inaccuracies, to assure a high-quality product. The Agile method allowed the students to improve the product according to the feedback of the subscriber at the end of the project process.

4.3 Literature retrieval

The literature retrieval for this thesis was conducted from reliable search engines such as Samk Finna, Finna, PubMed and Google Scholar. On the beginning the literature was reached by using following search queries: 'nursing documentation AND Finland AND FinCC', 'learning FSL AND nursing students' or 'nursing documentation AND Finland AND nursing AND nursing education'. Due to low number of previous research on similar topics the articles used for the literature retrieval were found in the reference list of searched previously selected literature.

To increase the accuracy of outcomes of the literature search certain inclusion and exclusion criteria were implemented. Primarily, the inclusion criteria were that the searched literature shall be in English. Since, the project is about Finnish vocabulary in nursing documentation the authors included sources in Finnish as well, such as FinCC, dictionaries and books. The choice positively affected the outcomes in choice of the vocabulary conducted in the project. As well the chosen articles must have not been written later than 10 years ago.

All the inclusion and exclusion criteria that were used in the literature retrieval are shown in Table 1.

Table 1. Criteria used in literature retrieval

Inclusion Criteria	Exclusion Criteria
Articles in English or Finnish	Articles in other language than English and Finnish
Articles written non more than 10 years ago	Articles older than 10 years
Articles related to the key concepts of the thesis	Articles other than key concepts of the thesis
Articles free of charge	Articles possible to access with a fee

Familiarization with the guidelines on how to implement FinCC both in Finnish and in English was important. “FinCC and the National Documentation Model in EHR-User Feedback and Development Suggestions” helped in deeper understanding of the topic, on how to implement FinCC into nursing documentation and the role of FinCC in the documentation in Finland (Kinnunen, et al., 2014).

Other important literature to conduct this thesis was the one describing the obstacles of CALD nursing students. A qualitative study of Korhonen H., et al. (2019): Culturally and linguistically diverse health care students’ experiences of the clinical learning environment and mentoring, is a meaningful source in this context. Getting familiar with the literature and research about this topic was crucial for deeper understanding of the situation of the CALD nursing students.

4.4 Risks and resources

The risks are unexpected situations that might occur at any phase of the project that may disrupt or alter its direction. The risks may have either merits or demerits that impact the flow of a project. (Wells & Kloppenborg, 2015, p. 25.)

In order to analyse accurately all risks and resources, the SWOT analysis proved to be effective (Table 2). Due to good risk management of the authors, only a few unexpected situations occurred during the entire duration of the project. At one point a communication issue occurred within the authors. Following quick intervention, the situation came out with a positive result and with a side effect of improving the communication skills of the authors. During the thesis process there were external factors in authors' personal lives that were time consuming and reducing the time for the project. The solution for that was good communication, teamwork and mutual support. Generally, the process went smoothly and without significant disturbances.

Table 2. SWOT analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ❖ Practical experience in Nursing Documentation ❖ Experience in Nursing Care ❖ Deep understanding of the problem, by being CALD nursing students 	<ul style="list-style-type: none"> ❖ Limited/less experienced academic writing skills ❖ Limited Finnish language skills
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ❖ The product may complement a nursing education at SAMK ❖ Improved educational outcomes of CALD nursing students from practical training 	<ul style="list-style-type: none"> ❖ Time management issues ❖ Unsatisfactory product ❖ Change of motivation level ❖ Unexpected external events interrupting the project process. ❖ Communication issues

According to the Wells and Kloppenborg (2015) to fulfil expectations of the stakeholders the project requires resources such as for example finance, knowledge, time disposition or other necessary equipment needed for a successful project and to provide a high-quality product.

The authors did not require a large number of resources to carry out this project. The projects' human resources were two nursing students, who brought their personal experience and knowledge into the project. The electronic devices used were mostly computers and occasionally smartphones, which were

used to access the databases to gather background information in the initiation and planning stage of the project. The same electronic devices, physical books and dictionaries were used to gather the vocabulary found in the product. To create the poster program Adobe Express (Adobe, n.d.) was used (Appendix 2). All the search engines, articles and software used were free of charge. Hence, any financial resources were needed. The time disposition of the authors was not satisfactory due to other school and private responsibilities. Although, the authors spent any free time on carrying on the project.

4.5 Phases of the project and schedule

The phase division of this project was initiation, planning, implementation, and closing, which are mentioned in the Table 3 as a timetable (Wells & Kloppenborg, 2015, p. 5). The process started from choosing the topic of the thesis in August 2022, initiation phase. The topic was divided into preliminary key words. The topic was briefly analysed by using those key words. The literature retrieval had a great impact on choice of the key concepts of the thesis, by evolving the preliminary key words. The authors defined the key concepts and familiarized themselves briefly with the theoretical background of the project.

After project initiation the authors came up with the schedule (Table 3). The authors identified the problems, gathered primary theoretical information and then defined the primary purpose and objective of the thesis. In the next planning phase, the purpose and objectives were described in detail, project scheduling and assessment plan were made. During this phase the authors analysed the resources and risks and planned the product of the thesis. The authors deepened their theoretical knowledge based on the key concepts of that thesis. The literature retrieval gave the sufficient theoretical knowledge to proceed to project implementation and creation of the learning material. (Wells & Kloppenborg, 2015, pp. 1-11.)

The implementation stage included creating and developing the final product based on the feedback from the supervising teacher, who was the

representative of co-operation agency. All the suggestions for adjustment were considered and modifications were implemented. (Wells & Kloppenborg, 2015, pp. 1-11.)

The closing phase was the last step of this thesis, in which the final product was presented to the co-operation agency and evaluated. The feedback was considered in the written report that was conducted out of written notes and comments from previous phases. After that, the report and the product were sent for evaluation to nurse lecturers from Satakunta University of Applied Sciences, and the project authors also independently assessed the thesis' findings. (Wells & Kloppenborg, 2015, pp. 1-11.)

Table 3. Stages of the Project and Timetable.

Time Stages	8-10.2022	11-12.2022	1.2023	2.2023	3.2023	4-5.2023
Project initiation						
Project planning						
Project Implementation						
Closing of the project						

5 EVALUATION

The results of the thesis were evaluated from different perspectives. The target group was not included in feedback gathering. The product of the project is a learning material that can complement nursing studies. Due to the purpose of the learning material, it was necessary to first receive the feedback from the nursing teachers who has the authority to decide if the product can be released. The nursing teachers evaluated the theses from a professional point

of view and if the vocabulary can be used in practice. The subscriber also evaluated the results of the theses according to the needs of the institution. The project was also evaluated by the authors themselves. The authors set the objective for their own development and self-evaluate themselves.

5.1 Evaluation of the project and product

The vocabulary conducted during this project was carefully selected from multiple trustworthy sources, as well as from the authors' personal work experience in the nursing field. The Finnish words are accompanied by their English equivalent. The vocabulary is gathered and presented such that it is possible to put them together in multiple ways to create sentences. The product also contains as well ready examples of the expressions that may be used in nursing documentation. The vocabulary is organized according to the FinCC categories and subcategories, which makes it easier to navigate through the material and learn faster. As a result of this product, the students will gain the knowledge on what vocabulary to use in nursing documentation regarding ADL and which categories and subcategories to use during documentation.

The documentation guide, vocabulary and sentences are found in a learning material in PDF format. The vocabulary can be found also in the Quizlet application. Quizlet can be accessed through web page as well as through the mobile application from the link provided by authors (Appendix 1). The instructions and recommendations on how to use the application is found in the learning material as well as on the poster that can be found in Appendix 2. The poster contains the QR code, which directs the reader directly to the Quizlet vocabulary learning folder. It is accessible from any electronic device. Use of the application is very beneficial for the study process. The application is an entertaining learning process which results in greater outcomes of the study process. The advantage of the PDF form is that it can be printed and take with the student to the clinical practice. It can be helpful material to conduct a nursing documentation of ADL. By rewriting the right sentences in the right

subcategories into EHR, will benefit in remembering the phrases and finally in conducting the nursing documentation of ADL independently.

The authors were in constant collaboration with a supervising teacher from SAMK during the thesis process. The Agile project management method allowed the authors to implement the improvements at any stage of the project based on the feedback received from the supervisor. It helped the authors to stay on the right path and achieve the objectives. At the last stage of the project the authors delivered the preliminary product for the subscriber. The representative of the co-operation agency evaluated the product if it meets the needs of the institution. The product met the needs of the institution and the results of the thesis can be implemented to the working life. The representative stated that the product is compatible with the FinCC guidelines. The feedback included a positive word about the product, as well suggestions for improvement. The feedback stated that the readers would benefit more from the product if it would contain for example a poster. The poster shall include clear instructions on how to use Quizlet and for example a QR code for an easy access.

To deliver the highest quality and personalized product the feedback from the subscriber was considered to create the final version of the product. The authors created a poster that contains brief instructions for the reader to use the product in the Quizlet application (Appendix 2). A complete guide to benefit from the Quizlet was considered in the learning material in the PDF file.

5.2 Self-evaluation

This project had a great impact on the authors self-development. The authors are themselves CALD nursing students, but during the initiation and planning phase came into even deeper understanding of the problems that the CALD nursing students meet in their study and professional life. Also, the authors deepened their knowledge on how to implement FinCC in nursing documentation and what vocabulary is used. During the implementation part, where the

product was created the writers expanded their Finnish skills. Throughout the thesis the authors improved not only Finnish skills, but also English skills, especially academic writing skills. The authors had to develop project management skills in order to provide a satisfactory product. Since the entire process required a smooth communication, the authors improved their communication skills. Moreover, the authors developed skills of balancing their personal, professional, and academic lives. They also strengthened leadership and digital literacy skills.

5.3 Ethical consideration

According to Finnish National Advisory Board on Research Integrity (2012), the responsible conduct of the research contains nine principles that shall be considered to provide reliable and ethical research. All the tasks of this project for e.g., data gathering, project planning, implementation and evaluation were following the principles of responsible conduct. To provide reliable information the sources used to conduct this thesis were peer-reviewed and evidence-based. (TENK, 2012, pp. 28-31.)

The digital learning material in PDF format created during this project may be a complementary material used in nursing studies. The vocabulary found in Quizlet application may be a good tool for students for independent learning of vocabulary used in documentation of nursing interventions of ADL. To assume such a role, the writers and their writings followed the Ethical Code of Nursing. By respecting human rights and promoting the patient-centred approach, the authors gathered detailed and good quality vocabulary used in nursing documentation. (International Council of Nurses, 2021, pp. 7-8.)

Work done by other researchers shall be respected and used appropriately to avoid misconduct of the research (TENK, 2012). In the process of gathering the theoretical data, the rules stated in the Copyright Act were implemented. The copyright Act states the rights of the authors and their work. When using the work of others, plagiarism must be avoided at all costs. The product in PDF

file contains only text. Hence, proper citation and referencing shall were applied. The poster was made by using free programme and it does not include any pictures besides SAMK's logo. The logo of SAMK was used according to rules stated by the university and downloaded from the official page. (Copyright Act 404/1961, amendments up to 608/2015; Satakunta University of Applied Sciences, n.d.)

5.4 Development opportunities of the project

This project has many development possibilities. One of them is to continue the same model of the thesis with similar objectives, but including a vocabulary from other nursing areas, such as medication, mental health, surgical, and medical nursing, gynaecology, obstetrics, etc. All the products created during similar projects combined together will create a strong base on how to proceed with the documentation of different nursing diagnoses, interventions and outcomes. This is an excellent opportunity for CALD nursing students to create new topics for their research while simultaneously developing their Finnish language skills. This may contribute to the nursing field's future development, and will have a positive impact on the nursing shortage in Finland. Vice versa, this is a great opportunity for Finnish speaking students to improve their English language skills as well. The second development opportunity of this project is to continue with the same topic with focus on vocabulary used in recording nursing diagnoses and nursing outcome in area of ADL.

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APPENDIX 1: LINK TO THE PRODUCT VERSION IN QUIZLET

<https://quizlet.com/Shalika88Maria/folders/nursing-documentation-of-adl?x=1xqt&i=4waowu>

APPENDIX 2: INSTRUCTIONAL POSTER

**LEARN THE NURSING DOCUMENTATION
of ADL (Activities of daily living).***in Finnish!*

Maria Deptulska & Shalika Herath

**Instructions**

1. Use the QR code visible above to access Quizlet. To be able to fully benefit from the app register or log in!
2. Start from the set 'General Vocabulary'. (Learning this first will provide you with adequate knowledge to complete the next sets).
3. Learn single words by using flash cards. (You can hear the pronunciation of a word by clicking the speaker icon).
4. Proceed to learn the whole sentences that can be found at the end of each set.
5. Note that there are multiple learning modes, explore the app and choose what works for you best!
6. At the end of each set you can test your knowledge.

Good luck and remember to have fun !!!!