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# Developing Multicultural Competence in Social and Health Care Higher Education

## A Case Study from two Universities of Applied Sciences in Finland

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Developing Multicultural Competence in Social and Health Care Higher Education -  
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Practical placement is an essential part of the social and health care higher education studies. Apart from the national students, there are an increasing number of English-taught degree programmes in European Higher Education Institutions (HEI) which attract foreign applicants from all over the world. In addition to foreign degree students, a vast number of Erasmus students do their exchange mobility period as practice in social and health care organizations. However, teacher- and clinical supervisors' competence in guiding multiculturally diverse students varies widely in European countries, and most of the supervisors do not have enough competencies and skills in guiding foreign students. Nevertheless, the guidance skills of the supervisors play a major role in the success of the students' learning experience.

This master's thesis, which was a case study from two Universities of Applied Sciences (UAS) in Finland (Jyväskylä UAS and Lahti UAS) and their working life partners, was carried out as a part of Erasmus Life Long Learning (LLP) project "Soulbus" to find out what are the good practices already in use in when supervising multicultural social and health care higher education students in clinical settings and what are the main needs challenges for the supervision practice. The method of the research was a qualitative case study where two group interviews consisting of teacher supervisors, clinical supervisors and students were arranged. The data were analyzed both inductively and deductively.

On the basis of the results of this research, it can be concluded that multicultural students' supervision brings many kind of challenges for teacher- and clinical supervisors. The challenges are seen in communication in English and Finnish languages as well as in non-verbal communication skills. Furthermore, these data support the view that there should be more discussion and interaction on multicultural supervision issues between the HEI and working life both on organizational and individual level. On the other hand, there are already good practices and organizational structures at the HEIs which support the supervision of multicultural social and health care higher education students' clinical studies.

Key words: Multicultural competence, clinical supervision, social and health care, higher education internationalization

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## 1 Introduction

Practical placement is an essential part of the studies and professional development in the fields of social and health care and rehabilitation. Apart from the national students, there are an increasing number of English taught degree programmes in European Higher Education Institutions (HEI) which attract foreign applicants from all over the world. In addition to foreign degree students, a vast number of Erasmus students do their exchange mobility period as practice in social and health care organizations. However, working life supervisors' competence in guiding multiculturally diverse students varies widely in European countries, and most of the supervisors do not have enough training in guiding foreign students. Nevertheless, the guidance skills of the supervisors play a major role in the success of the learning experience. The guidance given by supervisors during practice has a significant effect on the integration of foreign students into local working life and community. This can lead to willingness to stay and work in the country of study after graduation (Soulbus Project Plan 2013).

Although practical placement is based on a tripartite coalition (teacher supervisor-clinical supervisor-student), the teachers and the mentors in the education, rehabilitation and social and health care sectors have traditionally acquired the working life competence needs developed internationalization apart one another. This leads to the challenges facing a quality of practical placements and curriculum development: teachers and clinical supervisors do not reflect systematically and regularly about the future competences needed in guidance of the foreign students, the focus is not enough on integration of multicultural knowledge and skills of competence-based learning into the learning in placements. Thus, the development of the pedagogy in placements has not been linked to the curriculum development. Mutual trust and effective communication between the HEIs and working life institutions should be strengthened by bringing the teachers and working-life supervisors together in order to improve their multicultural competence for the benefit of the students. Since trust and communications are important forms of social capital between the parties, those elements should be built in a structured and well planned way. In today's hectic working life some health and social care professionals feel that continuous allocation of students to be supervised can be detrimental to their own workload. Therefore, new tools for the working life are urgently needed (Gopee 2011, 26).

According to the ET 2020 a systematic cooperation is needed especially now when higher education (HE), including practical placements, should ensure that we should have professionals who master the requirements of today's working world, contribute innovations

and remain in the labour market, especially in the social and health care sector, which is and will be suffering from a shortage of skilled workers. European social and healthcare systems need urgently new innovations to increase productivity and improve competitiveness in a global economy (Soulbus project plan 2013). The number of social and health care students has increased in the past years because of the demand for social and health care professionals. On that account, also the demand for clinical placements for the increased number of students has increased and it is getting more and more difficult to accommodate the increasing student numbers to the clinical placement settings (Bennet 2003, 432; Jowett, Mc Mullan 2006, 266; Mattila, Pitkäljärvi & Eriksson 2010, 153).

This master's thesis, which is a case study from two Universities of Applied Sciences (UAS) in Finland (Jyväskylä UAS and Lahti UAS), and their working life partners, will find out what are the good practices already in use when supervising multi-cultural social and health care higher education students in clinical settings and what are the main needs challenges for the supervision practice.

Table 1. Definition of the key concepts in the thesis

|                          |   |
|--------------------------|---|
| Clinical placement       | Structured workplace learning that helps a student prepare for the workforce. Compulsory part of the rehabilitation, social and health care curriculum. Referring to rehabilitation, social and health care organizations in this thesis.               |
| Clinical Supervisor      | Employee in an enterprise who supervises, guides, mentors and coaches students during clinical placement. Each student is assigned his own supervisor whose responsibility is to supervise along with HEI - teacher, the achievement of learning goals. |
| Teacher supervisor       | HEI teacher who supervises, guides, mentors and coaches students' academic learning goals during placement according to the learning objectives of the curriculum.  |
| Multicultural student    | Non-Finnish origin social and health care higher education student  |
| Multicultural competence | Ability to interact effectively with people of different cultures in the context of guidance for foreign student.   |
| Internationalization     | Process of integrating an international, intercultural or global dimension into function of practical placement.  |
| Social capital           | Ability of teachers and mentors work together for a common purpose. Mutual trust and effective communication are the most important forms of social capital.  |
| HE                       | Higher Education, bachelor and master level education   |
| HEI                      | Higher Education Institution, an institution which offers bachelor and master level (social and health care) education  |
| UAS                      | University of Applied Sciences  |

## 2 Soulbus Project

Soulbus (Building Social Capacity by Improving Multicultural Competence in Higher Education and Labour Market) is an EU-funded Erasmus Life Long Learning Project which has received funding for a multicultural competence development project for 2013 - 2015. The consortium of Soulbus is formed by 12 HEI's and working life partners in Europe: Finland (Lahti UAS and Harjula Settlement, Jyväskylä UAS and Multicultural Center Gloria), Slovenia (College of Nursing Jesenice and University Clinic of Respiratory and allergic Disease Golnick), Netherlands (Saxion UAS and Care Groups Solis), Croatia (University of Zagreb and Centre for Education "Goljak") and Estonia (Tartu Health Care College and Tartu University Hospital.) (Soulbus 2013).

The aim of the Soulbus project is to build social capital between HEIs and labour market. The project enhances mutual communication and strengthens trust while teachers and supervisors are working in tandem to meet current and future challenges of multiculturalism. The target group comes from the fields of education, rehabilitation and social and health care. Specifically, the project will describe and share national practices related to multicultural competence and identify good practices in the learning process of foreign students in practical placement, develop and implement a 100 % virtually based Multicultural Coaching Programme for the working life clinical supervisors and UAS teacher supervisors and produce and pilot tailored actions for the guidance of foreign students in each of the partner countries and peer-learn the pilots aiming at sharing innovations and creative solutions that can be incorporated into national curricular activities (Soulbus Project Plan 2013).

The project's outputs are designed to achieve three aims:

- to improve teachers' and supervisors' multicultural competence in order to increase the volume of placements available to foreign students and harmonize the quality of placements;
- to improve attractiveness and accessibility of the practical placements for the foreign exchange and degree students as a part of the HEIs' curricular activities; and
- to support systematic, long-term collaboration between HEIs and working life partners (Soulbus 2013).

The Soulbus project produces an innovative way of doing cooperation with HE and labour market by design, piloting and implement a 100 % virtual based Multicultural coaching programme together with multi-professional and multi-cultural group of teachers and working life supervisors. The main aim is to build social capital between HE and labour market. Strong social capital between HE and labour market supports cooperation in curriculum development and promotes transfer knowledge between mentors and teachers. Active collaboration



between teachers and mentors through the iterative development cycles is transferable method and can be utilized in different degree programmes of HEIs and also in many fields of labour market. Since the Multicultural coaching programme is developed within EQF and based on an open access E-learning pedagogy, it can be developed and exploited broadly in European countries and incorporated easily as a part of curriculum (Soulbus project plan 2013).

This Master's Thesis is one part of the Soulbus project's Work Package (WP) 2. The project started with a current analysis of the existing situation in multi-cultural HE social and health care students' supervision to identify weaknesses, challenges and good practices already in use. A similar case study was carried out in all Soulbus -project's participating countries. The project partner in charge of this WP (Slovenia) collected all the country reports together. This data was used to develop project's end product: an e-learning platform for the HEI and working life clinical supervisors to help supervising multicultural social and health care students.

### 3 Higher education internationalization

The Finnish Ministry of Education's strategy for Internationalisation of Higher Education (HE) Institutions in Finland (2009 - 2015) has defined five primary aims for internationalization: export of expertise, global responsibility, increasing quality and attractiveness of education genuinely international higher education community and multicultural society. Supporting a multicultural society means that higher education institutions actively take part in supporting the multicultural higher education community and civil society. People with immigrant backgrounds and foreign exchange and degree students, teachers, researchers and other foreign personnel of higher education institutions in Finland are a resource that promotes internationalisation at home. The share of students in higher education with immigrant background corresponds to their share of the whole population.

According to the Lahti UAS internationalisation strategy (2012 - 2015), multiculturalism in higher education at Lahti UAS can be defined in two different perspectives: qualitative and quantitative. The quantitative perspective includes the number of incoming students (short term and long term mobility), number of outgoing students, number of staff mobility and number of ECTS offered in English. Qualitative perspective includes the strategic objectives of internationalisation at LUAS which are productive international networking and strong partnerships, internationalisation of RDI activities and education, staff internationalisation and development of expertise exports.

Key development measures in internationalization of education at Lahti UAS are:

- development of international, attractive degree programmes, especially in the focus areas (environment, design, wellbeing)
- international cooperation in curriculum development
- development related to work placements and employment of foreign degree students
- increasing regional cooperation to improve services
- development of a multicultural learning environment

Key development measures in Supporting Multicultural Society at Lahti UAS are:

- preparatory education for immigrants
- promotion of multiculturalism across all programmes
- development of the work placement opportunities of foreign degree students as part of the integration plan and support for work-related immigration
- regional cooperation to support a multicultural society

Key development measures in Internationalization of learning opportunities at Lahti UAS are:

- the internationalisation of educational contents
- increasing the number of credits earned at institutions in other countries as part of the degree programme
- utilisation of international partnerships in education
- designing and implementation of international joint degree programmes in all focus areas
- utilisation of teacher exchange programmes (incl. FUAS: Federation of Universities of Applied Sciences in Finland)
- Implementation of a summer school in cooperation with FUAS

Key development measures in Internationalisation of RDI activities at Lahti UAS are:

- increasing international RDI
- strengthening and expanding the RDI networks
- reinforcing the research infrastructure
- increasing the mobility of RDI personnel
- increasing the number of foreign-language publications)

(Lahti UAS internationalization strategy 2012).

Jyväskylä University of Applied Sciences (JAMK UAS) is a nationally accredited, multi-disciplinary institution of higher education which offers education in seven fields of study and have over 30 degree programmes. There are three Bachelor's degree programmes and two Master's degree programmes at JAMK which are conducted in English (Welcome to International JAMK 2014).

At JAMK, international cooperation is highly valued and internationalization is actively supported in all of our operations. It is also one core track in of the University's strategy in addition to quality of learning and entrepreneurship. At JAMK UAS, the international cooperation includes cross-border education and RDI-work between higher education institutions and business life, a wide range of joint research projects, networks, joint degree programmes, foreign students and staff, active student and staff mobility and an operational environment that enables internationalization (Welcome to International JAMK 2014).

The Finnish higher education provides the competence to work in an international operating environment. The international experience and connections of the staff of higher education institutions improve the quality of research and education and support the internationalisation of the students. The higher education institutions offer high-quality education focused on their fields of expertise, given in foreign languages. Furthermore, the higher education institutions actively utilise international cooperation opportunities, in particular, within the EU and Nordic countries. By 2015, the number of non-Finnish teachers, researchers and degree students should rise considerably and higher education institutions will have become genuinely international study and work communities (Phase of Internationalisation at Soulbis participating universities).

Staff and teacher exchanges are a part of the universities' strategy for improving teaching and learning quality (Lahti UAS internationalization strategy 2013 - 2015). So far, the impact has included the development of intensive programmes and partnerships resulting in joint online projects and double degrees. Jyväskylä UAS was named a winner of the 2013 European Erasmus Awards as 70% of the staff took part in Erasmus programme abroad each year (Welcome to international JAMK 2014).

Lahti UAS has annually around 160 incoming exchange students from more than 26 different countries. Around 300 degree students come from more than 40 different countries. At the Faculty of Social and Health Care there are around 30-40 incoming exchange annually students mostly from the European Countries and around 40 degree students mostly from the African countries and from Asia. Lahti UAS Faculty of Social and Health Care offers the incoming multicultural students both practical studies and theoretical studies in English. The Faculty educates students in the fields of nursing, public health nursing, social work and physiotherapy both in bachelor and master level. The language of instruction in the degree programme of nursing is English. One Master's Programme is also run in English (Lahti University of Applied Sciences 2014).

JAMK UAS, School of Health and Social Studies has also a genuinely multicultural environment. The School of Health and Social Studies at Jyväskylä UAS offers Bachelor's degree

programmes in physiotherapy, rehabilitation counselling, occupational therapy, nursing, social services and music. The language of instruction at the degree programme of Nursing is both Finnish and English. The Degree Programme in English language in Nursing has been running more than 10 years and the annual intake is 40 students and around half of them are foreign students. Both Universities of Applied Sciences and their faculties of social and health care in this case study host annually tens of incoming exchange- and degree students. They also encourage their own students to do part of their studies - theoretical or clinical - outside Finland. In Table 2 there are numbers of incoming degree- and exchange students at Lahti UAS and Jyväskylä UAS since academic year 2010 - 2011 until academic year 2012 - 2013.

Table 2. International degree and exchange students at JAMK UAS and Lahti UAS Faculties of Social and Health Care 2010 - 2013 (Hvalic-Touzery & Savic 2014)

|  | JAMK UAS | Lahti UAS |
|--|----------|-----------|
| 2010-2011  |          |           |
| Number of students at the HEI - 1st cycle study  | 1270     | 808       |
| Number of all foreign students (exchange and degree students) on the 1 <sup>st</sup> cycle study | 74       | 31        |
| 2011-2012  |          |           |
| Number of students at the HEI - 1st cycle study  | 1264     | 843       |
| Number of all foreign students (exchange and degree students) on the 1 <sup>st</sup> cycle study | 69       | 51        |
| 2012-2013  |          |           |
| Number of students at the HEI - 1st cycle study  | 1235     | 860       |
| Number of all foreign students (exchange and degree students) on the 1 <sup>st</sup> cycle study | 131      | 87        |

The Student Unions of LAMK and JAMK UAS (LAMKO/JAMKO) run different kind of activities to help the foreign background students integrate in the Finnish society. JAMKO runs "the International Club" which is organizing culturally oriented events, travels, tours and parties, which bring experiences to exchange students. Attending the club the international students

get to see Finland and Finnish students, get a chance to internationalize and learn languages by getting to know the foreign students. Every degree student can be a tutor to a new foreign student. In both universities, there are degree tutors who work with the degree students in the international degree programmes and there are also international tutors who tutor the exchange students. Tutors are signed to new students in the beginning of the studies. Student tutors work as mentors and guides for the newer students. Tutors, as older students, have the privilege to share their knowledge and experiences. Tutor activity takes place around the year but the focus is on the autumn period when the new students arrive. Tutoring is a course, so the students get study credits from it. All tutors are recruited and trained by student unions (Hvalic-Touzery & Savic 2014).

LAMK and JAMK UAS also run an “Internationalization at home” principle which means that as a degree student you can acquire international experiences and get to know different cultures in your own country. Through internationalization at home students who do not have the possibility to go abroad also have the opportunity to study in the international intensive courses implemented at the universities during the academic year or take part to the English spoken academic courses during the studies. In addition, LAMK and JAMK UAS also we have “Family Friend” programme where Finnish families and international students are being connected in order to support foreign students adapting process to Finland and also give Finnish families an opportunity to get to know the student with different cultural background (Hvalic-Touzery & Savic 2014).

#### 4 Theoretical framework

##### 4.1 Multicultural competence of UAS graduates in Finland

Arene ry (Ammattikorkeakoulujen rehtorineuvosto: Rectors' Conference of Finnish Universities of Applied Sciences) has defined both generic and subject-specific competencies for all the UAS graduates both in bachelor and master level. The definitions describe the competencies an UAS graduate must have after graduating. Competencies are understood as combinations of know-how: knowledge, skills and attitudes possessed by an individual. They illustrate the graduate's proficiency, capacity and ability to perform as a professional (Arene 2014).

The bachelor level general competencies of an UAS graduate in internationalization require that the student:

- possess spoken and written communicative competence at least in one foreign language necessary for one's work and for professional development
- understands cultural differences and is able to work together with people coming from different cultural backgrounds

- is able to use international sources of information of his/her own field
- understands the effects and opportunities of internationalization in one's own field.

The master level general competencies of an UAS graduate in internationalization require that the student:

- possesses in the written and spoken communicative competence in one or two foreign languages necessary for one's work and for professional development
- understands cultural differences and is able to operate in diverse international environments
- is able to apply international knowledge and competencies in one's own field
- possesses an overview of the position and importance of the profession in the international environment (Arene 2014).

#### 4.2 Multicultural framework in Soulbus Project

The multicultural competence framework to this study follows the earlier studies which have been chosen for Soulbus project's framework. It is based on five different perspectives:

1. Campinha-Bacote (1999): A model and instrument addressing cultural competence in health care.
2. Edgecombe, Jennings, Bowden (2013): International nursing students and what impacts their clinical learning: literature review.
3. Rene van der Woning (2013): A quantitative study to explore if lecturers of the Faculty of Social and Health are familiar with international competencies and use those competencies while lecturing.
4. Drabbie, Sen, Oppenheimer (2012): Integrating transcultural perspective into the social work curriculum: A descriptive and exploratory study.
5. Green, Kiernan-Stern, Bailey, Chambers, Claridge, Jones, Kitson, Leek, Leisey, Vadas & Walker (2005): The multicultural counselling inventory: a measure for evaluating social work student and practitioner self-perceptions of their multicultural competencies.

Campinha-Bacote (1999, 181 - 184) has created a culturally competent model of care which includes cultural awareness, cultural knowledge, cultural skill and cultural encounters. She defines the cultural competence in the delivery of healthcare services as "The process in which the healthcare provider continuously strives to achieve the ability to effectively work within the cultural context of the client (individual, family or community). Her "culturally competent model of health care" includes five constructs: cultural awareness, cultural knowledge, cultural skills cultural encounters and cultural desire. Cultural awareness is the process where people become appreciative and sensitive to the values, beliefs, lifeway, practices and problems solving strategies of other cultures. The awareness process should

involve going over one's own prejudices and biases towards other cultures and to move beyond cultural awareness to cultural competency. Cultural knowledge seeks and obtains an educational foundation which concerns the various world views of different cultures. The main goal of cultural knowledge is to understand the person's world view and to obtain knowledge regarding physical, biological and physiological variations among ethnic groups. Cultural skill in the culturally competent model of care is the ability to collect relevant cultural data regarding the clients' health histories with culturally sensitive approach. Furthermore, it is important to understand in cultural encounters that individuals of a certain cultural group do not present their whole culture. One individual may or may not represent the beliefs, values and practices of his culture. In addition to verbal communication, awareness of the non-verbal communication is important. In addition to the above mentioned encounters, cultural desire: the motivation to "want to" engage in the cultural competence process, is crucial when working in a multicultural environment.

Edgecombe's, Jennings' and Bowden's literature review (2013) identified factors that may impact international nursing students' clinical learning. Issues commonly cited as affecting international students are socialisation, communication, relationships, culture, unmet expectations and unmet aspirations. International nursing students' socialisation in academic, clinical, professional and social role can be difficult. It requires engagement with diverse students, staff, patients and members of wider community. The experience of lack of support, feelings like an outsiders, prejudices and racism can lead to a sense of alienation.

Communication has a vital role in multi-cultural co-operation. All forms of communication convey specific cultural and behavioural nuances that can be confusing for those who are new to particular academic, clinical and social contexts. Eg. In Finland some international students feel that staff ignore them or preclude them from learning activities due to communication difficulties. In addition, one problem is the lack of authentic relationships with home students, particularly in the academic and social settings and with staff and patients in clinical settings. Communication problems have been shown to exacerbate difficulties for international and local students in forming authentic relationships with each other. (Edgecombe et al. 2013, 138 - 142).

Culture encompasses individual students' cultures and different academic, clinical and social cultures in different academic, clinical and social contexts. There is need for all students and staff to understand the idiosyncrasies of particular cultures because international students must negotiate cultural shock and cultural adjustment in their new environments. In academic context, different pedagogical cultures can be difficult to negotiate. In clinical setting there is disjunction between western and non-western nursing practices in relation to touch where cultural and religious taboos may impact student's nursing practice. There is tendency to stereotype students from different cultures (Edgecombe et al. 2013, 138 - 142).

International students expect to forge authentic relationships with local students in all contexts but tend to wait for others to invite contact, while local students expect international students to make first contact - so expectations are largely unmet. Fear of failure places added pressure on international students to achieve expected standards in pedagogical and nursing cultures, and environments, for which they are not prepared. International students expect a level of professional support that is often not provided. Adding to the pressure is often unmet academic and nurse educator expectation that international students have better understanding of what is expected of them than is the case. International students aspire to belong and be valued in their new environment in different roles: as successful students, professionals, members of various social communities. International nursing students' aspirations of acceptance as a part of a nursing team appear to be largely unmet (Edgecombe et al. 2013, 138 - 142).

The solution to the issues rests with changing the perception of international students from a problem to an asset. Seeing international students as a resource to be understood and worked with, rather than against. A little has been done to identify and acknowledge international nursing students' attributes or to seek strategies to work with them in the clinical setting for their benefit, and for the benefit of their clinical educators and patients (Edgecombe et al. 2013, 138 - 142).

Van der Woning (2013, 54) has in his research studied the HEI teachers' experiences with international competencies. He categorized the international competencies under cultural empathy, open-mindedness, social initiative, flexibility, emotional stability and self-efficacy. His main finding was that in order to be able to interact with multicultural students, the teachers need to be aware of the multicultural society of the countries they live and work in. Being able to educate multicultural groups, the teachers should be offered both language and cultural related training. Cultural and religious aspects should be incorporated into the curriculum to enable students to gain the required competencies. However, it is important to notice that there were also teachers who were not willing to gain knowledge or skills concerning international competencies

Cultural sensitivity and intercultural skills are crucial in the social and health care professions. The health and social care professionals' work with different populations and also the HEIs should educate students to understand and think critically about cultural context. Therefore, the dimensions of diversity: cultural knowledge, dynamics of power, privilege and oppression, positionality and self-reflexivity, respectful partnership and cultural competence should be implemented in the HEI curricula (Drabbie, Sen .& Oppenheimer 2012, 204 - 205). Definition of multicultural competencies by Green et al (2005, 191) emphasizes the importance of cultural literacy, cross-cultural knowledge and skills in direct practice as



well as the person's knowledge about himself and his cultural limitations. On the basis of these five theories, the multicultural themes of the Soulbus project were defined as follows: (Hvalic-Touzery & Skela Savic 2014).

Table 3. Multicultural themes in Soulbus project

|                                 |   |
|---------------------------------|---|
| Multiculturalism                | A phenomenon that relates to the existence of multiple groups of cultures within one society.   |
| Cultural awareness              | Being aware of how your own cultural background and experiences and attitudes, values and biases influence interactions with others.  |
| Cultural empathy                | The ability to be empathic with the feelings, thoughts and behaviors of members of groups with a different cultural background  |
| Open-mindedness                 | Having an open and unbiased attitude towards members of a group with other cultural norms and values  |
| Cultural knowledge and skills   | The process by which one seeks out and obtains education about various worldviews of different cultures. Cultural skill involves learning how to do a competent cultural assessment |
| Communication and self-efficacy | Representing the level of confidence one "dares" to communicate in a foreign language e.g. when teaching or supervising foreign students  |
| Social initiative               | The ability to make contact with people from other countries  |
| Emotional stability             | The ability to deal with psychological stress in an intercultural context where different cultural and Interprofessional situations must be coped with".                            |

#### 4.3 Clinical supervision

Clinical supervision has been defined to be "Exchange between practicing professionals to enable the development of professionals skills, and opportunity to sustain and develop professional practice" or "A term used to describe a formal process of professional support and learning which enables practitioners to develop knowledge and competence, assume responsibility and the safety of care in complex clinical situations. It is central to the process of leaning and to the expansion of the scope of practice and should be seen as the means for encouraging self-assessment and analytic and reflective skills" (Bishop 2007, 15).

The definitions of clinical supervision vary, however. It can also be defined as "a process that seeks to create an environment in which participants have an opportunity to evaluate, reflect

and develop their own clinical practice and provide a support system for one another (White & Roche 2006, 214).

Supervision in "people-work" is essential as it provides a context in which a student can be supported and encouraged and it provides an opportunity for learning and professional development to be improved so that practice skills and knowledge continue to be improved (Moss 2012, 203).

#### 4.4 Supervision in social and health care Higher Education

Supervision in the field of rehabilitation, social and health care is socially defined and regulated by laws and acts. Simplified, supervision is giving or being under practical guidance. Supervision can be seen as a working method and encountering of the supervisor and the student in order to learn. During the supervision, the student will learn to manage and handle his experiences. In social and health care, supervision is regulated by laws and professional practices such as the Finnish Constitution, Local Government Act, legislation concerning social and health care professional and patients/customers and many other acts which touch patients' or clients' standing (Vänskä, Laitinen-Väänänen, Kettunen & Mäkelä, 2011, 15-16).

Supervised practice is an important issue for the entire field of social and health care higher education, since all degree curricula include a significant amount of practical placements. In the bachelor of nursing degree programme in Lahti UAS e.g. the ECTS number of clinical placements is 75, in the degree programme of physiotherapy 45 - 60 ECTS and in the degree programme of social services 45. The total amount of ECTS in the bachelor's degree in these programmes is 210. (Lahti UAS study guide. 2014). Clinical placements are set and qualified by the European Union directives in nursing education. Clinical placements also guarantee the high quality of the education and promote students' professionalism and the appeal of the profession (Häggman-Laitila, Eriksson, Meretoja, Sillanpää & Rekola 2007, 382).

In Finland nursing managers are in charge of the clinical supervision of the nursing students and all the personnel are expected to participate in it. The work place supervisors are responsible for implementation and evaluation of the student's clinical placement together with the supervising academic teacher from the HEI. To ensure the requirements of the placements, the supervisor should be willing to supervise. He needs to represent the same profession as the student does. The competence level of the supervisors vary as no general recommendations exist concerning the supervisors' working experience or the length of it e.g. Any particular education is not needed in order to be able to act as a clinical supervisor. However, earlier studies show that the clinical supervisors' pedagogical and evaluation competence is possible to be developed by supplementary education (Häggman-Laitila & al.

2007, 382 - 382). Clinical supervisors do not, however, feel supported by their managers nor by the HEI. They would like to have more time for their mentoring activities as well as closer links with the HEI before, during and after the placements. According to Ehrenberg and Häggblom (2007) an academic supervisor from a HEI can be a support for the clinical supervisor by involving them in clinical seminars where research findings and concepts - such as evidence based knowledge - can be discussed and questioned. Also more user friendly assessment documentation is needed to be able to supervise the students better. As the clinical supervisors' role is a dual one when supervising the students and carrying out patient care it is sometimes both demanding and frustrating for them - due to the pressure of clinical commitments and lack of time for the students (Kristofferzon, Mårtensson, Mamhidir & Löfmark 2012, 1252).

More information, support and feedback are needed from the HEI to support the clinical supervisors better and to enhance communication channels (Pulsford, Boit & Owen 2002, 439, 446). Although there are challenges, clinical supervisors are an important link between the HEI, students and educators (Jowett & McMullan 2006, 269; Cummins 2008, 219).

Good supervisors are needed in social and health care professions for many reasons: to guide and support the students and to structure working environment for learning e.g. Supervisors are also needed to act as role models, questioning, building confidence and for sharing learning in the working life setting. The supervisor needs to have a good knowledge base of his profession, knowledge and competences up-to-date and good motivation to be a supervisor. Personal qualifications which are needed from a good supervisor are e.g. patience, open-mindedness and good communication skills (Gopee 2011, 21 - 33). Good clinical supervision is also an effective method to recruit good personnel as it increases students' satisfaction and their wish to return to the same setting after graduation (Häggman-Laitila & al. 2007, 389).

Oinonen (1998) has studied nursing students' practical placement supervision in different stages of the studies: at the beginning, in the middle and in the end of the studies. Her results show that supervised practical placement promotes learning of nursing profession, its conceptualization and the students' individual professional growth. Learning, feedback, professional growth and meeting each other as human beings are key elements of the supervision in practical placements.

Table 4. Clinical Supervisor's Significance: good supervisors Functioning and Qualifications (Oinonen, 1998)

|                                  | Beginning of the Studies   | Middle of the Studies   | End of the Studies   |
|----------------------------------|--|---|--|
| Supervisor's significance        | support, security, care, role model  | peer support  | joint learner  |
| Good Supervisor's Functioning    | <ul style="list-style-type: none"> <li>-is being himself</li> <li>-shares issues about himself</li> <li>- states his opinions</li> <li>-wants to listen to the student's ideas</li> <li>- not too demanding</li> <li>- not too "teaching"</li> <li>-can estimate the need of supervision</li> <li>-involves in the work</li> <li>- gives assignments</li> <li>- asks for arguments</li> <li>- sees learning being also broader than daily assignments</li> <li>- provides constructive feedback in due time</li> </ul> | <ul style="list-style-type: none"> <li>-is interested in supervision process</li> <li>- wants to learn to know the student</li> <li>- does not avoid the supervision duty</li> <li>- is familiar with the student's learning goals</li> <li>- gives enough responsibility</li> <li>- demonstrates learning situations</li> <li>- encourages student's thinking</li> <li>- is able to share knowledge</li> <li>- provides constructive feedback in due time</li> </ul> | <ul style="list-style-type: none"> <li>- identifies the resources needed in supervision process</li> <li>- wants to learn to know the student</li> <li>- wants to learn to know student's learning methods</li> <li>- is familiar with the student's learning objectives</li> <li>- gives responsibility according to the student's capacity</li> <li>- helps to understand the scope of nursing</li> <li>- provides continuous and constructive feedback in due time</li> </ul> |
| Good Supervisor's Qualifications | <ul style="list-style-type: none"> <li>- positive</li> <li>- supportive</li> <li>- patient</li> <li>- calm</li> <li>- flexible</li> <li>- trustworthy</li> <li>- leisured</li> <li>- tolerates diversity</li> <li>- learns from supervision himself</li> </ul>   | <ul style="list-style-type: none"> <li>- clear in communication</li> <li>- patient</li> <li>- calm</li> </ul>   | <ul style="list-style-type: none"> <li>- open-minded</li> <li>- supportive</li> <li>- equal</li> </ul>   |

Furthermore, students' expectations for supervisors' duties and qualifications transform in the course of the studies when students get more professional competencies. At the beginning of the studies students need more basic guidance and information from the supervisors, in the middle of the studies the needs and expectations are more professional and in the end the needs and expectations are more linked to the academic aspects of the studies. During all the phases, however, the students need concrete presence and support from the supervisors. (Oinonen 1998, 92).

Table 5. Academic Supervisor's Duties and Encouraging Teacher's qualifications according to Oinonen (1998, 92)

|   | Beginning of the Studies  | Middle of the Studies   | End of the Studies  |
|---|---|---|---|
| Supervisor's Duties                     | <ul style="list-style-type: none"> <li>- choosing/recommending suitable placement</li> <li>- informing</li> <li>- supporting learning</li> <li>- supporting in conflict situations</li> <li>- starting dialogue</li> <li>- questioning</li> <li>- listening</li> </ul>  | <ul style="list-style-type: none"> <li>- enabling learning</li> <li>- informing</li> <li>- listening to the student in conflict situations</li> </ul>   | <ul style="list-style-type: none"> <li>- link to learning</li> <li>- link in conflict situations</li> <li>- supporting learning</li> <li>- encouraging learning</li> </ul>  |
| Encouraging Supervisor's Qualifications | <ul style="list-style-type: none"> <li>- recognizes student's level of competence</li> <li>- sees through explanations</li> <li>- is available</li> <li>- has enough time</li> <li>- sets realistic goals and gives detailed instructions</li> <li>- gives the student space</li> <li>- gives the student feedback</li> <li>- encourages</li> <li>- does not advise too much</li> <li>- is present in the placement environment</li> <li>- is open, calm and trustworthy</li> </ul> | <ul style="list-style-type: none"> <li>- recognizes student's level of competence</li> <li>- student's learning process is primary</li> <li>- focuses in the student's learning</li> <li>- has time for two-way discussions</li> <li>- gives the student space</li> <li>- does not act on behalf of the student</li> <li>- gives the student feedback</li> <li>- stresses practical and theoretical competences equally</li> <li>- visits the placement regularly</li> <li>- pays attention to professional growth</li> </ul> | <ul style="list-style-type: none"> <li>- is actively present in the learning process</li> <li>- recognizes the progress of the learning process</li> <li>- brings theoretical aspects to learning</li> <li>- proposes new learning objectives</li> <li>- has time for the student</li> <li>- is available</li> <li>- supports learning by sharing his opinions</li> </ul> |

Häggman-Laitila et al (2007, 387 - 390) have developed a clinical supervision model in which they suggest that the content of clinical supervision consists of support of professional development, pedagogical competence, research and development activities and collaborative working. The content under the headings include:

Table 6. The content of clinical supervision model (Häggman-Laitila et al 2007)

|   |
|---|
| <b>Support of professional development:</b>   |
| <ul style="list-style-type: none"> <li>- establishing goals</li> <li>- planning implementation of clinical practice</li> <li>- attending to implementation</li> <li>- evaluation of clinical practice</li> <li>- supporting student</li> </ul>                                      |
| <b>Pedagogical competence:</b>  |
| <ul style="list-style-type: none"> <li>- education of staff and the supervisors</li> <li>- development of learning methods and environment</li> <li>- verifying and developing quality of clinical practice and environment</li> <li>- development of content curriculum</li> </ul> |
| <b>Research and Development activities:</b>   |
| <ul style="list-style-type: none"> <li>- supervision and coordination of thesis</li> <li>- integration of thesis and development projects into clinical practice processes</li> <li>- publication activities</li> <li>- application of latest research knowledge</li> </ul>         |
| <b>Collaborative working:</b>   |
| <ul style="list-style-type: none"> <li>- networks and their creation</li> <li>- development of multi-professional cooperation</li> <li>- duties involving public relations and reporting</li> </ul>   |

#### 4.5 Multicultural supervision

Multicultural issues bring special challenges to accomplish the supervision goals (Adams 2009, 46). Multi-cultural supervision takes place when culturally different people with different ways of perceiving their social environments and experiences come together in a supervisory relationship. Awareness of cultural differences and efforts to solve cultural conflicts are crucial for effective supervision relationship as all supervisors and students bring their own individual and cultural characteristics to the relationship. Therefore, the effectiveness of supervision depends of the quality of communication between the supervisors and the students. Most multi-cultural researchers state that it is the supervisor's responsibility to take the lead in discussions about multi-cultural issues during the placements. In order to do this, the supervisor has to show a level of cultural responsiveness during clinical supervision (Kissil, Davey & Davey 2013, 190 - 191).

The cultural identity of a person is seen as a major determinant of the person's attitude towards himself, others and the world. It is not, however, only the culture that determines an individual's experience but also the position of him: the gender, the race and class in his society (Adams 2009, 43 - 44).

In all supervisory situations, it is important to create a situation of comfort and safety and in a multi-cultural supervision especially, to set a tone which allows the parties to openly and honestly talk about multi-cultural issues. The power hierarchy can nonetheless, make it

sometimes difficult in a multi-cultural supervision setting. The supervisor should have tools to acknowledge the power hierarchy and how it affects the dialogue between the student and the supervisor (Adams 2009, 43 - 44).

Multi-cultural students do have plenty of social challenges affecting their placements which local students do not have: language barriers, social isolation in the community, different gender roles and everyday habits, cost of living, different teaching and supervising methods, lacking family and even discrimination and racism (Depreeuw 2013, 58-61). Depreeuw suggests the following actions for HEIs to prevent the problems and optimize the mutual benefit of the hosting HEI and international student:

- promotion of a multi-cultural campus
- fair transparency as a base of recruitment of international students
- development of sensitivity for obstacles in the acculturation process
- formal and informal student support
- cross-cultural counselling.

Cross-cultural counselling would according to Depreeuw require from the HEI easily accessible counselling services for the international students with well-trained multi-cultural staff members and a mixed counselling team.

Mattila et al (2010) have studied international student nurses' experiences of clinical practice in the Finnish health care system. They found both positive and negative descriptions of experiences by interviewing international nursing students doing their clinical placements in Finland. Their results indicated that appreciative orientation, sense of belonging to the team, enhancing independent working, growing towards professionalism and working as a member of the team were positive experiences for the international nurse students. Furthermore, the negative experiences were related to restricted learning and compromised human dignities, which lead to negative feelings of being an outsider, decreased self-esteem, sense of giving up and anticipation of difficulties. Mattila et al. state that there is a need to develop clinical practice arrangements when the language of instruction is other than of the student. One of keys would be a successful orientation period: accepting students as team members and allowing them for independent patient care enhance professional growth. Also, the staff should take more responsibility for introducing foreign students to the patients.

Table 7. Descriptions of positive and negative experiences in clinical practice by Mattila et al (2010, 154 - 156)

| Descriptions of Positive Experiences   | Descriptions of Negative Experiences   |
|--|--|
| Appreciative orientation:<br>-becoming involved<br>-understanding what is expected from them<br>-positive attitude towards the students<br>-participation in patient care<br>-staff members' willingness to help and teach | Restricted learning<br>-diverse language related problems<br>-preventing students from meaningful learning<br>-ignoring and suspicion<br>-preventing from meaningful learning experiences<br>-leaving the students alone from the social environment<br>-suspicion |
| Enhancing independent working<br>-encouraging critical thinking and reflection<br>-continuous feedback from supervisors<br>-sharing good feedback with other staff members   | Compromised human dignity<br>-remarks about skin color and ethnic background<br>-lack of support from the staff<br>-patients refusing to be cared by the foreign students<br>-feelings of being unaccepted   |
| Sense of belonging<br>-feeling of being accepted and welcomed<br>-becoming part of the team<br>-feelings of profound satisfaction  | Feelings of being outsider<br>-having to work alone<br>-feelings of being unaccepted<br>-fear of having chosen a wrong profession  |
| Growing towards professionalism<br>-feelings of being empowered<br>-awareness of own potential and abilities<br>-feelings of being appreciated<br>-overcoming difficulties<br>-increasing amount of motivation             | Decreased self-esteem<br>-loss of courage and confidence<br>-inability to learn<br>-lack of motivation to learn  |
| Working as a member of the team<br>-experiences of independent working<br>-feeling comfortable and accepted<br>-willingness to try hard and learn more   | Giving up<br>-withdrawal and distance from the group<br>-giving up or determined to succeed<br>-"learning by watching"   |
|  | Anticipation of difficulties<br>-learning to interpret non-verbal cues from the staff and patients<br>-having to prove competence on continuous basis  |

## 5 Purpose of the thesis and research questions

This Master Thesis was a part of Erasmus LLP Soulbus project which aim is to develop an e-learning tool for clinical and HEI teacher supervisors to be better able work with students with multi-cultural background. In order to be able to develop the e-coaching tool for the working life mentors and the HEI teacher supervisor, a study on the present situation needed to be done to define the current situation in relation to multi-cultural competencies. In WP 2 of the Soulbus Project, all the Soulbus project participating countries with their working life partners were to find out about the current situation in social and health care multi-cultural students practical placement supervision to be able to develop the e-learning module for the use of the working life mentors and HEI teachers. Based on the case studies done in all



Soulbus participating universities, a case study repository was made to collect the data from the five countries and six universities.

The purpose of this Master's Thesis with a case study in Lahti UAS and Jyväskylä UAS was to find out what are the good practices already in use in the Finnish HEIs and practical placements when supervising multicultural social and health care higher education students in clinical settings and what are the main needs challenges in the supervision process.

Research questions of the study:

1. What are the needs and challenges when supervising multicultural social and health care higher education students during the practical placements?
2. What are the best practices in use when supervising multicultural social and health care higher education students during the practical placements?

## 6 Methodological background

### 6.1 Qualitative research approach and case study

The basis of qualitative research is to describe real life and phenomena in order to find new information. The nature of qualitative research to describe a real, actual, diverse life situation or phenomena. Qualitative research aims at searching information in a comprehensive way. A typical feature when doing qualitative research is to get information from people. An open discussion, theme interview, participating observation and group interview are good methods when collecting data for qualitative research. It is characteristic for qualitative research that it is always unique and the research cannot be repeated as such again (Hirsjärvi, Remes & Sajavaara 2004, 152 - 155). Qualitative approach was a natural choice for Soulbus project as the need was exactly to map the clinical- and teacher supervisors' current situation and challenges regarding multicultural students' supervision process.

Case study can be defined as " A detailed examination of a single example for a class of phenomena. A case study cannot provide reliable information about the broader class but it may be useful in the preliminary stages of an investigation since it provides hypotheses, which may be tested systematically with a larger number of cases" (Flybjerg 2011, 301). Case study method is an approach to studying a social phenomenon through a analysis of an individual case. The case itself can be a group, a person or a society. Through a case study and intensive analysis, generalizations may be made that will be applicable to other cases which are same type (Kumar 2005, 113).

According to Yin (1987, 23) case study method often uses diverse data which has been collected in many versatile ways, to analyze a certain occasion or activity in a delimited environment. Cohen, Manion and Morrison (2000, 181) state that it can provide a unique example of real people in real situations, penetrate situations that are not always susceptible to numerical analysis and establish cause and effect in real situations. In a case study a researcher can learn from one particular case and by observing a single case a multi-faceted phenomenon can be analyzed. According to Metsämuuronen (2006, 91 - 92) a case study can be understood as one of the essential data collection strategies as almost all qualitative research strategies approaches use case study method. Only the data collection method and the target of the research vary.

In Soulbus setting the case study meant that information and experiences were gathered from Jyväskylä and Lahti UAS teacher supervisors, working life partners (clinical supervisors) and students who have multicultural experience. The Soulbus project staff in Lahti and Jyväskylä had previous experience with the working life partners who offer clinical placements for the multicultural HE students and with the help of the case study the meaning was to develop the co-operation between working life and HEI. The aim was to map the current situation and common practices for HEIs and working life partners to organize practical placements for students and guide them during their placements and learning process. The themes for data collection included the following areas: multiculturalism, cultural awareness, cultural empathy, open-mindedness, cultural knowledge and skills, communication and self-efficacy, social initiative and emotional stability.

Using the data collected by each partner pair, two real-life situations were formulated into cases describing their current situation in multicultural students' supervision and model of cooperation including their observations and experiences of factors that may facilitate or impede the successful management of the practical placement process.

## 6.2 Participants

The group of the interviewees consisted of 14 persons who were clinical supervisors, HEI teacher supervisors and students (either international students or students who have international exchange experiences during their studies). The participants were chosen by non-random sampling because there was a need to interview relevant and applicable persons who are involved in student supervision. Three of the teacher supervisors had 2 - 5 experience in mentoring and teaching international students. Two of them had more than five years' experience. The clinical supervisors had 4 - 10 years' experience in supervising the international students in a clinical setting. The student interviewees were 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year

bachelor level students who were either studying in the UAS English taught degree programmes or had done part of their studies - clinical or practical - in exchange outside their own countries.

Table 8. Participants' demographic data (n= 14)

|                       | JAMK UAS | Lahti UAS | Total |
|-----------------------|----------|-----------|-------|
| Clinical supervisor   | 2        | 2         | 4     |
| Teacher supervisor    | 3        | 2         | 5     |
| International student | -        | 2         | 2     |
| National student      | 3        | 0         | 3     |
| Total                 | 8        | 6         | 14    |

### 6.3 Data collection method

The data in this research was collected in two group interviews in January 2014 with a help of a semi-structured questionnaire form (Appendix 1). An interview is interaction which has the characteristics that it is planned beforehand and initiated by the interviewer. Furthermore, the interviewer often needs to motivate the interviewees and be familiar with his role (Metsämuuronen 2013, 113). In this case study, a group interview was been chosen as the data collection method as during the interview it was possible to interpret the questions and specify the questions. Also, good practices and examples were needed and an interview is an excellent method in that case.

A focus group is "a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being focused on a given topic". Participants are, therefore, selected according to the criteria that they are expected to have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other. Their knowledge of the study area is also an important factor. One of the distinct features of focus-group interviews is its group dynamics; hence the type and range of data generated through the social interaction of the group are often deeper and richer than those obtained from one-to-one interviews (Rabiee 2004, 655 - 656). Focus groups have been commonly used in market research since the late 1960's (Bloor, Frankland, Thomas & Robson 2001, 2) and therefore a focus group interview was a good choice for Soulbus project's end-product (the e-learning module) development as the end-users will be representing same professionals who attended the focus group interviews.

The semi-structured questionnaire form was designed by Slovenia partner Jesenice School of Health as they were in charge of the WP2 (mapping the current situation) of Soulbus Project. The multicultural competence framework chosen to this project (see chapter 4: theoretical background) were used to form the interview themes and the questions. All participating universities and working life partners had the opportunity to comment on the questionnaire form before the interviews took place.

The data was collected by recording the interviews as well as by asking the participants to fill in a "Demographic Data Questionnaire" (Appendix 2) where the relevant background information of the interviewees was being asked. Background data on internationalization at Lahti and Jyväskylä UAS was gathered to be able to understand the phase of internationalization as well as to be able to draw up the semi-structured interview questions.

In addition to that, all interviewees filled in a "Consent Form" (Appendix 3) where they agreed to participate in the study and confirm understanding the purpose and context of it. All the interviewees were also provided with a "Participant Information Sheet" (Appendix 3) where the purpose of the study was explained in details.

The two group interviews lasted 2 hours (Lahti UAS) and 1, 5 hours (Jyväskylä UAS). The interviews were recorded and afterwards transcribed. Lahti UAS interview was carried out in English, Jyväskylä UAS interviews in Finnish. The Jyväskylä data was translated into English when transcribing the data. The transcribed data consisted of 70 pages of text (Trebuchet MS, size 10) from the two interviews: 38 pages from Lahti UAS interview and 32 from Jyväskylä UAS interview.

#### 6.4 Data analysis

A qualitative case study was used to collect data and reinforce the cooperation between the working life partners and Lahti and Jyväskylä UAS to systemize and standardize methods and practices for improving the organization and quality of practical placements for students with multicultural background. The data were collected in January 2014. Qualitative data is often been analyzed by content analysis which aims for a general and summarized description of the phenomenon (Kyngäs, Vanhanen 1999, 4). The data of this research was analyzed using both deductive and inductive content analysis methods.

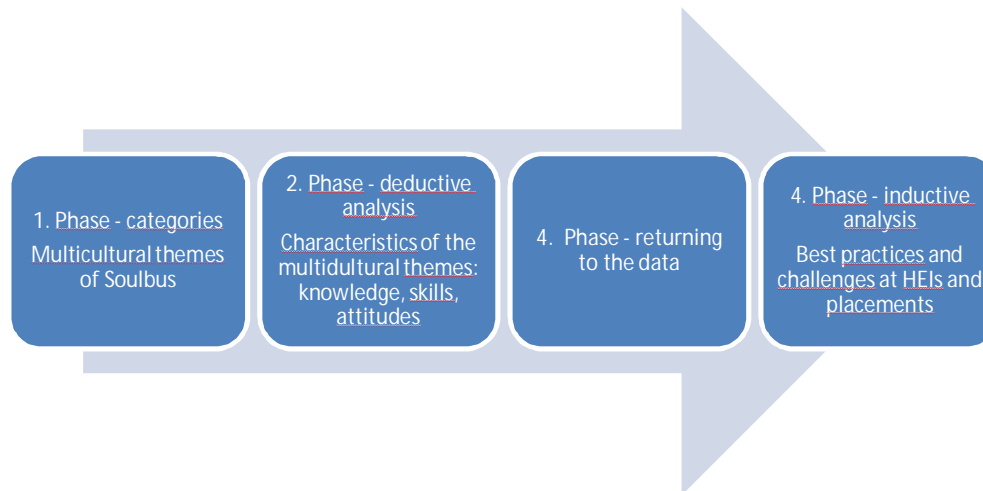


Figure 1. Thesis data analysis process

In this research, the data was analyzed in two different phases. Firstly with a deductive analysis method where the data was categorized under the following themes which arose from the Soulbus project multicultural framework:

1. multiculturalism
2. cultural awareness
3. cultural empathy
4. open-mindedness
5. cultural knowledge and skills
6. communication and self-efficacy
7. social initiative
8. emotional stability

In deductive analysis method the categories are based on existing framework which can be a theory or concept. When listening at the interviews, transcribing the data and reading the transcribed data, there were three clear main categories that arose from the participants' interviews: knowledge, skills and attitudes related to the supervision situation of the multicultural students. Therefore, in the deductive analysis phase it was a very natural choice to categorize the findings under these themes. In Chapter 7, "Research Findings" the findings are illustrated in figures.

In the second phase of the data analysis process, the researcher returned to the transcribed data and it was analyzed again, now using inductive content analysis. In this analysis method number of occurrences of certain themes is not emphasized but rather the findings relevant information related to the research question. In the inductive method, the analyzing process

starts from the singular to general and the theory is formed from the new information acquired. The important element in inductive content analysis is to analyze the data with the informants' perspective in mind. Inductive content analysis has, however, been criticized for not being totally objective. It is also inevitable that the researcher brings his own prejudices and perceptions in the research process which can have an effect on the research (Tuomi & Sarajärvi 2009, 95 - 96).

Tuomi & Sarajärvi (2011, 108) introduce the inductive content analysis process by dividing it into three stages: selective reduction, clustering and creation of theoretical concepts. In this study in the second analysis phase, all the transcribed data were collected and clustered in into a paper format. After that the data was reduced with the research question in mind to concern only the limited research area and all the non-relevant information was left out. The following table shows an example of how the inductive data analysis proceeded.

Table 9. Example of inductive data analysis process

| Original quotes  | Coding  | Sub-categories   | Categories  | Main theme  |
|--|---|--|---|---|
| "The placement experience was not that good because of the language..."  | Student's experience at the placement   | Negative clinical placement experience because of the language problems                                      | Challenges and importance of English language         | C<br>O<br>M<br>M<br>U<br>N<br>I<br>C<br>A<br>T<br>I<br>O<br>N |
| "I feel that the language is a problem. Supervisors do not dare to speak English..."   | Supervisors' diffidence in using English  | Supervisors' inadequate English language skills  |   |   |
| "... then you try to express yourself in Finnish which is again very hard...so the language is a big issue"  | Supervisors using Finnish with the multicultural students                                 | Supervisors using Finnish language with degree programme students  | Challenges and importance of Finnish language         |   |
| "Implementing Finnish language in the curriculum as much as possible would be really important"  | Teacher supervisors expressing the need to add Finnish language studies to the curriculum | Lack of Finnish language studies in the curriculum of multicultural degree students                          |   |   |
| "It is cultural sensitivity that you need to understand gestures when somebody comes from other countries, it is important to understand non-verbal communication" | Supervisors experience of the importance of non-verbal communication                      | Use of non-verbal communication with multicultural students when Finnish language skills are not good enough | Challenges and importance of non-verbal communication |   |
| "I think that non-verbal communication is the most important thing for foreigners"   |   |  |   |   |

The two different analysis methods ensured that the research questions were answered and that the data was analyzed thoroughly considering different points of views. In deductive analysis method there may remain data that cannot be categorized under the chosen themes and therefore is reasonable to analyze again with inductive method (Tuomi & Sarajärvi. 2009, 113).

## 7 Research findings

The deductive research findings were categorized under knowledge, skills and attitudes which arose clearly from the respondents' answers.

### 7.1 Multiculturalism

In this research multiculturalism is defined as "A phenomenon that relates to the existence of multiple groups of cultures within one society".

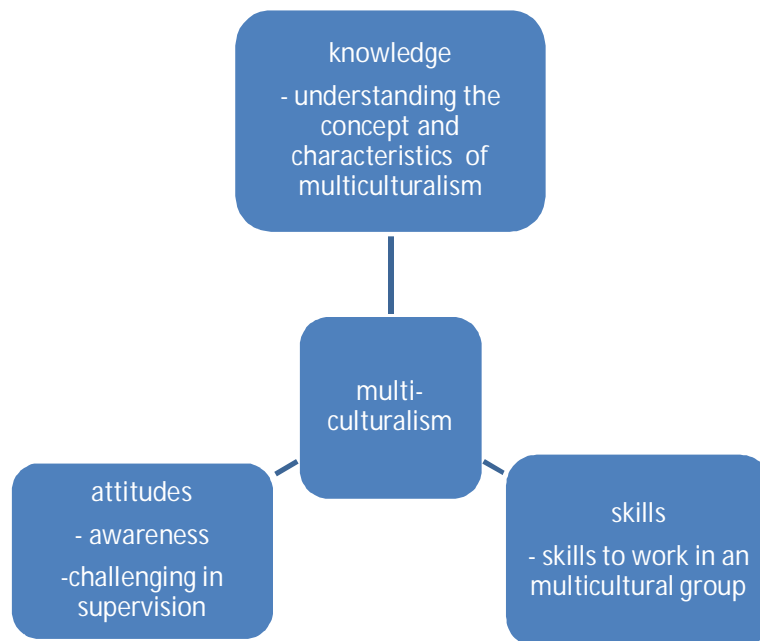


Figure 2. Characteristics of multiculturalism

The characteristics of multiculturalism appeared in three themes: knowledge, where the participants stated that they understand the concepts and characteristics of the phenomenon of multiculturalism, attitudes which appear as multicultural awareness as well as



multicultural students bringing challenges to the supervision. Multicultural skills appeared as an ability to work in a multicultural group.

The respondents described that multiculturalism means respect and awareness for cultural differences as well as understanding the concept of it. The concept of multiculturalism was familiar to the respondents.

*“For me multiculturalism “multi” is many and “culture” includes someone’s beliefs, gods, religions, food, language, casts, groups. People living in the same community can be multicultural. It is not only language but it covers all areas of live beliefs, activities. It could be individual and society level thing” (Student, Lahti UAS).*

*“Associating, working and studying with people from different races, regions, cultures, countries. Everybody has their own culture but you try to work together. “Multi” brings more and it means different things” (Student, Lahti UAS).*

*“Multiculturalism is complex, not only people from other countries but also various national cultures e.g. in Finland cultures differ between north, south west and east what comes to language, eating habits, building or cooperation traditions” (Clinical supervisor, Lahti UAS).*

Also patients and clients were mentioned when describing the importance of multicultural competence skills when working with students and clients.

*“Multiculturalism means that in a group there are persons from different cultures and how to work with them. It includes that also clients come from different cultures” (Teacher supervisor, Lahti UAS).*

*“Today we have to take multicultural understanding into account although it’s not easy. What does it mean to meet and support these clients? How client centredness is achieved? What comes from culture and what comes from the other things?” (Teacher supervisor, Lahti UAS).*

The supervisor’s own attitude also plays a major role, supervising multicultural students’ needs open-mindedness and positive attitude towards multiculturalism from the supervisors.

*“When I started working with international students, I did not know what it would bring. Kind of braveness is needed, it challenged me into something special” (Teacher supervisor, Lahti UAS).*

## 7.2 Cultural awareness

In this research, cultural awareness is defined as “ Being aware of how your own cultural background and experiences and attitudes, values and biases influence interactions with others” .

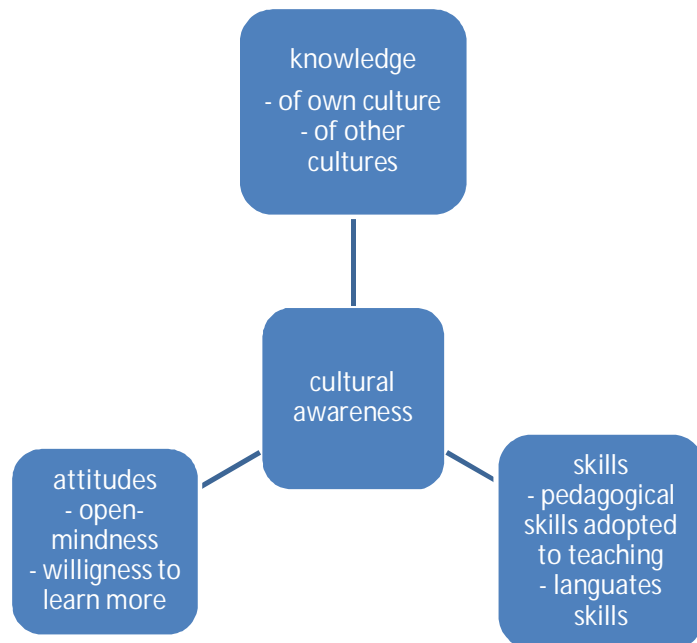


Figure 3. Characteristics of cultural awareness

The characteristic of cultural awareness appeared as knowledge of one’s own culture and other cultures, open-minded attitude towards multicultural students and willingness to learn more from other cultures. Skills appeared as pedagogical methods that were adopted to teaching as well as foreign language skills.

Having knowledge about one’s own culture and other cultures was seen important when supervising multicultural students or doing clinical placement outside the own cultural environment. Cultural awareness is perceived as elementary in understanding cultures and multiculturalism.

*“We Finns should have knowledge about our own culture as well - to understand how it affects our behaviour” (Clinical supervisor, JAMK UAS).*

*“When I started studying in Finland, I was the only foreigner in the group. The learning system was so different to me. I would have needed more guiding regarding to the study system. The rules should simply have been explained for foreign students. At first I felt really lost - all the info was just too much for me” (Student, JAMK UAS).*

According to the respondents, to become and stay culturally aware, relates with one's personal attitudes, interest and experiences on other countries. Cultural awareness challenges to understand cultural differences. Individual interest in different cultures was mentioned by many of the respondents. The participants also expressed a wish to be culturally aware and interested and open to other cultures. They were interested and willing to learn more from other cultures.

*“I would like to say that I am a very culturally aware person. I don't know if I am. Still I understand that there it's a lot to learn and I am willing to learn more” (Teacher supervisor, Lahti UAS).*

*“In my hospital only very few colleagues are committing to be the tutor because they are so afraid to speak English and take the responsibility. They welcome international students and say hello, but other than that they are often quite passive. Of course, it's extra work taking the international student but in my opinion I also learn a lot from the students” (Clinical supervisor, JAMK UAS).*

Knowledge about cultural differences helps understanding cultural awareness. Awareness of cultural differences can be shown as a pedagogical skill adapted to teaching.

*“We use many activities in class trying to facilitate the cooperation between international and local students but it seems that out of classroom, it is not so easy for international students to spend free time with local students. However, we also are active in organizing different kind of relaxed activities with international students to show them Finnish culture and traditions and also learn from their background cultures” (Teacher supervisor, JAMK UAS).*

To become and stay culturally aware relates with one's personal interest and experiences on other countries and ways of life. Cultural awareness challenges understanding cultural differences.

*"I have always been interested in other countries and other ways of life. In spite of many and long enduring experiences I feel that I have to learn more. I have travelled around with my parents since I was 7 years old. I´m not shy or against anything. I got used to different kind people, colours, religions. It´s normal life. I have grown in it (cultural awareness)" (Clinical supervisor, Lahti UAS)*

### 7.3 Cultural empathy

In this research, cultural empathy is defined as "The ability to be emphatic with the feelings, thoughts and behaviors of members of groups with a different cultural background".

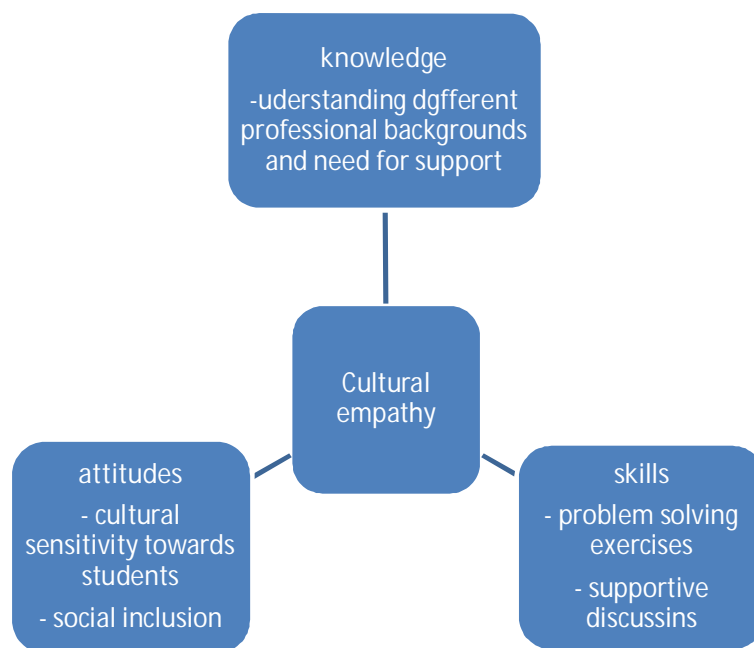


Figure 4. Characteristics of cultural empathy

Characteristics of cultural empathy appeared as knowledge to understand different professional backgrounds and the different needs of support it brings to the supervision process. Attitudes appeared in cultural sensitivity towards students as well as willingness to promote social inclusion. Skills used to promote cultural empathy were described as problem solving exercises and supportive discussions e.g.

Cultural empathy was considered as an important and challenging topic in the teachers' and mentors' work. Students' cultural background was taken into consideration in one-to-one tutorials and practice placement discussions. Knowledge and understanding different professional background and the different need for support was considered important. Multicultural students' supervision was considered to be different and more demanding for the clinical and teacher supervisors. Also students expressed their opinions that the supervisors should have skills and knowledge to be emphatic and understanding when supervising multicultural students.

*"It's a difficult question. I think that we do and we don't (take the students' backgrounds into consideration). We talk with every student individually about the study plans and curriculum. We do not use exercises but discussions" (Teacher supervisor, Lahti UAS).*

*"Supervising multicultural students is really different from the local ones. You need to have more time as the environment is different and the need for support is different. The multicultural students need more support and the clinical supervisors should understand that. Otherwise the students get the feeling that they are left alone" (Student, JAMK UAS).*

*"We have tried to take cultural backgrounds into account but we still have to use more knowledge." (Teacher supervisor, Lahti UAS).*

*"Students who come from Europe have the same professional background in physiotherapy. Therefore I mostly take notice on professional things with them. Students are one to two weeks in our placement and we can't go so deep how they do in their culture. But it is good to start thinking about it" (Clinical supervisor, Lahti UAS).*

Practice placement supervisors' cultural empathy demands vary depending on how different culture exchange students come from. The students found presentations and common problem solving assignments/exercises supporting in their studying. They mentioned that discussions were mostly used in multicultural related issues. Discussions were found positive and supportive, the topics vary from students' own cultural background to international nursing and health care system comparisons.

*"In our class we have sometimes discussions with our teacher e.g. about health promotion, wellbeing and cultural differences and how to put these together.*

*It's not only to take your own culture into consideration but also the patient's" (Student, Lahti UAS).*

*"So we deal these things through nursing practice, patients and also thought the small international student group. I think I have not seen any special techniques but normal discussions where this empathy is considered" (Student, Lahti UAS).*

*"During the first year we made also a presentation on multicultural/transcultural nursing and it was so good exercise. I made this exercise with another student" (Student, Lahti UAS).*

Positive attitudes towards the students - such as culturally empathetic welcoming, interesting and discussing atmosphere at school and placements - were considered important by the students. The supervisors also changed their behaviour and discussion style according to the composition of the group.

*"I feel that am not excluded from the group but I found that people are very interested in having people from other cultures. I feel myself very welcome at hospital and at school where there are many multicultural groups. Also my own class is multicultural" (Student, Lahti UAS).*

*"I think we are more sensitive when we have foreign student in our office. We don't` joke about things which may be unconventional" (Clinical supervisor, Lahti UAS).*

#### 7.4 Open-mindedness

In this research, open-mindedness is defined as “Having an open and unbiased attitude towards members of groups with other cultural norms and values” .

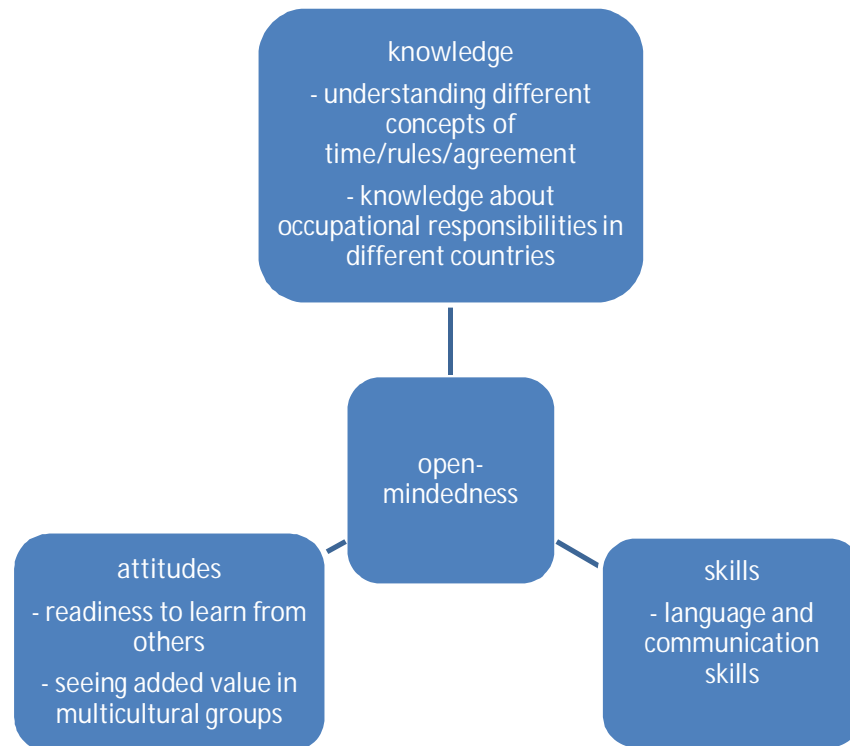


Figure 5. Characteristics of open-mindedness

Characteristics of open-mindedness appeared as knowledge of being conscious with the multicultural students' different concept of time, their cultural way of obeying rules and their commitment to mutual agreements. The readiness to learn from others as well as understanding the added value in multicultural groups appeared in the respondents' attitudes. Language- and communication skills were seen important again.

Teachers and mentors saw cultural and learning experiences and practices of incoming students mainly as an asset, as an added value for the students and the profession. They had positive attitude towards multicultural student groups and both students and teachers were ready to learn more from them.

*“Thinking of nursing, it’s good that we have students from different countries. Most of the Finnish students see they can learn more in the international groups” (Teacher supervisor, Lahti UAS).*

*“I think that there is an added value in the international groups” (Teacher Supervisor, Lahti UAS).*

Teachers had cultural knowledge and they were aware of the different learning styles, concepts towards time, professional rules and agreements in different cultures which effected supervising and learning styles.

*“I’ve been thinking how the international groups differ from the Finnish groups. International students ask a lot of questions and are willing to discuss things a lot. I haven’t seen problems in group works, but the international students are not so willing to listen to the presentations or lectures. They’d rather discuss” (Teacher supervisor, Lahti UAS).*

*“Spanish students have a very good medical knowledge, much better than the Finns. But their practical skills are not as good because nurses’ responsibilities are so different in Spain and in Finland. In Spain relatives take care of washing the patients e.g. We explain them that this is the way how things are being done in Finland” (Clinical supervisor, JAMK UAS).*

*“Naturally there are also challenges like the timetable, starting times. The late ones are often Finnish students but many foreign students also arrive late... So it depends. I can’t say if it is more a cultural or individual question” (Teacher supervisor, Lahti UAS).*

Language and communication skills turned out to be the biggest issue, which can cause stress and anxiety both to foreign origin and Finnish students. Teachers and mentors did not prefer students coming from some specific countries. The overall interest towards international students was mentioned. However native English speakers were seen as an asset raising the level of language skills.

*“Thinking of the language I prefer some native English speakers from the USA or UK in the group. It’s the same where students come from but it’s easier to learn in such a group. So my preference comes from the language issue” (Teacher supervisor, Lahti UAS).*



*“At the school Finnish students are sometimes stressed to use English, which cause some kind of problem because the others did not know Finnish. There are naturally many kinds of Finnish students, but maybe the language makes barrier to some” (Teacher supervisor, Lahti UAS).*

*“I did not face any serious problem that I would call a problem, everything went all right with me in the placements. However communication was a problem because you wanted to have good information and maybe you had a mentor who cannot do it so clearly because of the language barrier. If you e.g. wanted to give a patient medication there can be a problem, because you speak English but cannot use Finnish so perfectly” (Student, Lahti UAS).*

## 7.5 Cultural knowledge and skills

In this research, cultural knowledge and skills are defined as “The process by which one seeks out and obtains education about various worldviews of different cultures. Cultural skill involves learning how to do a competent cultural assessment” .

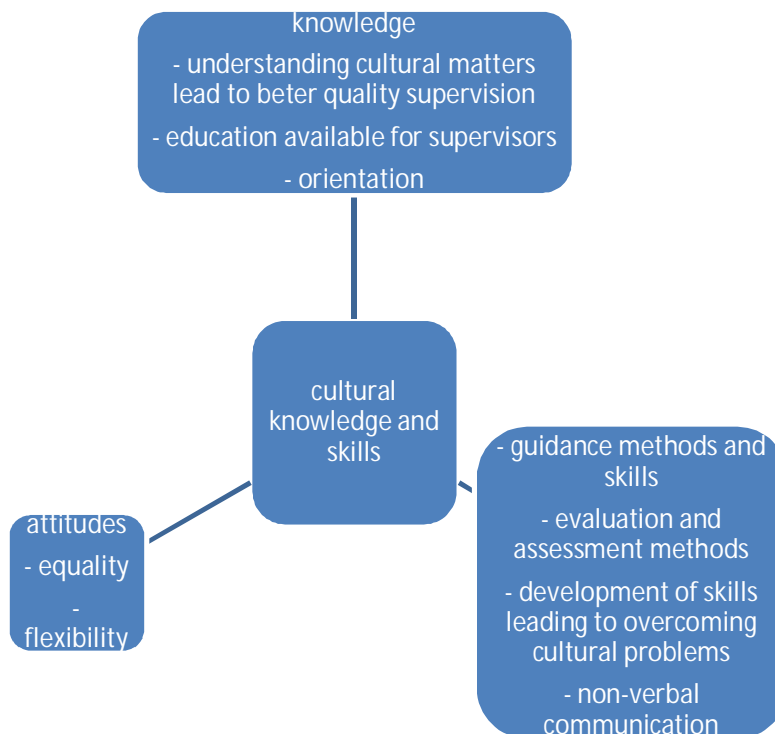


Figure 6. Characteristics of cultural knowledge and skills

Characteristics of cultural knowledge and skills appeared in knowledge so that the supervisors knew that understanding cultural issues would lead to better quality supervision. Education and orientation were seen important. Skills appeared in the need for guidance methods, evaluation and assessment methods, development of skills leading to overcoming cultural problems as well as non-verbal communication skills. Equality and flexibility were seen important attitudes towards the multicultural students.

Supervising multi-cultural students requires special skills - such as guidance, evaluation and assessment methods - from the clinical placement supervisors. Also, being able to understand non-verbal communication is an important skill when supervising multicultural students. Development of these skills leads to overcoming cultural challenges.

*"We should learn to guide the students in a way that they would not be afraid to ask questions and we would use such guidance methods which help the student to "digest" what are the really important rules and what issues may be negotiated" (Clinical supervisor, JAMK UAS).*

*"After training we discussed with the students in the class about the experiences, where I noticed how stressful and tired many of my student colleagues were. It's a quite common feeling that the difficulties come from language, culture, supervisor's role. I don't feel like that stress way myself. I think that all of my friend students are aware and they know about cultural competences but they lack skills. Maybe the supervisors don't know how to support them to develop their skills" (Student, Lahti UAS).*

*"Sometimes the students get the feeling that he is stupid when he cannot speak the language (English or Finnish). We should not flatten them because that is not the issue. We should think about different evaluation and assessment methods for international background students" (Teacher supervisor, JAMK UAS).*

Culture was seen as a major force in shaping behaviour, values etc. Culture was also seen as an important factor determining service delivery. In the informants discussion understanding cultural matters better could lead to better quality assessment and flexibility in care. Multicultural education for supervisors and good orientation for the students before the placements were considered important. However, a clear point of development is to increase multicultural discussions in practice placements.

*“I have to give credit to JAMK UAS, the students who come to study at our clinic have a basic idea about Finland and the health care system when starting the placement” (Clinical Supervisor, JAMK UAS).*

*“We have developed a “Guide in English” course for clinical supervisors to supervise the multicultural students. We also provide the clinical supervisors with supporting material: a list of suggestions how to provide the students with relevant tasks when the supervisor has other issues to deal with. We are also in the process of developing an international student’s guide model for supervision. Multicultural student’s evaluation process will be included in the model as well” (Teacher supervisor, JAMK UAS).*

*“We were recently talking about culture with the colleagues when one said that “culture is like a window, through which you watch the world”. According to this culture is a major force” (Teacher supervisor, Lahti UAS).*

*“I had no orientation, I just started to work with the patients. I am bilingual and the supervisors did not consider me as a foreigner. But it was tough at the beginning to translate everything in your mind. I learned a lot but it was so tough, also for the supervisors. I also asked them to give more time to me but they could not” (Student, JAMK UAS).*

Students were satisfied with the teachers’ way of working, language skills and multicultural related teaching and practice placement support before, during and after the clinical placements.

*“Thinking about discussion and where it should be definitely more in practice placements. I would like to say that it is an area without multicultural discussion at the moment, because there are very few foreign people working at the hospitals” (Student, Lahti UAS).*

Equality and flexibility were considered important. Teachers wished to work in the same way with international and local students, which were supported by their own assessment and students’ feedback. Mentors referred to exchange students’ and mentor’s observing and lightened roles due to language barrier and short duration of exchange. Also, the students felt that they were treated similarly and equally both at school and at placements.

*“I haven’t been thinking this so much before. I think I would do the same things with the Finnish and foreign students, one important thing is to teach*

*them to work in the same way, if I worked very differently during the first semester with the foreign students the other teachers would have it difficult to continue, it's important to keep it the same way with both of the student groups" (Teacher supervisor, Lahti UAS).*

*"It's quite hard to evaluate your own work but I try to work the same way with Finnish and exchange students. I have also got positive feedback from our exchange students in the evaluation sessions" (Teacher supervisor, Lahti UAS).*

*"I think I can lead Finnish students deeper to client situations and life issues. Students who come to see how we do physiotherapy in Finland, are more observers because the language is the problem. I can't explain everything what client says to me mentor" (Teacher supervisor, Lahti UAS).*

*"I don't think they treat us differently because we are foreigners. There can be a problem if you are sent to a placement where there has not ever been an exchange student or other foreign student. Naturally the colleagues and patients treat you as a normal person after a while but at first it may be a shock. Also at the school I feel treated equally with my Finnish student colleagues, with whom we work and study together and try to understand one another's behaviours" (Student, Lahti UAS).*

*"With language I think flexibility has played some role. I don't feel to be excluded from the working group, but it's just me who did not understand so they try to include me, that come here and listen we try to help you. But they don't' exclude you" (Student, Lahti UAS).*

## 7.6 Communication and self-efficacy

In this research, communication and self-efficacy is defined as “the level of confidence one “dares” to communicate in a foreign language e.g. when teaching of supervising foreign students”.

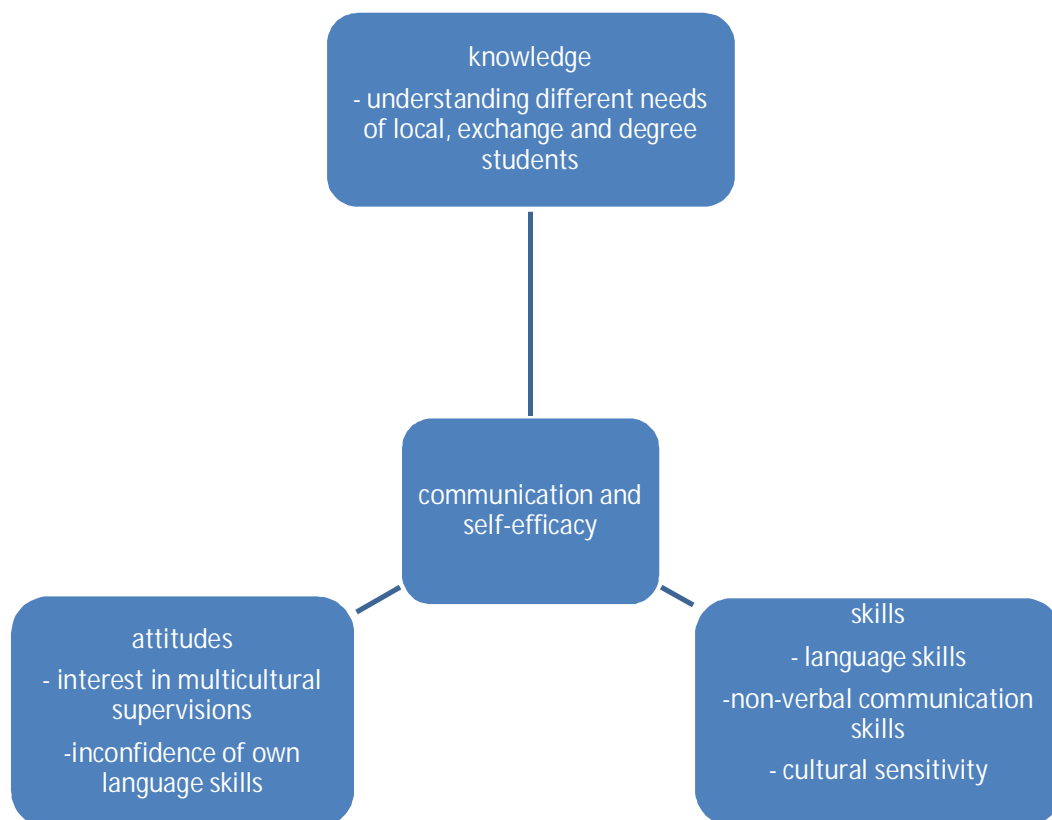


Figure 7. Characteristics of communication and self-efficacy

Characteristics of communication and self-efficacy appeared as knowledge of the difference of degree students' and exchange students' needs. Language skills, non-verbal communication skills and cultural sensitivity were seen important. Furthermore, an interested and open-minded attitude towards multicultural students was considered important. Own language skills were estimated poor and the attitude towards it was unconfident.

Clinical supervisors seem to under-estimate their language skills and do not always have the courage to interact in English. Non-verbal communication and its importance were also mentioned by the teacher supervisors. Language and communication skills at the practical placements was seen a clear point of development. The multicultural students even sometimes felt “stupid” because they could not communicate in an academic level with their supervisors.

*“It’s said that language makes some 30 % of the whole communication and 70 % is non-verbal. Naturally language is very important in teaching as well as non-verbal communication and how to understand that. It’s also important that you are interested, so it’s about attitudes too” (Teacher supervisor, Lahti UAS).*

*“I think we need every kind of communicative skills but how to say it. It’s cultural sensitivity that you need e.g. you need to understand gestures when somebody comes from other countries so it’s, reading non-verbal communication” (Teacher supervisor, Lahti UAS).*

*“I would need some more English language teaching to be able to learn more medical vocabulary” (Clinical supervisor, JAMK UAS).*

The multicultural students mentioned the need for the supervisors and the placements to understand the different starting points and professional needs of local, degree and exchange students. An important notice was that exchange students who come to Finland and do the placements for a short period of times have different needs what comes to the language. Degree students need to learn Finnish to be employed in Finland but the exchange students are not expected to do so. Also, one teacher reported feelings of limitation when supervising international students in English language.

*“The placements at hospitals are really demanding for all students and double demanding for students doing it in a foreign language. They need to learn the clinical skills and even in a foreign language. It is tough!” (Student, JAMK UAS).*

*“The exchange students and degree students are totally different cases. It needs to be underlined for the degree students that unless they learn the Finnish language, they have no chances to get employed in Finland” (Student, JAMK UAS).*

It is very difficult to find supervisors for multicultural social and health care placements. Staff is very busy and multicultural supervision is seen as extra work. It seems to be only few staff members who are committed to multicultural supervision and often because of their own interest in multicultural issues. Uncertainty of own language and communication skills makes multicultural student's supervision even more challenging.

*"Foreign students are an issue (at the working place). We are altogether 150 nurses at my ward in three shifts. But only three or four of us supervise the multicultural students. The others just politely refuse to...supervising the multicultural students gives you a lot but it also takes a lot of energy and time" (Clinical supervisor, JAMK UAS).*

*"I feel that is (language) a problem - supervisors do not dare to speak English. Many can but they do not have the courage...Supervising the foreign students is not everyone's duty, the ones who then do it get stressed on their job" (Clinical Supervisor, JAMK UAS).*

*"There is a language barrier in practice placements. But again, it's a matter of how active and open the student is. If she is not active, she can't learn. If a student is open-minded and eager to learn, not too shy to express her feelings and thought. In learning matters it's up to the student. But both, student and supervisor should be active, open-minded and have good communication skills" (Student, Lahti UAS).*

*"Casual and relaxed communication with the supervisor is essential. That you dare to ask, and also tell your opinions to the supervisor. E.g. that please show me this issue like this and I will learn better" (Student, JAMK UAS).*

## 7.7 Social initiative

In this research, social initiative is defined as “The ability to make contact with people with other countries”.

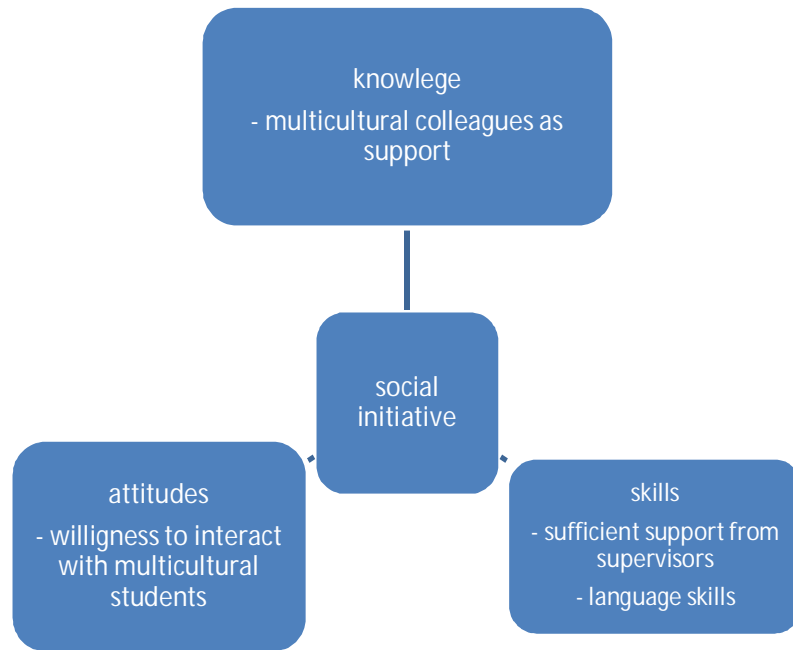


Figure 8. Characteristics of social initiative

Characteristics of social initiative appeared as understanding that multicultural colleague can be supporting in the multicultural student’s supervision. The students needed sufficient support and adequate language skills from the supervisors. Willingness to interact with multicultural students was seen important.

Teachers’ support provided to international students was considered sufficient and satisfactory by the students. Again, the language skills were seen as the biggest challenge for good supervision.

*“According to the experience I’ve had up to now the biggest challenge we students face is the language, especially what comes to practice placements. If we are very fresh here in Finland and we have to study practice, and we get a mentor who is not so perfect in English and we try to express what we’ve already learned...you face of the language barrier...you try to express yourself in Finnish, which is again very hard... so the language is the big issue”  
(Student, Lahti UAS).*



Some supervisors had willingness and ability to interact with multicultural students also outside the ward and placement surroundings.

*“I have even given my private phone number to the foreign students. I have offered them sauna and dinner at my home with the family” (Clinical supervisor, JAMK UAS).*

In order to be able to increase the multicultural knowledge, it was mentioned that colleagues who have multicultural background could also be a resource for the students and patients at the placements.

*“When I started all the colleagues were Finns. Now we have staff from Germany, Russia, Estonia...There are different ways to encounter patients and we should learn from these colleagues with multicultural patients and students” (Clinical supervisor, JAMK UAS).*

## 7.8 Emotional stability

In this research, emotional stability is defined as “The ability to deal with psychological stress in an intercultural context where different cultural and Interprofessional situations must be coped with”.

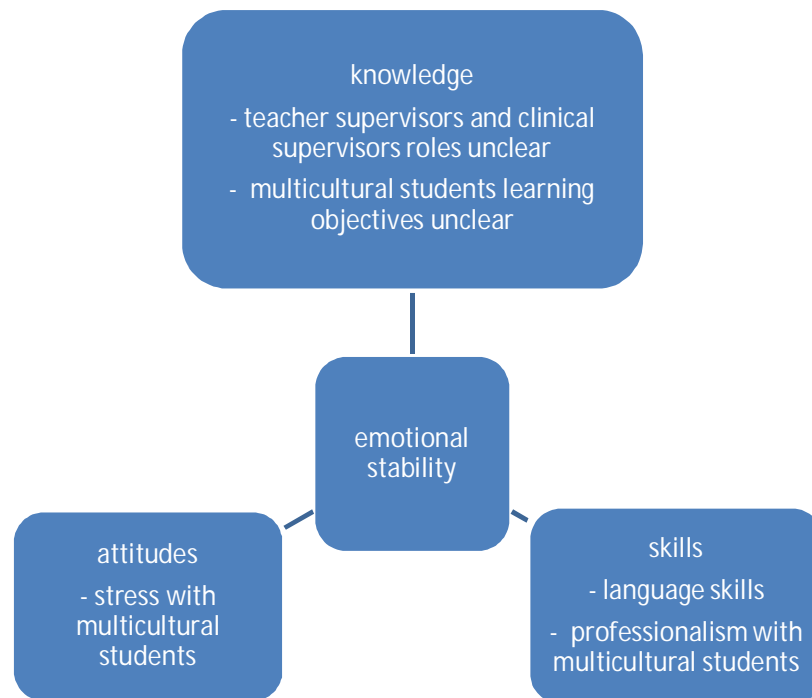


Figure 9. Characteristics of emotional stability

Characteristics of emotional stability appeared as lack of knowledge of the roles of teacher supervisors and clinical supervisors. In addition, multicultural students' learning objectives were not clear to the supervisors. Furthermore, language skills as well as professionalism with multicultural students were considered important. Multicultural students were experienced stress-adding among the clinical- and teacher supervisors.

Teacher supervisors and clinical supervisors roles seemed not always be clear. The clinical supervisors sometimes felt that they had more responsibility with the multicultural students than they wished for, and that caused stress. The main task at work was seen to be a professional but with multicultural students they needed to be more “teachers” than supervisors. Furthermore, teacher supervisors had difficulties with multicultural students when their curriculum or learning objectives were not clear enough. Lack of clinical placements also caused stress for the teacher supervisors.

*"I feel like I`m not teacher but probably I became kind of teacher. But if I have a Finnish student I feel that we are like colleagues. But with foreign students I became more like a teacher. Now it sounds little bit bad way, but I don`t mean anything bad. I mean that I`m more professional. In physiotherapy students have to show their skills. We don`t have only meetings with international students, teachers and mentors" (Clinical supervisor, Lahti UAS).*

*"I think it`s difficult (supervising education in English). This might be difficult, e.g. in my work placement/ company I am not getting salary from supporting students or teaching these them. Sorry, that this may sound terrible but they expect I am working mainly as a physiotherapist there. Physiotherapy students are only what we have" (Clinical supervisor, Lahti UAS).*

*"In the beginning work with foreign students it was very challenging, because they came from different countries and had different curriculum, we tried to ask what kind of curriculum do you have and what you want to learn and what kind of practice they want. Now we have more experiences but sometimes this (difficulties) still happen" (Teacher supervisor, Lahti UAS).*

Again, language was seen as a barrier to form a relationship with the colleagues (nurses, social workers) and patients (or other clients) at the placement. Furthermore, supervising multicultural students caused more stress for the clinical supervisors than supervising a local student. That made it difficult to find placements for the multicultural students.

*"I`ve been also trying to find clinical placements for our exchange students, where I`ve seen those problems, where it`s like not easy to find those placements, language is a big problem here, all the universities of applied sciences have the same problem in Finland" (Teacher supervisor, Lahti UAS).*

*"Sometimes I feel difficulties because the people are so different. Someone says straight; I can`t understand, can you help me and other can say everything is ok and I understand. Sometimes our workers tell in English about clients (to student) if the client wants or can speak English too. But biggest problem is language. We have only few workers who would speak English...I think people shame their language skills. But if we have international student in our office for example ½ year, it could be fine possibility to get language*

*course at same time. But people are so shy to speak English" (Clinical supervisor, Lahti UAS).*

## 7.9 Best practices and challenges in multicultural supervision at Higher Education institutes and placements

In addition to the knowledge, skills and attitudes in the multicultural themes which arose when analyzing the data deductively, there were three clear themes found from the data in the inductive content analysis: communication, co-operation between HEIs and placements and finally structures supporting multiculturalism and supervision.

### 7.9.1 Communication

According to the research findings, communication seems to be the main challenge in multicultural supervision both for higher education institutions' and for the practical placements' staff. Students studying their degree studies in the English-taught programmes in Finland are supposed and hoped to learn the Finnish language during their studies. Finnish language studies for multicultural students were considered necessary, especially for the degree students. Therefore, the use of Finnish as a language of supervision as much as possible with the degree students was seen important. The exchange students stay in Finland normally from three to six months and the supervision language in their case is English. However, basic level knowledge in Finnish language was considered important.

The results of this study show that students can even have an experience of being stupid because of the communication misunderstandings. Social and health care clinical studies were considered difficult already without language barriers and learning through foreign language made it even more difficult. The UASs had comprehended the importance of the Finnish language skills and the UAS in this study offered 24 - 30 ECTS Finnish language studies for the degree programme students. JAMK UAS even paid for the books for the students.

Many clinical supervisors felt that they did not have sufficient English language skills to be able to supervise the multicultural students and that language education was needed, especially the special vocabulary of the social and health care professions. In addition to the importance of Finnish and English language skills, both students and supervisors underlined non-verbal communication skills and the understanding of it playing a major role in multicultural students' supervision and communication during the placements - especially in the social and health care setting. Good communication was seen crucial when identifying the student's needs and objectives for his learning.

Many of the respondents also stressed the importance of continuous communication between the supervisors and the students as well as daring to ask. Furthermore, the students reported that they would need more time, patience and explanations from the supervisors.

Multicultural students' pre-orientation to the Finnish society, organizational culture, study system, codes of conduct and social and health care systems was seen important by the teacher- and clinical supervisors.

#### 7.9.2 Co-operation between HEIs and placements

Good, open co-operation between higher education institutions and placements was seen crucial for good learning. The placements and their supervisors felt that they needed and longed for more resources, support and mutual discussion from the HEIs and teacher supervisors regarding multicultural students' supervision.

According to the interviews, it seems to be a big challenge for the UAS to find the placements for the multicultural social and health care students and there is only a handful of clinical staff who willingly works with the non-Finnish students. The clinical supervisors experience that the multicultural students are more time-demanding and that their responsibilities as supervisors are sometimes too demanding and take unreasonably time from their basic work. Furthermore, multicultural students reported that they would have needed more time from the supervisors during the placements. The data supported the view that in addition to good language and non-verbal communication skills, good multicultural supervision acquires identification of the student's needs and objectives in his learning process.

On the other hand, the ones who supervised multicultural students found it interesting, challenging and varied in a positive way. Those clinical supervisors usually had good command of English, a positive attitude towards other cultures, good experiences about the supervision and willingness to learn from other cultures. They felt that multicultural students bring added value to the work and that in many cases the multicultural students were more motivated students than the Finnish degree students.

The data illustrates that both the teacher supervisors' and clinical placements supervisors' work would be easier and more efficient if they already before the placement begins received pre-information about the multicultural student's cultural background, learning goals, curriculum, previous studies and language skills.

### 7.9.3 Structures supporting multiculturalism and supervision

There are good organizational structures supporting the HEI staff's and the multicultural student's processes. Higher Education institution representatives mentioned the Ministry of Education's and their own organizations' internationalization strategies which direct the international activities and functions in the institutions. In the recent years, the HEIs have set up international offices and recruited staff to create and maintain procedures which help the international students' integration to the universities and to the Finnish society. For example, the universities offer their staff training and short courses, manuals and procedures which promote cultural competency and knowledge. In addition, language training and international teacher exchanges have been offered for teacher supervisors in the universities of applied sciences to increase the language- and multicultural competences.

The short (3 - 6 months') student exchanges at Lahti and Jyväskylä UAS are based on bilateral agreements between universities. The incoming students in these cases already get good pre-info from their home universities when coming for exchanges. They often have orientation organized by their home universities as well as language orientation and exchange reports from previous students at their disposal. Because the co-operation is based on long-term mutual agreements, Finnish HEI staff is also familiar with the sending university's curriculum and students' learning objectives. This info should be more effectively forwarded to the working life partners before the placements.

Furthermore, the Student Unions (JAMKO, LAMKO) educate peer tutors for the incoming multicultural students. The peer tutors guide the students during their studies, organize social events and help to integrate to the studies and to the Finnish society. "Family Friend" programme has also been introduced to help the multicultural students' adaptation process to Finland. Multicultural issues are also present in the social and health care master and bachelor level curricula for the students.

The working life partners do not, however, have organizational structures supporting the multicultural students' supervision process. HEIs had developed some tools for them to help the multicultural students' supervision such as: "Guide in English" courses and international students' guiding models.

It seems that only a few staff members are agreeable on a voluntary basis to supervise the multicultural students. These supervisors usually have a personal interest towards other cultures and foreign languages and they are the ones who take the responsibility for multicultural student's supervision in the organization.

## 8 Discussion

### 8.1 Ethical consideration

According to Pietarinen (2002, 58-59) a researcher needs professional skills and ethical principles, rules, norms and values when doing research. The researcher needs to first clarify what is the real purpose of the research and then evaluate which kinds of abilities or features are needed to perform well as a researcher. The main task of a researcher is to produce reliable information.

Tuomi and Sarajärvi (2009, 126) present five important basic questions of research ethics:

1. What is good research?
2. Is the "thirst for knowledge" approvable and acceptable in all matters?
3. What is being researched and how are the research topics been selected?
4. What kinds of research results may the researcher seek - and can the topics be "harmful" as well (weapon industry e.g.)?
5. What kinds of means may the researcher use?

When doing research there are several things the researcher needs to consider also from the ethical point of view: already choosing the research topic is an ethical question (Tuomi & Sarajärvi 2009, 129). There are always several stakeholders in the research process: Kumar (2005, 210 - 214) lists them as follows: the participants or subjects of the research, the researcher and the funding body of the research. Different kinds of ethical issues concern research participants: collecting information, seeking consent, providing incentive, seeking sensitive information, possibility of causing harm to participants and maintaining confidentiality e.g. Ethical issues relating to the researcher are avoiding bias, provision or deprivation of a treatment, using inappropriate research methodology, incorrect reporting and inappropriate use of the information. The sponsoring organization needs to take into ethical consideration their own possible restrictions and misuse of information.

The respondents (clinical supervisors, teacher supervisors and students) were selected by the teachers at Jyväskylä and Lahti UAS who worked for the Soulbus project. It was totally volunteer based for the respondents to attend this research. All interviewees filled in a "Consent Form" (Appendix 3) where they agreed to participate in the study and confirmed understanding the purpose and context of it. It is impossible to recognize the respondents from the data. All the interviewees were also provided with a "Participant Information Sheet" (Appendix 4) where the purpose of the study was explained in details.

The multicultural framework; articles and previous studies - for this thesis came from Soulbus project. When writing the theoretical framework of this thesis, I could not help experiencing that I would have chosen another approach towards the multiculturalism theme: Standards of Multicultural Counselling Competencies (Sue et al. 1992) for counsellor training e.g. These standards are one of the most widely used conceptual frameworks in the field of multicultural counselling. They have also been one of the bases in the Jyväskylä University counsellor training programme of Jyväskylä University which has been running since 1996. Multicultural Counselling Competencies by Sue et al. (1992) revises the original three-dimensional framework by adding to it the following three characteristics of a culturally competent counsellor: awareness of his own assumptions/values and biases, understanding of the worldview of a culturally different client as well as the ability to develop appropriate intervention strategies and techniques. Each of these characteristics are described as having dimensions of beliefs and attitudes, knowledge and skills. This is also the form I presented my findings of the multicultural themes in the deductive data analysis phase. However, I decided to follow the Soulbus project's framework as it had been guiding the questions of the group interviews (Appendix 1).

## 8.2 Trustworthiness

Guba and Lincoln have already in 1994 defined the trustworthiness criteria for qualitative research which are credibility (in preference to internal validity); transferability (in preference to external validity/generalisability); dependability (in preference to reliability); and confirmability.

This criteria can be interpreted and stressed in very many different ways depending on researcher's angles. (Tuomi & Sarajärvi 138-139). A complete list nor instruction how to interpret trustworthiness of qualitative research does not exist but Tuomi & Sarajärvi give a list of important issues which need to be taken into consideration when evaluating the trustworthiness of a qualitative research: What is the purpose of the research - what are you researching and why, what are your own commitments in relation to the research topic, data collection: methods, techniques and possible problems, respondents of the research: how were they chosen and contacted, the number of respondents, the researcher-respondent relationship: how does the relationship work, did the respondents read the research results before the research was published e.g., Also the time table of the research, the content analysis methods, credibility of the research and the research report need to be looked at (Tuomi & Sarajärvi 2009, 140 - 141).

Reliability refers to the consistency of the results and validity to the question whether the research was studying what it was meant to and whether the results are permanent and can



be repeated. In a qualitative research the quality of has to be secured by the choices which have been made during the research process (Kananen 2008, 123 - 124).

Ultimately, the only credibility criteria of qualitative research is the researcher himself and his honesty as the research can only be estimated through his choices and solutions. Therefore, the researcher needs to assess his research choices and solutions throughout the process in relation to the theory, data analysis, data grouping, information categorization, research process and interpretation as well as the conclusions. The researcher needs to be able to describe and justify his choices and why he has reached them (Viikka 2005, 158-159). In this thesis many of the boundary conditions were already decided upon at the Soulbus project. The multicultural framework came from the project as well as the research methodology. Theory on supervision was added to this research with many perspectives. In addition, data analysis, data grouping, information categorization and the most important thing: the conclusions and development ideas for the future were done on the basis of the findings of the data.

Reliability of qualitative research improves if the researcher describes accurately the phases of the research process. It applies to all phases of the study: data collection, data analysis, research findings and the research report. The validity of a qualitative research can be improved by using different research methods - triangulation. Triangulation can be categorized in different ways: methodological triangulation (many different methods used), researcher triangulation (more than one researcher collecting and analyzing the data), theoretical triangulation (many different theoretical views in the research theory part). Also mixing qualitative and quantitative research methods can improve the reliability of the investigation (Hirsijärvi, Remes, Sajavaara 2007, 227 - 228).

This thesis is a part of Erasmus Life Long Learning EU funded project. The main purpose of the project is to create tools for social and health care higher education teacher supervisors and working life clinical supervisors to be better able to supervise the multicultural students in a clinical setting. I believe that the research findings of this thesis give a clear idea about the current situation (best practices and challenges in the process) in two Universities of Applied Sciences in Finland: Jyväskylä and Lahti and thus gives ideas how to further develop the co-operation between the HEI and working life for the benefit of all. Qualitative research and case study have often been criticized for not being accurate enough or that the researcher has not worked systematically which may have led to unclear or biased views in order to affect the research findings and conclusions. Another subject of criticism the fact that only a little scientifically generalized information can be produced by case study method (Yin 2003, 10 - 11).

In chapter 6 (Methodology) it has been explained in detail how the research process of this thesis was carried out. There was no possibility to influence in the data collection method as it was already decided in the Soulbus project setting. The data of this research were relatively small - as it in qualitative research setting often is (2 group interviews, altogether 3,5 hours with 70 pages transcribed text). Still, the data began to "repeat itself" at some point and it seemed to be sufficient for the purpose. The interviews were done by the Jyväskylä and Lahti UAS Soulbus project staff members, not by me. The fact that I did not attend the interviews made the data objective for me.

The data were analyzed in two phases: firstly inductively and after that I returned to the data and analyzed it deductively in order to ensure that the research question will be answered. In chapter 7 (Research Findings) I have used many quotes from the interviews to prove the trustworthiness and credibility of my data. One might even argue that there are too many quotes, but that is my conscious choice in this thesis.

Combining one's work and studying/researching is demanding but also rewarding. As a researcher I have had a dual role, as I also worked as a project manager for the Soulbus project at Lahti University of Applied Sciences during the thesis writing. I have all the way been aware of the ethical aspects of my dual role. However, I believe that I have been able to separate my professional role from the researcher's one and I am convinced that it has rather been an advantage for me and for the project that I was in the core of the theme and also professionally involved in multicultural social and health care higher education. When reporting the research findings, I have done my best to be as objective as possible. I believe that already the fact that one realizes the dual role helps to stay objective. It has been an inspiring experience to and possibility to find concrete development ideas for multicultural student supervision.

### 8.3 Discussion on the research findings

This Master's Thesis was a part of Erasmus LLP Soulbus project which aim was to develop an e-learning tool for clinical and HEI teacher supervisors to be better able work with students with multicultural background. In order to be able to develop the e-coaching tool for the working life mentors and the HEI teacher supervisor, a study on the present situation needed to be done to define the current situation in relation to multi-cultural competencies. In WP 2 of the Soulbus Project, all the Soulbus project participating countries (n = 5) with their working life partners were to find out about the current situation in social and health care multicultural students practical placement supervision to be able to develop the e-learning module for the use of the working life and teacher supervisors.

The purpose of this Master's Thesis with a case study in Lahti UAS and Jyväskylä UAS was to find out what are the good practices already in use in the two Finnish HEIs and their working life partners: practical placements, when supervising multicultural social and health care higher education students in clinical settings and what are the main needs challenges in the supervision process.

Research questions of the study were:

1. What are the needs and challenges when supervising multicultural social and health care higher education students during the practical placements?
2. What are the best practices in use when supervising multicultural social and health care higher education students during the practical placements?

In conclusion, it can be argued that the goal of this thesis was achieved. The data gave clear results and answers to the research questions, also development ideas for the co-operation were found. The data was collected in two semi-structured group interviews during January 2014. The total number of respondents was 14 (6 in Lahti UAS and 8 in Jyväskylä UAS). The interviews were recorded and transcribed. The Jyväskylä UAS interview was carried out in Finnish and translated into English by the researcher. Lahti UAS interview was done in English at the first place. The interviews gave altogether 70 pages transcribed text (Lahti interview 38, Jyväskylä interview 32, Trebuchet MS 10 spacing 1,5).

The results show that there are still numerous challenges in social and health care higher education multicultural students' supervision. The results disclosed more challenges than best practices but that was a very expected result as the aim of Soulbus project and the formulation of the semi-structured questionnaire (Appendix 1) gave the respondents the forum to discuss openly the challenges to supervise multicultural students. The respondents also knew that Soulbus project's main goal was to develop a tool for the supervisors' use and it was an excellent venue to discuss the challenges and impact to the end-product: the e-learning tool.

To sum the multicultural themes findings up, it can be concluded that multicultural competencies are manifested both on individual and society level and that it is a very challenging part of supervision. The students, teacher supervisors and clinical supervisors need specific knowledge about other cultures but also in an overall level as culture is not only a question about language, behavior, thinking or feelings. The attitudes towards multicultural supervision showed that multicultural students bring added value for the supervisors' own work and for the professional environment. The cultural awareness, however, demands the individual's open-mindedness, personal interest towards other cultures and willingness to

learn from other cultures. The students described a good supervisor to be interested, aware, open, active, approving, flexible, effective and promoting equality. This study supports also Oinonen's (1998) findings about the qualifications of a good clinical supervisor.

Some inter-cultural education had been offered for multicultural students, clinical supervisors and teacher supervisors by the universities of applied sciences. According to the research findings, there is, however, a big need to increase discussions on multicultural issues between the students and the supervisors as well as between the HEI and the social and health care organizations. Seminars, group-discussions and the use of peer students could be one way to add the discussion forums which should be continuous. The respondents stated that knowledge and awareness are not enough: students, clinical supervisors and teacher supervisors need multicultural skills. Skills were seen the most important of the competencies as knowledge alone is not enough if it will not concretize.

Multicultural education supporting the supervision should be two-way so that the student is familiar with Finnish culture and the supervisor with the student's culture. That would increase the understanding between the student and the supervisors. Increased cultural knowledge will increase effectiveness, awareness and flexibility.

Multicultural exchange students only come to Finland for 3 - 6 months to study while the degree programme students stay in Finland 3.5 - 4 years. The learning needs and goals of these students in the practical placements differ from each other. The HEI teacher supervisors were aware of the fact but it was sometimes confusing the clinical supervisors. This is a fact which should be more clearly pointed out and discussed between the HEIs and working life organizations.

Multicultural students' evaluation process was seen challenging. The respondents reported that there may be a danger that due to language problems and unclear learning objectives, the students' knowledge and skills may pass unnoticed. Also Mattila et al. (2009) have come to the same conclusion. According to their research, positive experiences increase professional growth and that favorable experiences of approval, good atmosphere and support from the supervisors are crucial to the multicultural students' learning. The data of this research support the view that good orientation for the students before the clinical period would most probably be beneficial for all parties and some misunderstandings as well as needless inconveniences could be avoided.

According to the research findings of this study, it can be concluded that communication between the supervisors and multicultural students is a major challenge both for higher education institutions' and for the practical placements' staff. The challenges were seen in

English language skills, Finnish language skills and also in non-verbal communication - which has a lot to do with the culture. These findings are supported also in Pitkäljärvi's (2013) research where she studied the multicultural health care degree students' conceptions of the implementation of their studies; both clinical and theoretical. Pitkäljärvi found out that clinical practice was found to be the major challenge of the whole educational process. Finding placements for multicultural degree students with weak Finnish or Swedish skills was a struggle for the UAS. That caused the experiences of an unsupportive clinical environment for the students. They felt like outsiders who were ignored and not trusted. That caused a risk of becoming socially and professionally isolated. During their placements, the experiences of communication for the international students were more negative than among their Finnish peers. Due to the communication problems, the clinical placement staff in this thesis outlined that there were only few staff members willingly supervising the multicultural students mostly because of real language problems or the fear to speak English. As the result of that, the multicultural student's supervision was often done by the very same persons year after year. It is, however, very important that the clinical supervisors are selected on voluntary basis, that is also beneficial for the multicultural students.

Launinkari (2005, 155) points out that communication can be defined classically into two categories: verbal and non-verbal which are practically inseparable. What is said is closely linked to how it is said. The impressions (e.g. closeness or distance, spontaneity or reservedness) that we get from other people are to a great extent based on non-verbal communication (e.g. gestures, facial expressions, eye-contact, touching, body distance). There are a number of cultural verbal and non-verbal communication differences that can influence the communication and counselling process with individuals from culturally and linguistically different backgrounds. If misunderstood many of these communication differences can seriously jeopardize the relationship between guidance counsellor and client. If guidance counsellors are not familiar enough with some of these differences, they may also unintentionally misinterpret certain communication behaviours.

Launinkari continues that one should always remember that the potential for conflict is greater when a person of one culture interacts with a person of another, because both of them risk coming together with misjudgements, predicted viewpoints and stereotyping based on learned expectations. Both guidance counsellors and their clients must be constantly watchful of misinterpretation and misjudgement due to miscommunication across cultures. Individual decision-making is always a complex communication process, and therefore implications of decisions may be profound especially, if a decision is based on culturally misinterpreted information. For this reason, it is important for guidance counsellors to have some awareness of the communicative behaviours and communication styles that vary cross-culturally as well as the potential impact of these differences on the communication and

counselling process. This supports also the research findings of this thesis and both the clinical supervisors' and the students' experiences in the challenges in communication at a clinical setting.

Numerous differences in communication styles between cultures have been identified. The most important and most studied distinctions are the direct/indirect or low context/high context, dichotomy. Context refers to the amount of innate and largely unconscious understanding a person can be expected to bring to a particular communication setting. In the following, the direct/low context and the indirect/high context communication styles are presented as two extremes. Hardly any culture is considered purely direct or indirect. Usually most cultures fall somewhere in between these two extremes and features of both communication styles can be found in them (Launinkari, 2005, 156).

The UAS teacher supervisor respondents did not report that often their own language problems. That may be because there is more staff who have good English language skills and whose work duties include working with multicultural students.

These data support the view that the social and health care organizations offering placements for multicultural students would need more support from the HEIs with the multicultural students. The staff felt being left alone with the students with too little information about the student's background, learning objectives and evaluation process. It would be important to mutually develop a model for multicultural student's supervision. The HEIs should acknowledge that multicultural students are more time-consuming for the placements and severely consider offering more resources for the multicultural student's supervision for the HEI staff. On the other hand, the HEIs pay the clinical placements fees for supervision and it should be ensured that this money is used to support and develop the supervision process at the placements - not to be part of their basic funding. These and the common forums for discussions could lead to better co-operation and encourage also new staff members to supervise multicultural students.

In addition to the many challenges multicultural students' supervision is facing, there were, however also best practices found from the data. The HEIs have in the recent years developed their organizational structures and processes to better support the national and universities' internationalization strategies. The UAS staff has the possibility for exchanges and education, student unions' multicultural peer tutor systems have been developed and family-friendly programmes have been developed e.g. However, the UASs have not extended the structures for the use of their working life partners. This is a clear challenge which must be mutually developed in order to qualitatively together work with the multicultural students. Soulbis

project's end product: the e-learning tool for clinical supervisors will hopefully be a concrete help and a good start towards better co-operation.

#### 8.4 Conclusion and development ideas for future cooperation

The number of international and multicultural social and health care students is growing in Finland due to immigration, increasing number of study places and English-taught degree programmes as well as increasing number of (funded) exchange programmes and the universities' internationalization strategies to promote mobility in their institutions. The Finnish Ministry of Education also measures the level of internationalization of the universities by the numbers of their incoming international exchange and degree students. Furthermore, the UASs have in the recent years received more study places for social and health care higher education which has increased the need of the placements also for the Finnish-taught degree programmes.

In social and health care curriculum the placements are always supervised by a teacher at the HEI and by a professional in the clinical setting. The number of the clinical learning ECTSs in the social and health care curriculum is significant (45 - 75 at Lahti UAS e.g) and it is challenging to find suitable placements for Finnish-speaking students - not to mention the multicultural students.

Soulbus project' main goal is to develop a tool for the supervisors to gain knowledge and skills with the supervision of multicultural students. The e-learning tool will be ready at the end of 2015. On the basis of the results of this research there arose in addition some ideas and suggestions how to make the supervision of multicultural social and health care student more attractive for the clinical and teacher supervisors:

- A pre-information package for the teacher and clinical supervisors which includes information about the student's cultural background, language skills, previous studies and placements in the field as well as information about the curriculum in the country of origin (for incoming exchange students).
- Utilizing the multicultural students as a resource in the placements e.g. by letting them give lectures about their social and health care working cultures in the weekly ward/staff meetings.
- Utilizing more the social and health care organizations' existing multicultural staff in the multicultural students' supervision process.
- A model for multicultural students' clinical supervision should be developed for the UASs - e.g. with more communication and interaction between the HEIs and the

placements as well as better resources for the teacher- and clinical supervisors to be able to better support students' learning in a clinical setting.

- More research especially on the social and health care multicultural students' supervision would very much be needed at non-English speaking countries.
- (EU)-Funded projects could be applied with the focus on:
  - o creating an integration plan for all incoming multicultural degree students which from the beginning of the studies helps them integrate both in the studies but also in the Finnish society.
  - o bench-marking and learning from good European level multicultural student supervision practices - giving the clinical supervisors the possibility for multicultural competencies learning, adapting them to their working environment, peer support and sharing good practices.



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## Appendix 1



SOULBUS, Work Package 2

**BUILDING SOCIAL CAPITAL BY IMPROVING MULTICULTURAL COMPETENCE IN HIGHER EDUCATION AND LABOUR MARKET  
(Work Package No. 2)**

**GROUP INTERVIEW OF KEY-INFORMANTS**

The following questions were formulated using 6 international competencies identified by Kosteljik, Julsing and Versteeg (2006): Cultural empathy, Open-mindedness, Social initiative, Flexibility, Emotional stability, Self-efficacy. We incorporated also some questions based on Campinha-Bacote's (1999) culturally competent model of care that includes cultural awareness, cultural knowledge, cultural skill, and cultural encounters. We included also findings of Edgecombe, Jennings, Bowden (2013) in their literature review. They identified factors that may impact international nursing students' clinical learning. Issues commonly cited as affecting international students are socialisation, communication, culture, relationships, unmet expectations and aspirations. We incorporated also some questions based on a transcultural perspective model, that were suggested by USA partner - San José State University (Drabble, Sen, Oppenheimer 2012).

## Legend:

- Text written in *italic* is a comment intended just for a person doing the interview
- Text written in green, and marked with S, is a question adjusted for students
- Who should answer: S = student, M= Mentor, T= Teacher,, PS= Placement supervisor;  
ALL: All key informants

**SUGGESTED QUESTIONS**

**Introduction** (*To explain at the beginning of the interview*):

The purpose of the study is to use the case study method to gather information and experiences on multicultural competences of teachers, mentors or practice placement supervisors and students and to identify the strengths, challenges and good practices when offering teaching or practical placements to international students. The aim is to collect and analyze case data from each partner to develop a case repository that will identify the key elements to be included for the development of multicultural coaching program for HEI staff and mentors.

We have prepared Participant information sheet and a Study consent (*IN THE ATTACHMENT*). Please read it carefully. We will start with the interview when Study consent is signed by everybody who agree to participate in the study.

Interview will be audio recorded to allow accurate analysis of the data.



SOULBUS, Work Package 2

| General socio-demographic questions ( <i>These will be covered in »demographic« questionnaire that you will give to participants to fill in at the beginning of the interview. You can add some questions from this list if you think we didn't gather enough information in the questionnaire.</i> )  |  |
|--|--|
| Basic questions  | Advanced questions   |
| ALL: What is your role within your institution ( <i>teacher / mentor or practice placement supervisor / student</i> )?   |  |
| ALL: Gender of key informants ( <i>write down the gender of the interviewed</i> )?   |  |
| ALL: The age of key informants ( <i>interviewed should give their age</i> )  |  |
| ALL: Teachers' and mentors' / practice placement supervisors' question (T+M+PS): How would you describe your experiences with the international students? ( <i>none or little experiences, less than a year experience, less than 2 year experience, between 2 or 5 years experience, more than 5 years of experiences.</i> )<br>Students' question (S): How would you describe your experiences as an international degree programme/ exchange student?   | If they have lots of experiences, you can go more into details: <ul style="list-style-type: none"> <li>• Do they see any changes regarding international exchange if they compare the time when they started and today –</li> <li>• Has the frequency of exchanges changed?</li> <li>• Has the way of working with them changed?</li> <li>• Has the preparation of exchange students, policy of their institution etc. Changed?</li> </ul> |
| T+M+PS: <ul style="list-style-type: none"> <li>• How many international students have you worked with?</li> <li>• Which countries did the students come from?</li> <li>• Which languages were spoken?</li> <li>• What types of placements (Nursing, Social Work, etc.) ?</li> <li>• Which subject/s did you teach?</li> </ul> <i>(S: experiences from the exchange – what type of exchange (practice, training), how many different settings, how long did the exchange lasted; in which country (local students) / or from which country they are (international students) )?</i> |  |
| S: <ul style="list-style-type: none"> <li>• Could you describe your exchange experience or practical placement experiences more closely? <ul style="list-style-type: none"> <li>• did your exchange include practical training and/ or theoretical studies?</li> <li>• how many different settings did the exchange include?</li> <li>• how long did the exchange last?</li> <li>• if LOCAL students: In which country did the exchange take place?</li> <li>• if INTERNATIONAL students: From which country did the students come from?</li> </ul> </li> </ul>                    |  |



| <b>Multiculturalism</b> ( <i>Multiculturalism is a phenomenon that relates to the existence of multiple groups or cultures within one society</i> )  |   |
|--|---|
| Basic questions  | Advanced questions  |
| ALL: Today we are going to talk about multiculturalism. What does multiculturalism mean?   | <ul style="list-style-type: none"> <li>What does it include? Who or what does it concern?</li> </ul>  |
| <b>Cultural awareness</b> ( <i>Cultural awareness helps you to be aware of cultural differences.</i> )   |   |
| Basic questions  | Advanced questions  |
| <ul style="list-style-type: none"> <li>ALL: Would you describe yourself as a culturally aware person?</li> </ul>   | This means that you are aware of how your own cultural background and experiences and attitudes, values, and biases influence interactions with others. |
| <b>CULTURAL EMPATHY</b> ( <i>the ability to be empathic with the feelings, thoughts and behaviours of members of groups with a different cultural background</i> )   |   |
| Basic questions  | Advanced questions  |
| <ul style="list-style-type: none"> <li>T+M+PS: Do you as mentor / teacher assess the cultural background of students through engaging in self-awareness exercises or some discussions on cultural background with them?</li> <li>S: Were you included during your exchange in any discussions or self-awareness exercises regarding the cultural background with mentors or anybody else at that host institution?</li> </ul>  | <ul style="list-style-type: none"> <li>If YES, please explain how?</li> </ul>   |
| <b>OPEN-MINDEDNESS</b> ( <i>having an open and unbiased attitude towards members of a group with other cultural norms and values</i> )   |   |
| Basic questions  | Advanced questions  |
| <ul style="list-style-type: none"> <li>T+M+PS: Do you see different cultural and learning experiences and practices of incoming students as an asset or a problem? Explain please.</li> <li>S: Did you experienced any problems in clinical environment due to your different cultural and learning experiences?</li> <li>T+M+PS: Do you prefer students coming from some countries or is it the same as long as they have the level of knowledge expected? Explain please.</li> </ul> |   |
| <b>Cultural knowledge and skills</b> ( <i>Cultural knowledge is the process by which you seek out and obtain education about various worldviews of different cultures. Cultural skill, involves learning how to do a competent cultural assessment</i> )   |   |
| Basic questions  | Advanced questions  |
| ALL:   |   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Would you agree that culture is a major force in shaping behavior, values etc. Explain please.</li> <li>What do you understand with the concept cultural diversity?</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>ALL: Do you think culture is an important factor determining service delivery? Explain please.</li> <li>T+M+PS: Do you obtain international students' cultural knowledge and skills prior to their exchange?</li> <li>S: How much are multicultural issues discussed during the study and how much are they taken into account when preparing international exchange?</li> </ul>  | <ul style="list-style-type: none"> <li>If YES, how? Are there any conferences, workshops, classes... on multicultural issues available?</li> <li>Do you use those cultural skills when teaching/training international students?</li> </ul> |
| <p>T+M+PS:</p> <ul style="list-style-type: none"> <li>Are there any specific structures at your institution to promote cultural competency and knowledge for foreign students, mentors or practice placement supervisors and/ or teachers? (Structures such as: training manuals, supervision, documents, procedures ...)</li> </ul>   | <ul style="list-style-type: none"> <li>If YES, What structures are there at your institution to promote cultural competency and knowledge for foreign students, mentors, teachers, students?</li> </ul>                                     |
| <p>T+M+PS:</p> <ul style="list-style-type: none"> <li>Is your way of working with international students the same as with local students or do you adjust some specific practices with your international students?</li> </ul> <p>S:</p> <ul style="list-style-type: none"> <li>What are your experiences of teachers' and practice placement supervisors' work before, during and after practical training or attending classes?</li> </ul> <p>T+M+PS:</p> <ul style="list-style-type: none"> <li>How flexible "are you" / "can you be" when teaching / mentoring international student?</li> <li>How much flexibility do you give to the international students at the practice / courses?</li> </ul> <p>S: How much flexibility was given to you as international students at the practice/courses?</p> | <ul style="list-style-type: none"> <li>Do you incorporate training methods that are culturally relevant for the student?</li> </ul>   |
| <p>T+M+PS: Do you take into account individual cultural experiences of international students?</p>   | <ul style="list-style-type: none"> <li>If Yes, please explain</li> </ul>  |
| <ul style="list-style-type: none"> <li>T+M+PS: Are there any specifics in mentoring / teaching international students (apart from the language)?</li> <li>S: Did you feel that you were considered differently as international students? How? (regarding practice or teaching; there could be positive or negative experiences)</li> </ul>  | <ul style="list-style-type: none"> <li>If Yes, please explain those specifics.</li> <li>Do you think you have enough knowledge to successfully challenge those specifics?</li> </ul>  |
| <p>ALL:</p> <ul style="list-style-type: none"> <li>What do you think are the competencies necessary for multicultural awareness, knowledge and skills?</li> </ul>  |   |

| <b>Communication, SELF –EFFICACY</b> (This represents the level of confidence. This is operationalized by looking at the extent to which you 'dare' to lecture one hour in the English language.)   |  |
|---|--|
| Basic questions   | Advanced questions   |
| <b>T+M+PS:</b> What skills do you need to effectively communicate and collaborate with international students?  | Please list 3 most important skills (e.g. language, knowledge on different cultures etc...). |
| <b>T+M+PS:</b> Do you feel limited when you lecture or mentor international students in a foreign language (e.g. English, German, ...)?<br><br><b>S:</b> Did you experience any language difficulty when at practice (teaching)?  | <ul style="list-style-type: none"> <li>If YES, explain how.</li> </ul>                       |
| <b>T+M+PS:</b> <ul style="list-style-type: none"> <li>Do you think you can give the same amount of knowledge as you give to the local students or do you feel that the language barrier influences the quality of practice or lectures?</li> </ul> <b>S:</b> <ul style="list-style-type: none"> <li>What is your opinion on that, based on your experiences?</li> </ul> |  |
| <b>T+M+PS:</b> <ul style="list-style-type: none"> <li>Do you have any strategies on how to reduce misunderstandings due to different cultures or language barrier?</li> </ul> <b>S:</b> <ul style="list-style-type: none"> <li>Do you have any experiences on that?</li> </ul>  | <ul style="list-style-type: none"> <li>If YES, what are these strategies?</li> </ul>         |
| <b>T+M+PS:</b> <ul style="list-style-type: none"> <li>Do you verify if your expectations (teaching/practice) are clearly understood by international students?</li> </ul>   |  |
| <b>SOCIAL INICIATIVE</b> (example the ability to make contact with people from other cultures .),   |  |
| Basic questions   | Advanced questions   |
| <b>T+M+PS:</b> <ul style="list-style-type: none"> <li>Do you see a language as a barrier for international students to form a relationship with employees (nurses, social workers) and patients (or other clients)</li> </ul> <b>S:</b> <ul style="list-style-type: none"> <li>Do you feel the language barrier?</li> </ul>   | <ul style="list-style-type: none"> <li>If YES or NO, explain.</li> </ul>                     |
| <b>T+M+PS:</b> What kind of support do you provide to international students?<br><br><b>S:</b> What kind of support is provided to international students?  |  |

| <b>T+M+PS:</b> <ul style="list-style-type: none"> <li>Should the support for international students focus just on practice and studies or also on wider issues outside of practice and lectures?</li> <li>What kind of additional support should be given?</li> </ul> <b>S:</b> <ul style="list-style-type: none"> <li>What kind of support should be provided to international students?</li> <li>Is support you mentioned available already?</li> </ul>                   |   |
|---|---|
| <b>ALL:</b> <ul style="list-style-type: none"> <li>How much time is/was allocated for supervision and in which language is supervision done? (English, language of host country)</li> <li>Do you think such supervision is needed? Explain please.</li> </ul>   | <ul style="list-style-type: none"> <li>If supervision is given: Are teachers/ practice placement supervisors prepared to adjust supervisory approaches to be more compatible with the international students' values, norms, and expectations regarding supervision?</li> </ul> |
| <b>EMOTIONAL STABILITY</b> (the ability to deal with psychological stress. In an intercultural context , one is indeed confronted with different cultural and interpersonal situations that must be coped with.)  |   |
| Basic questions   | Advanced questions  |
| <b>T+M+PS:</b> <ul style="list-style-type: none"> <li>Do you think you have enough skills and knowledge to deal with different cultural and interpersonal situations?</li> <li>Can you give us some example, how you cope with such a challenge?</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |
| <b>Multicultural competencies</b>   |   |
| Basic questions   | Advanced questions  |
| <ul style="list-style-type: none"> <li><b>ALL:</b> We discussed earlier different issues regarding international exchange students. Based on reflection what do you understand under multicultural competences?</li> <li><b>ALL:</b> Do you think you need / one needs those multicultural competencies when working with international students? Explain please.</li> <li><b>S:</b> Do you think you need those multicultural competencies during the exchange?</li> </ul> |   |
| <b>ALL:</b> <ul style="list-style-type: none"> <li>Do you think you have those multicultural competencies?</li> </ul>   | <ul style="list-style-type: none"> <li>If NO or PARTLY, What competences are you lacking?</li> <li>If YES or PARTLY , to what extent do you use those competencies?</li> </ul>  |
| <ul style="list-style-type: none"> <li>What kind of competences and skills do you think should mentors/teachers have on multiculturalism?</li> </ul>  |   |



| Pedagogical methods   |   |
|---|---|
| ALL:  |   |
| <ul style="list-style-type: none"> <li>• What kind of pedagogical methods and techniques (guidance, counseling, mentoring and others) are used by mentors and teachers when guiding foreign student in practical placement s?</li> <li>• What are in your opinion good practices related to pedagogical methods and techniques?</li> <li>• What are in your opinion challenges in guiding foreign students from pedagogical point of view?</li> </ul> |   |
| Internationalisation in higher education (promoting the international mobility of students and staff)   |   |
| Basic questions   | Advanced questions  |
| T+M+PS:   |   |
| <ul style="list-style-type: none"> <li>• Are international students desired in your <u>institution</u>?</li> <li>• How is this seen/ stated?</li> </ul>   |   |
| T+M+PS:   |   |
| <ul style="list-style-type: none"> <li>• How willing are <u>you</u> personally to provide education activities / training activities for international students?</li> <li>• Is international work your free choice or an obligation?</li> </ul>   |   |
| T+M+PS:   |   |
| <ul style="list-style-type: none"> <li>• What do you see as an academic staff member or mentor of international students as these students' strenghts and weaknesses in the practical or academic settings?</li> </ul>  |   |
| T+M+PS:   |   |
| <ul style="list-style-type: none"> <li>• How much do you think your international experiences bring to your work (work practices)?</li> <li>• Do you feel such experience has enriched you and helped you in your contacts with individuals and communities? Explain <i>please</i>.</li> </ul>  |   |
| T+M+PS:   |   |
| <ul style="list-style-type: none"> <li>• What do you think about internationalisation in your institution?</li> <li>• Is it positive/ negative?</li> <li>• Should there be more internationalization in your institution?</li> </ul>  | <ul style="list-style-type: none"> <li>• Does it result added value to the institution?</li> <li>• If YES, explain please.</li> </ul> |
| T+M+PS:   |   |
| <ul style="list-style-type: none"> <li>• What, in your opinion, should be the objective of internationalization within your institution?</li> </ul>   |   |
| Final questions   |   |
| ALL:  |   |
| <ul style="list-style-type: none"> <li>• Would you change / improve some practices in your institution regarding international exchange?</li> </ul>   | <ul style="list-style-type: none"> <li>• Specify please.</li> </ul>   |
| ALL:  |   |
| <ul style="list-style-type: none"> <li>• Would you like to add something more?</li> </ul>   |   |



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#### MORE DETAILS ON MULTICULTURAL COMPETENCIES

We developed questions based on the findings in the listed papers:

1. Kosteljik, Julsing and Versteeg (2006): identified 6 international competencies: Cultural empathy, Open-mindedness, Social initiative, Flexibility, Emotional stability, Self-efficacy. To what extent do you use this competence?

Kosteljik et al (2006) use the same characteristics add one to it namely, self-efficacy. They no longer speak of characteristics, but refer to international competencies. Competencies that should be thought to students at universities in order to prepare them better for the future as a professional. Kosteljik, Julsing and Versteeg (2006) describe the "international competencies", as follows:



- **Cultural empathy** : the ability to be empathic with the feelings , thoughts and behaviours of members of groups with a different cultural background.
  - **Open - mindedness** : having an open and unbiased attitude towards members of a group with other cultural norms and values .
  - **Social initiative**: This is for example the ability to make contact with people from other cultures .
  - **Flexibility** : To switch from one mode of behaviour to another, depending on what is desired in a particular context or appropriate .
  - **Emotional stability** : the ability to deal with psychological stress. In an intercultural context , one is indeed confronted with different cultural and interpersonal situations that must be coped with.
  - **Self -efficacy** : This represents the level of confidence . This is operationalized by looking at the extent to which you ' dare ' to lecture one hour in the English language.
2. Edgecombe, Jennings, Bowden (2013) did a literature review and identified factors that may impact international nursing students' clinical learning. Issues commonly cited as affecting international students are **socialisation, communication, culture, relationships, unmet expectations and aspirations**. To summarize:
- **Socialisation**: International nursing students' socialisation in academic, clinical, professional and social role can be difficult. It requires engagement with diverse students, staff, patients and members of wider community. The experience of lack of support, feelings like an outsiders, prejudices, racism) can lead to a sense of alienation. The need for supportive learning environment that develop a feeling of belongingness for all students, not as home or international students but »nursing students« who will then identify as belonging to the nursing profession.
  - **Communication**: **English as a 2nd language** – the vital role of communication. All forms of communication convey specific cultural and behavioural nuances that can be confusing for those who are new to particular academic, clinical and social contexts. Eg. In Finland some international students feel that staff ignore them or preclude them from learning activities due to communication difficulties.
  - **Relationships**: **Lack of authentic relationships** with home students, particularly in the academic and social settings and with staff and patients in clinical settings. Communication problems have been shown to exacerbate difficulties for international and local students in forming authentic relationships with each other.
  - **Culture**: Culture encompasses individual students' cultures and different academic, clinical and social cultures in different academic, clinical and social contexts. There is need for all students and staff to understand the idiosyncrasies of particular cultures because international students must negotiate cultural shock and cultural adjustment in their new environments. In academic context, different pedagogical cultures can be difficult to negotiate. In clinical setting there is disjunction between western and non-western nursing practices in relation to touch where cultural and religious taboos may impact student's nursing practice. There is tendency to stereotype students from different cultures.
  - **Unmet expectations**: International students expect to forge authentic relationships with local students in all contexts but tend to wait for others to invite contact, while local students expect international students to make first contact – so expectations are largely unmet. Fear of failure places added pressure on international students to achieve expected standards in pedagogical and nursing cultures, and environments, for which they are not prepared. International students expect a level of professional support that is often not provided. Adding to the pressure is often unmet academic and nurse educator expectation that international students have better understanding of what is expected of them than is the case.



- **Unmet aspirations**: International students aspire to belong and be valued in their new environment in different roles: as successful students, professionals, members of various social communities. International nursing students' aspirations of acceptance as a part of a nursing team appear to be largely unmet.

The solution to the issues rests with changing the perception of international students from a problem to an asset. Seeing international students as a resource to be understood and worked with, rather than against.

A little has been done to identify and acknowledge international nursing students' attributes or to seek strategies to work with them in the clinical setting for their benefit, and for the benefit of their clinical educators and patients.

3. Campinha-Bacote proposes a **culturally competent model** of care that includes cultural awareness, cultural knowledge, cultural skill, and cultural encounters. The components of this model are:
- Cultural awareness
  - Cultural knowledge
  - Cultural skill
  - Cultural encounter

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## Appendix 2



SOULBUS, Work Package 2

**BUILDING SOCIAL CAPITAL BY IMPROVING MULTICULTURAL COMPETENCE IN HIGHER EDUCATION  
AND LABOUR MARKET (WORK PACKAGE No. 2)**

**GROUP INTERVIEW OF KEY-INFORMANTS – Demographic data**

*To fill in prior to the group interview.*

**1. Gender** *(Please circle the appropriate answer)*

- 1.1 Male  
1.2 Female

**2. Age** \_\_\_\_\_ (in years)

**3. Please indicate your home country:** \_\_\_\_\_

**4. What is your highest level of education?** *(Please circle only one)*

- 4.1 Diploma degree    4.2 Bachelor's degree    4.3 Master's degree  
4.4 PhD    4.5 I am a student    4.6 Other (specify) \_\_\_\_\_

**5. What is your area of work / study?** *(Please circle only one)*

- 5.1 Social work  
5.2 Nursing  
5.3 Other (indicate) \_\_\_\_\_

**6. Which foreign languages do you speak and write?** *(Please tick when appropriate)*

|   | speak | write | I do not speak nor write |
|---|-------|-------|--------------------------|
| 6.1 Croatian (when not mother tongue)   |       |       |                          |
| 6.2 Dutch (when not mother tongue)      |       |       |                          |
| 6.3 English                             |       |       |                          |
| 6.4 Finnish (when not mother tongue)    |       |       |                          |
| 6.5 French                              |       |       |                          |
| 6.6 German                              |       |       |                          |
| 6.7 Italian                             |       |       |                          |
| 6.8 Estonian (when not mother tongue)   |       |       |                          |
| 6.9 Spanish                             |       |       |                          |
| 6.10 Slovenian (when not mother tongue) |       |       |                          |
| 6.11 Other (specify) _____              |       |       |                          |

**7. What is your role within the institution?** *(Please circle only one)*

- 7.1 Teacher    7.3 International student  
7.2 Mentor or placement supervisor    7.4 Home/ local student



**7.1 If A TEACHER – Please circle your academic rank:**

- |                           |  |
|---------------------------|--|
| 7.1.1 Lecturer            | 7.2.5 Associate professor                          |
| 7.1.2 Senior Lecturer     | 7.2.6 Professor / Full professor                   |
| 7.2.3 Research assistant  | 7.2.7 Professor emeritus / Distinguished professor |
| 7.2.4 Assistant professor | 7.2.8 Other (specify) _____                        |

**7.2 If a MENTOR (placement supervisor): Years of experiences with student mentorship/ supervision (home and foreign):** \_\_\_\_\_ (years)

**7.3 If A STUDENT – What is your current status regarding the study:**

- |   |   |
|---|---|
| 7.3.1 1 <sup>ST</sup> year of undergraduate study | 7.3.4 4 <sup>th</sup> year of undergraduate study |
| 7.3.2 2 <sup>nd</sup> year of undergraduate study | 7.3.5 Master student                              |
| 7.3.3 3 <sup>rd</sup> year of undergraduate study | 7.3.6 Other (specify) _____                       |

**8.1 IF a MENTOR (PLACEMENT SUPERVISOR) OR A TEACHER**, please answer: **How would you describe your experience with international students?** *(Please circle only one)*

- |  |  |
|--|--|
| 8.1.1 None or little experience        | 8.1.4 Between 2 and 5 years experience |
| 8.1.2 Less than 1 year experience      | 8.1.5 More than 5 years experience     |
| 8.1.3 Between 1 and 2 years experience |  |

**8.2 IF a STUDENT**, please answer: **How would you describe your experience with international student exchange?** *(Please circle only one)*

- |                             |                                   |
|-----------------------------|-----------------------------------|
| 8.2.1 3 months exchange     | 8.2.3 6 – 12 months exchange      |
| 8.2.2 3 - 6 months exchange | 8.2.4 More than one year exchange |

**8.2.1 IF a STUDENT** : **Did your exchange include practical training and/ or theoretical studies?**

- |                             |   |
|-----------------------------|---|
| 8.2.1.1 practical training  | 8.2.3.1 practical and theoretical studies |
| 8.2.2.1 theoretical studies |   |

**8.2.2 IF a STUDENT** : **If you answered in the question 8.2.1 that you did also practical training**, please write down the number how many different settings did the exchange include? \_\_\_\_\_ settings

**8.2.3 If LOCAL student:** Write down, in which country did the exchange took place? \_\_\_\_\_

**9. Please indicate, what is the most common foreign language used in the practical placement or at the lectures? (IF student: Foreign language you use(d) during your international exchange)?**

\_\_\_\_\_

**10. IF a mentor (placement supervisor) or a teacher**, please answer: **From which countries were the students that you worked with?**

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your answers!**

SOULBUS Research team

## Appendix 3



SOULBUS, Work Package 3

Project Number: 538946-LLP-1-2013-1-FI-ERASMUS-EQR

**Consent Form****BUILDING SOCIAL CAPITAL BY IMPROVING MULTICULTURAL COMPETENCE IN HIGHER EDUCATION AND LABOUR MARKET – SOULBUS**

Name of Principal Investigator: \_\_\_\_\_

Please  
initial box

1. I confirm that I have read and understood the participant information sheet for the above study and have had the opportunity to ask questions which have been answered fully.
2. I understand the study involves a group interview of key informants which will be conducted by the Principal Investigator, which will be audio recorded and transcribed. /
3. I understand that the group interview will be audio recorded and transcribed.
4. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason and without any consequences. /
5. I understand my contribution will remain anonymous.
6. I agree to take part in the above study.

Name participant \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Date \_\_\_\_\_

Name Investigator \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Date \_\_\_\_\_

|                                      |
|--------------------------------------|
| <b>PARTICIPANT INFORMATION SHEET</b> |
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## PARTICIPANT INFORMATION SHEET

### A BUILDING SOCIAL CAPITAL BY IMPROVING MULTICULTURAL COMPETENCE IN HIGHER EDUCATION AND LABOUR MARKET – SOULBUS

You are being invited to take part in a research study, please take the time to read the following information carefully

**What is the purpose of the study?**

The purpose of the study is to use the case study method to gather information and experiences from all partners concerning multicultural competences of teachers and mentors and to identify the strengths, challenges and good practices when offering teaching or practical placements to international students. The aim is to collect and analyze case data from partner to develop a case repository that will identify the key elements to be included for the development of multicultural coaching program for HEI staff and mentors.

**Why have I been chosen?**

We have invited to participate in the study mentors from the partner organisation [redacted] and teachers from [redacted] and international students or local students with international experiences.

**Do I have to take part?**

It is up to you to decide whether or not to take part. If you decide to take part you are still free to withdraw at any time and without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not have any consequences.

**What happens once I agree to take part?**

You will be asked to attend ONE group interview. The case study group will involve 6-10 key informants discussing their experiences with international students / or international exchange and on multiculturalism issues. The group interview will last about an hour. Interview will be audio recorded to allow accurate analysis of the data.

**Will my taking part in this study be kept confidential?**

No identifiable information will be collected and no individual data will be presented.

**What will happen to the results of the study?**

The results of the study will be available from April 2014 and will be presented in lectures and available on the portal.

**Who has reviewed / approved the study?**

The study has been granted the approval by [redacted].

**Contact for further information:**

Name of the principal investigator:

Contact information:

**Thank you for taking the time to read this information sheet!**