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Providing Information About Nursing Studies and Nursing as a
Profession

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<p>The aim of this thesis is to provide knowledge about nursing studies and nursing as a profession to potential applicants to nursing degree programme. This is achieved by providing sufficient and correct information, which will later be used to create a video. The video could be viewed on Metropolia University of Applied Sciences webpage by potential applicants interested in applying to the nursing degree programme. Video production is part of the innovation project.</p> <p>The idea for this thesis originates from a larger project called "Reforming Student Selection in Nursing Education-project". The project was initiated by five Universities of Applied Sciences across Finland, University of Turku and the Finnish Nurses Association. The aim is to produce a nationwide entrance examination for nursing degree programmes by taking into consideration earlier research, developmental objectives of nursing education and the future of nursing education.</p> <p>In this thesis, action research methodology was used. The data was collected by combining field notes, literature review and benchmarking. The use of different data collection methods is called "Within-method" triangulation. The aim of the field notes was to record most commonly asked questions by high school students during the Campus day. Literature review aimed to research the public image of nursing and answer the question "What image of nursing do people have?" Benchmarking was done to compare the videos in order to provide information for video production for the Metropolia University of Applied Sciences webpage.</p> <p>The results showed that people either do not have enough information about nursing studies and nursing as a profession or have entirely wrong image. One of the main sources of information is the media, which affects how possible applicants perceive nursing. Nursing professionals and Universities of Applied Sciences in Finland can use media to their advantage to provide possible applicants with correct information about nursing studies and nursing as a profession.</p>	
Keywords	image of nursing, student selection, attrition, retention, drop-out rates, video production

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<p>Tämän opinnäytetyön tavoitteena on tarjota tietoa sairaanhoitajakoulutuksesta ja sairaanhoidajan ammatista tutkintoon pyrkiville hakijoille. Opinnäytetyössä kerättyä tietoa on hyödynnetty innovaatioprojektin puitteissa toteutetussa videossa, joka voidaan nähdä viimeistään syksyllä 2016 Metropolia Ammattikorkeakoulun verkkosivuilla. Tämä opinnäytetyö toteutettiin osana laajempaa ”Sairaanhoidajakoulutuksen uuden valintakoemenetelmän kehittäminen (Suvake)” -hanketta, jossa yhteistyökumppanina toimivat neljän eri ammattikorkeakoulun (SAMK, TAMK, SeAMK, SAMK) lisäksi Turun yliopisto ja Suomen Sairaanhoidajaliitto. SUVAKE-hankkeen tarkoituksena on tuottaa sairaanhoitajakoulutukseen valtakunnallinen valintakoe ottamalla huomioon aiemmat tutkimukset, sairaanhoitajakoulutuksen kehityksen tavoitteet ja hoitotyökoulutuksen tulevaisuus.</p> <p>Tässä opinnäytetyön oli luonteeltaan kehittämistyö, jossa tiedonkeruu tapahtui kolmella eri menetelmällä: muistiinpanot, kirjallisuuskatsaus ja benchmarking. Muistiinpanoja kerättiin Kampus päivänä, jolloin kirjattiin ylös lukiolasten yleisimmät kysymykset liittyen hoitoalan koulutukseen ja ammatteihin. Kirjallisuuskatsauksella pyrittiin kartoittamaan, minkälainen kuva sairaanhoidajan työstä ihmisillä on. Benchmarking-menetelmää käytettiin kartoittamaan ja vertailemaan eri suomalaisissa ammattikorkeakouluissa tarjottua videovälitteistä tietoa myöhemmän videotuotannon tueksi.</p> <p>Katsauksen tulokset osoittivat, että ihmisillä ei ole tarpeeksi tietoa sairaanhoidaja koulutuksesta ja sairaanhoidaja ammatista tai heillä on siitä täysin väärä kuva. Yksi suurimmista tiedonlähteistä on media, joka vaikuttaa siihen, miten mahdolliset hakijat käsittävät hoitotyön. Hakijoiden mahdollisiin keskeyttämisiin on mahdollista puuttua tarjoamalla oikeaa ja ajantasaista tietoa koulutuksesta ja sairaanhoidajan työstä. Ammattikorkeakoulut ja ammattiliitot voivat hyödyntää tässä opinnäytetyössä tuotettua tietoa.</p>	
Avainsanat	kuva hoitotyöstä, opiskelijavalinnat, vaihtuvuus, säilyttäminen, keskeyttäminen, videotuotanto

Contents

1.	Introduction	1
2.	Background	2
2.1	Nursing Education	2
2.2	Nursing Applicants	3
2.3	Nursing Profession	4
3	Aim and Objectives	5
4	Methods	5
4.1	Applied Action Research	6
4.2	Field notes	9
4.3	Literature Review	10
4.4	Benchmarking	12
5	Results	13
5.1	Information Needs of Potential Nursing Candidates	13
5.2	Image of Nursing	14
5.2.1	Nursing as a Profession	14
5.2.2	Nursing as a Career	16
5.3	Technical and Content Information for the Video	17
6.	Discussion	19
6.1	Main Results	20
6.2	Ethical Considerations	21
6.3	Validity, Credibility and Reflexivity	22
6.4	Implications for Nursing Education and Future Research	23
7	Conclusion	23
	References	24
	Appendices	
	Appendix 1. Field Notes	
	Appendix 2. Review of Journal Articles	
	Appendix 3. Themes of the Literature Review	
	Appendix 4. Benchmarking - Video Evaluations	

1. Introduction

Most common reasons for leaving nursing studies are academic failure, personal and family problems, and wrong career choice. Wrong career choice may be linked to inadequate information about the degree programme before the application. (Glossop 2002: 379-380.) In first practice placements students face the reality of academic expectations and the reality of nursing. During this phase students may realize that nursing career does not fulfill their expectations and goals. The attrition percentage is highest during the first and second year of studies, following with high attrition rates during studies and placements, as well as during first five years after graduation. (Crow and Hartman 2005: 276-279.)

Attrition as a process can already be discussed during the application stage. Providing applicants with knowledge and information about nursing studies and nursing as a profession during the application process may lead to applicants who are not suitable for nursing profession to decide not to apply. In addition to that, attract applicants who would be suitable for nursing but do not consider nursing profession as a career choice. (Crow and Hartman 2005: 278.) Generally, applicants who have sufficient knowledge and realistic expectations are more satisfied with the study program, which leads to a steadier path to graduation (Ascend Learning 2012: 6-7). Universities, nursing students and nurses themselves have a responsibility in providing a positive and realistic image of nursing studies and nursing as a profession (Weaver, Salamonsen, Koch and Jackson 2013: 2636).

Each year, around 2400 students start nursing degree studies in Finland, of whom 70-80% finish the studies (Eriksson, Korhonen, Merasto and Moisio 2015: 13). Media and the internet are the primary sources of information for those who consider applying to Metropolia University of Applied Sciences. Three out of four applicants (77%), who consider applying to Metropolia University of Applied Sciences, report Metropolia webpage as the most important source of information. Almost all applicants who consider applying to Metropolia (97%) report that they have received enough information from the webpage. (Mahkonen 2015.)

Metropolia webpage provides applicants with detailed information about the application process. Focus on student stories and student perceptions of studies are brief. In this thesis we aim to provide knowledge about nursing studies and nursing as a profession to potential applicants to the nursing degree programme. This will be achieved by providing sufficient and correct information, which will then be used to create a video that could be viewed by potential applicants interested in applying to nursing degree programme on Metropolia University of Applied Sciences webpage. The video is an easily accessed educational tool that will be available to applicants who search for information about the application process to the nursing degree programme on the Metropolia webpage.

2. Background

2.1 Nursing Education

Worldwide it is possible to study nursing in universities, universities of applied sciences, colleges or in schools of nursing. The length of the studies varies from 1-year to 4-years. In Europe nursing education is regulated by the EU-directives, which provide nursing education regulations for EU countries. European professional qualification directives are set in 31 Europe countries including Finland. (Robinson and Griffiths 2007: 3-6.) According to the directives in the EU, a degree programme in nursing must include a minimum of 180 study credits, which is three years of studying (Sairaanhoitajat 2014). Finland and Denmark are the only countries in the EU where in order to qualify as a registered nurse a student must earn 210 study credits, which is three and a half years of studying (Robinson and Griffiths 2007: 3-6).

Higher level nursing education can be accomplished in 22 Universities of Applied Sciences around Finland, of which Metropolia is the largest. Health Care and Social Services is the second largest department with 4447 students registered either as attending or absent (Bachelor's and Master's degrees) in year 2014. For the same year Metropolia received 11351 applications to Health Care and Social Services programmes and could only offer 1276 places for those applicants. Metropolia accepts applications to the nursing degree programme twice a year and each time offers around 90 places for nursing studies in the Finnish programs and around 26 places in the English degree programme in nursing (DPN). (Metropolia 2014.)

Alongside basic, professional and elective studies, nursing education also contains a final project (15 study credits), innovation project (10 study credits) and clinical practices. Clinical practices are a large part of the education, which takes up one third of the whole education. Practices are feasible every semester and take places in different health and social environments. (Metropolia 2013.) During the studies, practices are specialized on internal medicine and medical specialties, surgery, pediatrics, mental health, geriatrics and home care. Theoretical studies consist of the nature and ethics of the profession, the general principles of health care and nursing, internal medicine and medical specialties, general surgery, pediatrics and child care, mental health and psychiatry, and geriatrics. Basic science knowledge content includes anatomy and pathophysiology, microbiology, nutrition, pharmacology, disease prevention and health education. Theoretical knowledge must be fitted together with the clinical practices so that the student can duly acquire the needed knowledge and clinical skills. (EUR-Lex 2005.)

In Finland, Universities of Applied Sciences must ensure that every nursing student will have the necessary competences related to ethics, communication, learning and development before they graduate. Additionally, social, organizational, societal and international competences must be taught. A student must recognize their own way of learning, learn how to retrieve knowledge and how to evaluate and handle it. In addition, a student must learn to listen to others, interact, work in teams, take responsibilities for own actions and understand international differences. (Eriksson, Korhonen, Merasto and Moisio 2015: 14-15.)

2.2 Nursing Applicants

According to the Finnish law (Ammattikorkeakoululaki 932/2014 25 §), in order to apply to a University of Applied Sciences, a student must have completed high school and at least four subjects in the matriculation examination, at least 3-years long lasting vocational qualification, training in high school for adults or education that has been completed abroad and gives eligibility for higher education. A person can be admitted to the University of Applied Sciences without any previous training if they are considered to have sufficient skills and knowledge for the studies. (Finlex. Ammattikorkeakoululaki 932/2014.)

The Finnish law (Ammattikorkeakoululaki 932/2014 26 §), states that the health condition or any other factor related to the performance should not be an obstacle to become a student. However, an applicant cannot be accepted to the studies if their health state or performance factors might affect practical tasks or practices during the studies. University of Applied Sciences is obligated to inform applicants about what are the health state requirements and other presumptions related to the studies. (Finlex. Ammattikorkeakoululaki 932/2014.)

2.3 Nursing Profession

Nurses are defined as well-educated, competent, skilled, compassionate individuals who lead innovative and evidence-based practice (NMC 2015). The main responsibility of a nurse is to provide care to those who need it. Nurses have an ethical responsibility to promote health, prevent illness, restore health, and alleviate suffering. These ethical guidelines proposed by the International Code of Nursing (ICN) determine the bases of nursing practice, interaction with the patient and the colleagues, and professional development. (ICN 2012.)

Nurses ensure that a patient receives sufficient, accurate and timely care. Nurses work as advocates for their patients, promote health and support health needs of the population. They need to take cultural aspects, beliefs and values of the patient into consideration. Multicultural nursing is part of professionalism. Social capabilities and critical thinking are important in interaction with the patient. Nurses need to develop professional values that include respectfulness, compassion, trustworthiness and integrity. Patients expect humane behavior from the nurse and want to be understood. (ICN 2012: 2.) Additionally, patients expect a nurse to work independently, to be caring and trusting (Ranta 2012: 88).

Nursing profession requires nurses to have expertise in multiple areas including cooperation skills, critical thinking skills and decision making skills. Nurses need to have a strong theoretical background in order to be competent. It is crucial for a nurse to base her actions on theoretical knowledge and to understand consequences of actions taken. The ability to critically analyse one's work is also part of professionalism. Besides strong theoretical background, successful nursing requires quality training and continuous education. Nurses need to have the ability to analyse problems, to be initiative and

to anticipate professional development as well as development of the workplace. Nurses themselves have a professional responsibility to do research, developmental work and to participate in leadership. (Ranta 2011: 88-89.)

Clinical skills are important in nursing practice. Clinical skills are defined as nurse's competence to act in practical situations according to the evidence-based practice. (Ranta 2011: 89.) Nursing treatment is carried out based on the evidence-based knowledge and according to the instructions. Pharmacological treatment is a big part of nursing. Due to this a nurse needs to also have knowledge in pharmacology and in the field of medicine. (Sairaanhoitajat 2014.)

A professional nurse develops skills in all of these areas. Every nurse develops ethical principles of her work according to the code of conduct. Ethical principles do not change during the career; however, they may need to be adapted to society's needs due to the aging society and multiculturalism. Theoretical knowledge, clinical skills, decision-making skills and ability to analyze one's work grows with experience on the field. (Ranta 2011: 90.)

3 Aim and Objectives

The aim of this thesis is to provide knowledge about nursing studies and nursing as a profession to potential applicants to the nursing degree programme. Sufficient and correct information reduces unrealistic expectations of the students. Students who have received sufficient and correct information are more likely to believe that they have made the right career choice and therefore are more likely to complete the studies. (Ascend Learning 2012:6-7.)

The objective is to provide sufficient and correct information about nursing studies and nursing as a profession which will be elaborated in the innovation project by creating a video. The video will be about nursing studies and nursing as a profession and will be accessible on the Metropolia University of Applied Sciences webpage.

4 Methods

In this chapter methodology and data collection methods are presented.

The idea for this thesis originates from a larger project called "Reforming Student Selection in Nursing Education-project". The project was initiated by five Universities of Applied Sciences across Finland, University of Turku and the Finnish Nurses Association. The aim is to produce a nationwide entrance examination for nursing degree programmes by taking into consideration earlier research, developmental objectives of nursing education and the future of nursing education.

This thesis will provide sufficient and correct information about nursing studies and nursing as a profession, which will then be used to create a video in the innovation project. The innovation project is worth 10 ECTS and the aim is to produce an innovative product related to the health care field. The work of creating the video will be done in collaboration with five nursing and four media students of Metropolia University of Applied Sciences. The main goal for nursing students is to write the script, when media students concentrate on filming and editing the video. The innovation project will take place in Tukholmankatu 10 campus and will be completed by 31 of May 2016.

4.1 Applied Action Research

Action research methods are widely used in educational settings where members of the institution aim to find a solution to an issue or aim to improve a sensitive issue in the institution. In action research the focus is on the students and it aims at increasing student achievement. The end result of action research is usually a product, which brings out a change facilitating improvement. (Ferrance 2000.)

Applied action research includes five steps, which are usually presented in a circular form due to action research being a continuous process. Researches often have to come back to the first steps intermittently in order to achieve their aims. The figure 1. below is a representation of the steps of action research. (Ferrance 2000.)

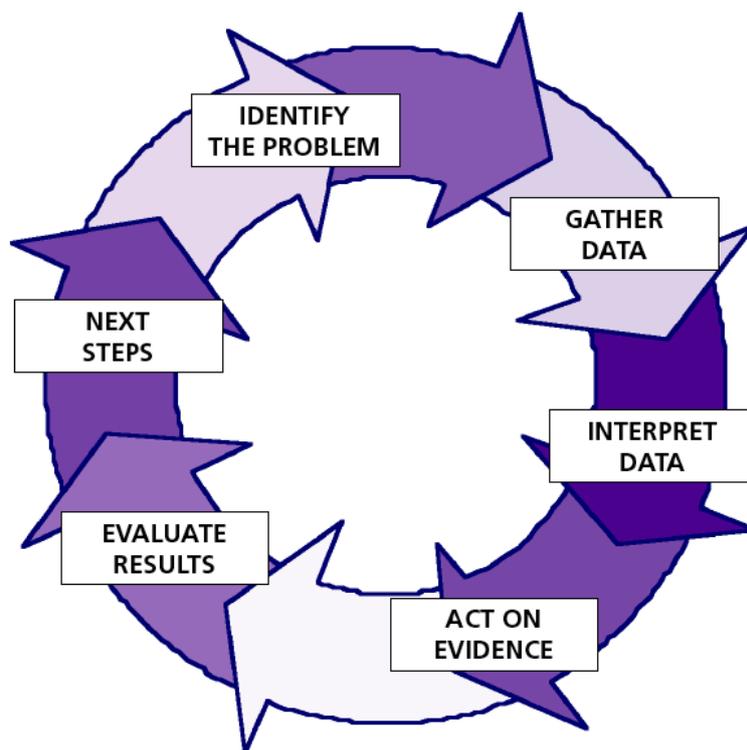


Figure 1. Action Research Cycle (Ferrance 2000:9).

In this thesis, identification of the problem was done by background search in databases CINAHL and PubMed. Key words used were related to attrition in nursing ("dropout rates", attrition, retention) and to the image of nursing (image of nursing, image of nursing student, image of nursing media). The search results have provided with a wide range of data, but only few of the articles were relevant to the topic. Both of the databases have showed similar research results with many of the articles appearing on both databases. Other method used for the background search and familiarizing with the topic was participating in the National Student Selection Seminar organized by the "Reforming Student Selection in Nursing Education-project".

The second step, gathering data, was implemented by using the concept of methodological triangulation. "Within-method" triangulation means that different data collection methods were used within one paradigm. Triangulation shows how the use of different methods can gain in depth understanding of the topic researched and increase the credibility of the findings. (Williamson, Bellman, Webster 2012: 34.)

Paradigm is defined as a model or a worldview of something. In this thesis, the qualitative paradigm was used. (Williamson, Bellman, Webster 2012: 241.) Characteristics of data collection in a natural setting (field notes) and exploratory and descriptive focuses

(literature review and benchmarking) were used to collect the data. The figure below summarizes the research methods used.

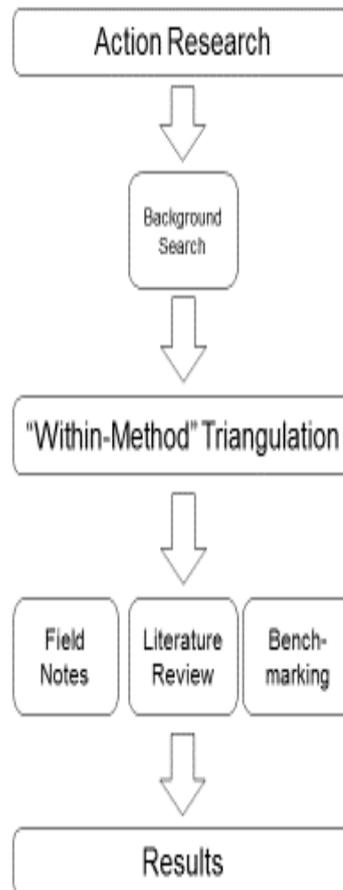


Figure 2. Action Research and "Within-method" Triangulation.

The third step was implemented by using the "Within-method" triangulation. It helped to interpret the data and provide results that can be used to create the video. Combining the three methods of data collection gave a more complete picture of the information that needs to be provided. It provided an insight for both content and technical aspects of video production. Field note collection and literature review provided with findings that could be used for the content of the video. Benchmarking provided with findings that could be implemented for both content of the video and technical aspects of the video.

The fourth step, act on evidence, will be carried out by the innovation project, which will aim at producing the video using the findings from data collection in this thesis. Nursing student group from the degree programme in nursing (DPN) in Metropolia will work in collaboration with the media students group from Metropolia to achieve this. The main responsibility of nursing students will be to write a manuscript for the video and the main responsibility of media students will be to film and edit the video.

The fifth step, evaluation of results, was implemented at the end of this thesis by considering validity, credibility and reflexivity.

Last step of action research was completed by identifying implications for nursing education and future research in the "Discussion" chapter of this thesis. (Ferrance 200:13.)

4.2 Field notes

Field note collection is an observational method of collecting data in which the researcher emerges itself in the field and records the observations during or straight after the event. Field note collection is a sensitive method and the researcher needs to decide upon a way to record data that is the most suitable to them. (Dawson: 2002: 106-107). In this field note collection process the researchers were health care students in Metropolia and all questions asked by visiting high school student during the Campus day were written down immediately after the event (Appendix 1).

Campus day was organized on the 09.11.2015 in collaboration with four Universities of Applied Sciences in Helsinki Metropolitan Area. Universities involved were Metropolia, Haaga Helia, Arcada and Laurea.

During this Campus day, students who chose to visit Metropolia Health Care and Nursing Campus, had an opportunity to familiarize themselves with the study programmes offered in this campus (public health nursing, nursing, paramedic studies and midwifery). Four activities were organized for students, each lasting 30 minutes. The activities involved drug calculation exam, visit to a simulation centre, listening to nursing career stories and an overall trial. Tutor students were leading them to each activity and communicating with the students in between. During these activities and while in contact with the tutor students, high school students were able to ask questions related to the studies.

All students who participated in the Campus day were female last year high school students.

4.3 Literature Review

Literature review is a wide study and interpretation of the literature of a particular topic. The first stage of the implementation of literature review is identification of a research question which follows by analyzing the relevant data. Literature review is important because it summarizes the literature on any particular topic and gives sense to the body of the research. To make it easier for a reader, literature review presents an analysis of the literature that is available and is brought together. Thus, the reader does not need to access every review included in the research. (Aveyard 2014: 2-4.)

By doing literature review, data was collected in order to show the reader that the researchers understand the background research of the topic. Additionally, having a good literature review shows that the researchers have enough knowledge about the topic and can rationalize the reason for the research done. The aim of the literature review was to research the public image of nursing. The literature review question was: What image of nursing do people have?

Inclusion and exclusion criteria help the researchers to clarify what to search for in a review, identify the literature that addresses or does not address the research question and keep the researchers on track and focused. More detailed criteria for inclusion and exclusion helps to find literature that is related to own topic, keep researchers focused on the literature search and provide evident information about the remit of the review. (Aveyard 2014: 74-78.)

Inclusion criteria for the literature review were related to language (only English or Finnish articles), location (worldwide), date (maximum 16 years old articles), and articles must be found in academic journals. Exclusion criteria for the search contained: language other than English or Finnish and articles older than 16 years.

When starting to search for the literature, first step is identification of the keywords that direct researchers to the related journals and books. Amount of searches found depends on these keywords and terms used in relation to the topic. (Aveyard 2014: 81-

84.) In order to find relevant literature these key words were used: image of nursing and media, and image of nursing and student. By using keywords image of nursing media, limited with English or Finnish articles, worldwide and no older than 16 years, 19 articles were found. Image of nursing student with same limitations found 41 articles. CINAHL is the most relevant database to search for nursing-based literature reviews (Aveyard 2014: 82). The search happened only in this particular database. Based on the title and the abstract, 13 relevant articles were chosen. Upon reading all of the 13 articles, two articles that were the most relevant to answering the research question were chosen for the literature review. The third article chosen for the literature review was found on Cinahl database during the preliminary background search. The article was chosen because it fit all of the inclusion and exclusion criteria.

Table 1. Articles selected based on title and abstract.

Database	Keys words	How many hits in total?	How many relevant?	Articles selected for the review
Cinahl	image of nursing media	19	4	0
Cinahl	image of nursing student	41	9	2

A thematic analysis is a simplified approach that was applied to summarize the articles. This simplified approach was selected because only three articles were chosen for the literature review. These articles were summarized in a table, which included author(s), purpose of the study, sample size, data collection and analysis, and main findings (Appendix 2.) This was done in order to analyze the articles before writing the literature review and to give researchers a clear understanding of all the articles, including their strengths and limitations. Five themes that emerged were related to inherent characteristics of nurses, their academic and professional skills, benefits of nursing, disadvantages of nursing and sources of people's perception of nursing. The themes were written down and summarized in a table before writing the literature review (Appendix 3).

4.4 Benchmarking

Benchmarking is a data collection method where own accomplishments are compared to better accomplishments of others from the same field. The purpose of using this method is to learn from others, develop own performance, measure quality of the product and functions that support implementation of the quality. (Kelessidis 2000: 2.)

Benchmarking helps to recognise weaknesses of the product. Based on found weaknesses it is easier to set goals and come up with ideas that can help develop the product. This method can be used to compare strategies, processes or data. (Kelessidis 2000: 2.)

Implementation of benchmarking process happens in five phases: planning, analysis, integration, action and maturity. During the planning phase, a product that must be benchmarked needs to be determined. As well, a product against which the initial product is compared, needs to be determined. Analysis phase includes data collection process, which is followed by the integration phase. Integration means preparation of the receiver for implementation of actions. Fourth phase is called the action phase where actual actions are implemented. Finalization of the process comes to maturity phase that involves ongoing monitoring of the product, and possible learning and improvement during the benchmarking process. (Kelessidis 2000: 3.)

In this thesis, the aim of benchmarking was to compare other videos in order to provide information for video production for the Metropolia University of Applied Sciences webpage. A thorough internet search was done to find means to develop evaluation sheets that were used to evaluate the videos (Appendix 4) (Middlesex Community College 2013; Schrock 2011).

Four videos were found for benchmarking process. One of the main criteria for the videos was location. All of the videos were found on the webpages of Universities of Applied Sciences in Finland. During the planning stage, English was selected as the main language of the videos but since only two videos were found in English, other two selected videos were in Finnish.

During analysis process main aspects examined in the videos were technical and content related. Technical aspects included location of the video on the webpage; length,

quality and structure of the video; language used; name of the organization which provided the video and aim of the video. Content aspects included title, summary, provided information, pacing of the language, bias and general focal point of the video: nursing profession or nursing studies.

5 Results

The aim of this thesis was to provide sufficient and correct information about nursing studies and nursing as a profession for video production, which will be aimed at potential applicants to nursing degree programme. Video production took place in a separate innovation study unit. The results of this thesis emphasize the lack of information that the population has about nursing education and nursing as a profession. Besides the lack of information, there are wrong and misleading misconceptions of which media is one of the largest sources (Morris-Thompson, Shepherd, Plata & Marks-Maran 2011: 683-684). The results also emphasize the need of creating a tool to provide possible nursing applicants with correct and sufficient information about nursing education. Morris-Thompson, Shepherd, Plata & Marks-Maran (2011) have identified the responsibility of nursing students and nursing professionals to take charge of changing the image of nursing by providing accurate and sufficient information about nursing education and nursing as a profession.

5.1 Information Needs of Potential Nursing Candidates

During the Campus day field notes were collected. Most commonly asked questions were about the entrance examination process. Students were interested in application dates, grade requirements and what subjects will be tested in the entrance examinations. Particularly students were concerned about the language and math skills requirements. There was also concern about support services a student can get while studying. A concern about applying to nursing was expressed by one student with a question asked "Should I study to become a practical nurse before trying to get into nursing?"

Concerning the study programme, most interest was expressed in simulation rooms and clinical lab classes. High school students were also interested in clinical practices

during the studies; how much of the curriculum are clinical practices and in what fields clinical practices need to be completed. Student life also interested some students and they asked about the international opportunities such as exchange possibilities and student leisure.

A large part of questions asked were related to nursing tasks and career possibilities. Questions were related to workplace possibilities ("Where can a nurse work?") and challenges of the nursing profession. Students were concerned about the amount of work with the elderly, which seemed to be a negative influence for applying to nursing. Students did not have much knowledge of nursing career possibilities and continuation of the studies. Questions such as "What are my career possibilities as a nurse?" and "Is it possible to continue studies?" were asked.

5.2 Image of Nursing

The literature review aimed to research the public image of nursing and answer the question "What image of nursing do people have?" The way people perceive nursing affects nursing profession and recruitment of new students into nursing education. Usually, the image is generalized and the population perceives nursing in a similar way. These perceptions may be negative, positive and present from different environments. (Morris-Thompson, Shepherd, Plata & Marks-Maran 2011: 683; Norman 2015: 17.)

5.2.1 Nursing as a Profession

Ericson, Holm, Chelminiak & Ditomassi (2005) conducted telephone interviews with teenage students and adults who were considering switching careers. They identified influences on choosing or rejecting nursing as a possible career option. Participants identified "being happy at work/liking your job" as the most significant influence on choosing a career. This was not the case for those who were considering nursing as a career. The most important influences for choosing nursing were "good salary/money" and "a sense of making a difference in people's lives". Other influential factors for choosing nursing as a career were "a sense of feeling what you do is important" and "working with a group of people you enjoy". "Emotional strain of working with sick people and dying patients" was identified as the third most common reason for rejecting

nursing as a career option. These are psychological influences that strongly drive people into choosing or rejecting nursing as a career. (Erickson, Holm, Chelminiak & Ditomassi 2005: 46-48.)

Morris-Thompson, Shepherd, Plata & Marks-Maran (2011) conducted interviews with school children and adults of different occupations. They recorded that nurses were perceived as someone they can rely upon, trustworthy, honest, empathetic, heroic, hardworking, dutiful, passive and downtrodden. They also identified nursing as a profession of value due to the caring but unappealing tasks they perform. In this study participants stated that empathy is more important than academic skills in nursing. Image of nursing was consistent and these personality traits were applied to all nurses rather than looking at nursing as a profession of different personalities. In this study nursing was also perceived as something one does if they have always wanted to be a nurse and not a professional path one chooses consciously. (Morris-Thompson, Shepherd, Plata & Marks-Maran 2011: 689-691.)

Norman (2015) interviewed eleventh graders in the West Midlands area of England and found that participants perceive nurses as caring, kind and helping. Communicational skills were perceived as "just cleaning people and talking to them". Most eleventh graders described nurses they know as being unhappy and bored with their work. Overall, nursing was perceived as a profession of calling rather than a career path one chooses to take. Most of the personality traits reported were positive, but give a wrong impression of nursing because they do not portray nurses as academic and intellectual individuals leading evidence based practice. This may contribute to public's impression that personality traits are more important than intellectual skills in nursing. (Norman: 2015-15-17.)

According to Erickson's, Holm's, Chelminiak's and Ditomassi's study (2005), nursing was described as unpleasant, undercompensated profession with lack of responsibilities and respect. According to the same study, nurses were described as assistants of doctors with cleaning after patients as their main task. Nurses were pictured as tired, stressed and overworked but with capability to think critically and with enough of intellectual capacity to solve problems. Besides all the wrong and negative images participants considered nursing becoming more respected and more appreciated in the working environments. (Erickson, Holm, Chelminiak and Ditomassi 2005: 48.)

Study of Dr. Kay Norman (2015) also showed that public sees nurses as doctor assistants who work in poor working conditions. In Morris-Thompson's, Shepherd's, Plata's and Marks-Maran's research (2011) nurses' role was described as "invisible" and "simple" or "being in the background", which gives the image that nursing role is less important than it actually is. These statements correlate with the study findings about the general public's image of nursing in which the public describes nurses as overworked and put upon. Additionally, the public believes that nurses have a low status and low ambitions. The researchers found that the public is confused about the career possibilities in nursing and that they have difficulty differentiating between health care professionals such as nursing assistants, nurses and ward managers. (Morris-Thompson, Shepherd, Plata and Marks-Maran 2011: 684-691.)

5.2.2 Nursing as a Career

In two of the reviewed studies nursing profession was perceived as requiring low education and low academic skills. The media and the public sees nurses as unmotivated and someone who has gone into nursing because they were low academic achievers. (Norman 2015: 15; Morris-Thompson, Shpeherd, Plata and Marks-Maran 2011: 689.) Same studies concluded results that parents would not recommend their children to go into nursing because they thought that their children "could do better" (Norman 2015: 15; Morris-Thompson, Shepherd, Plata and Marks-Maran 2011: 691.)

All of the three studies reviewed stated that nursing profession is mostly not a first choice career option. In Erickson's, Holm's, Cheminiak's and Ditomassi's research (2005), interviewed people did not consider nursing as a career choice because they were more interested in other careers or considered nursing school to be too long. Another influential factor, which turned people off nursing school was people's financial situation. (Erickson, Holm, Cheminiak and Ditomassi 2005: 48.)

In Norman's research (2015) nursing profession was considered as a last-resort profession choice and only if there was no possibility to achieve "highly academic" career. Researchers Morris-Thompson, Shepherd, Plata and Marks-Maran (2015) found out that public would not recommend nursing as a career choice even though they admire nursing in general. The reason for not recommending nursing is a belief that there is no future in nursing and that nursing is a dead end. (Morris-Thompson, Shepherd, Plata and Marks-Maran 2015: 690.)

5.3 Technical and Content Information for the Video

Benchmarking was undertaken to compare other videos in order to provide information for video production for the Metropolia University of Applied Sciences webpage. At first, technical information of the videos was collected. All four videos were found on the webpages of the Universities of Applied Sciences. One of the videos was placed in the nursing student stories section when the rest were found in the nursing degree section. Altogether, it took from one minute to six minutes to find each video. Organization for which the video was produced was always mentioned in the video.

Quality of the videos consisted of picture and sound. Three out of four videos were high-definition videos and one video did not provide any information about the quality. Two out of four videos were clear and understandable. One video was understandable, but not clear at all times with distracting background music. One video was neither understandable nor clear. Length of the videos ranged from one minute and thirty-five seconds to seven minutes and thirty-six seconds.

Two of the videos were well organized and planned. One video was scattered and the topics were overlapping. Another video had good content but was not well organized. Two of the chosen videos were in Finnish. Another two were in English with one of the videos having text in Finnish. Overall, all of the videos had the same aim which was to represent the nursing programme in own University of Applied Sciences and to tell about nursing studies and nursing profession.

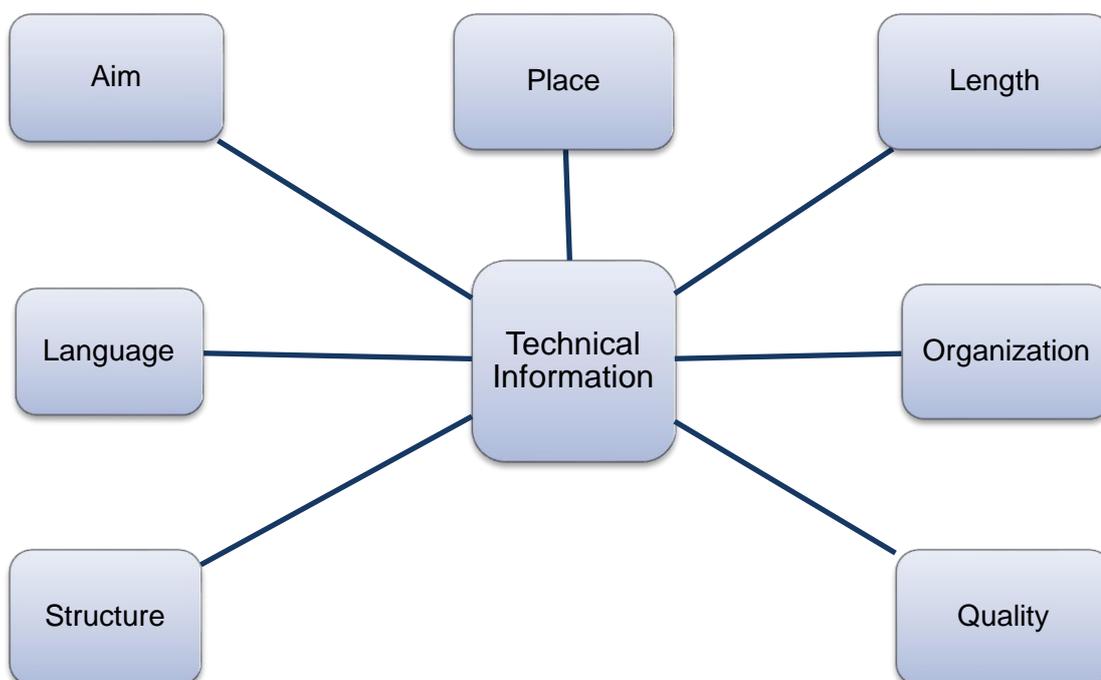


Figure 3. Technical Information.

Additionally, content information was collected. Content-related information of the videos included seven main areas: title of the video, a short summary of the video describing the aim and content of the video which can be read on the webpage before watching the video, the way in which information was presented, the language pacing of the speaker, content focusing either on nursing studies, nursing profession or both, and any present bias in the video.

The title of three out of four videos represented the aim and the content of the video. One of the four videos had an unclear title with no link to nursing education or nursing profession. Only one out of four videos had a summary of it on the webpage representing the aim and the content of the video. The summary was found on the same page, just above the video, and was three sentences long.

Three out of four videos represented the information in a clear manner and the information provided was clearly understood. In three out of four videos, the speaker started the video with introducing themselves and stating why they chose to study in this particular University of Applied Sciences. Onwards, the topics of the videos focused on the advantages of nursing, the most interesting subjects in nursing education and practice placements, challenges in nursing, own experience in the nursing field and topics con-

cerning student life such as student organizations and internationalism. The ending of these videos focused on telling the viewer why to choose nursing as a career. The same three videos had a sufficient language pacing, which gave the viewer time to think and process the information.

Three out of four videos mainly concentrated on providing information about the nursing studies and briefly mentioned nursing profession. One of the four videos concentrated mainly on nursing profession and own experiences in nursing field. This video briefly provided information about nursing education. None of the content on the videos was found biased, one-sided or critical.

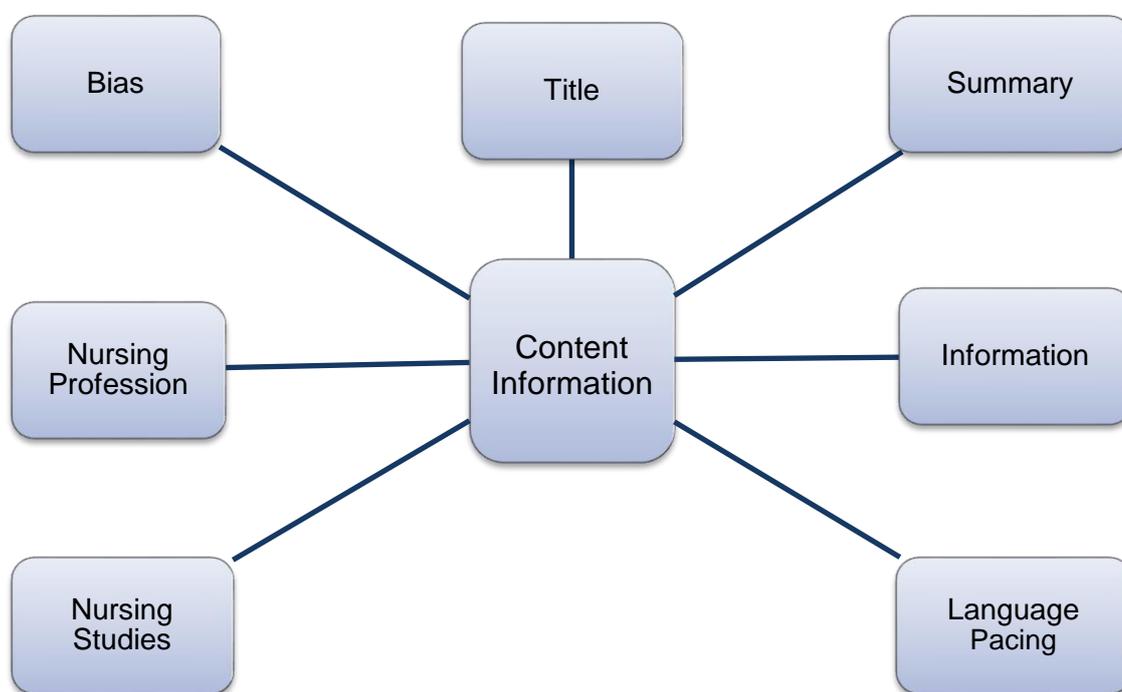


Figure 4. Content Information.

6. Discussion

The aim of this thesis was to provide sufficient and correct information about nursing studies and nursing as a profession for video production, which will be aimed at potential applicants to nursing degree programme. This was done by using the "Within-method" triangulation to gather the results. Sufficient and correct information was gathered by collecting field notes of the most commonly asked questions by last year high school students, a literature review that answered the question "What image of nursing do people have?" and by benchmarking method that aimed to compare other videos in

order to provide information for video production for the Metropolia University of Applied Sciences webpage. The video will be produced as part of the innovation project course.

6.1 Main Results

The results from the field notes and the literature review showed that possible nursing applicants either do not have enough information about nursing education and nursing as a profession or have an entirely wrong image. The image of nursing was generalized and certain personality traits such as caring, empathetic and trustworthy were applied to all nursing professionals (Morris-Thompson, Shepherd, Plata & Marks-Maran 2011:689-691). These stereotypical images were linked to people thinking that nursing is a profession one chooses if they have always wanted to be a nurse and not an academic choice one consciously makes. Therefore, people had an image that nursing requires more empathy and certain personality traits rather than academic skills. (Norman: 2015-15-17.)

Both in the field notes and in the literature review there was confusion between the nurses' role in health care and academic qualifications. High school students were unsure about the requirements for nursing education and the health care fields where a nurse can work. Academic requirements were considered lower than they actually are. Most people did not know about the possibility of continuation of the studies and career possibilities. (Morris-Thompson, Shepherd, Plata and Marks-Maran 2011: 684-691.)

The results proved that nursing was not considered as a career choice for many (Norman 2015: 15). Most high school students did not show interest in the Campus day and were unmotivated to participate in the activities. For those who did have an interest in nursing, the Campus day was beneficial; they develop a positive feeling about nursing and they felt more confident in applying. It is argued that the low interest into nursing education and nursing profession comes from the media and the relatives. The image that exists in the media is negative or downplayed. The relatives of potential applicants themselves have an unrealistic image of nursing and think of nursing as a low-academic profession and therefore advice young family members to choose a more academic and valuable profession. (Norman 2015: 15; Morris-Thompson, Shepherd, Plata and Marks-Maran 2011: 691.)

Benchmarking provided results showing the importance of the video being easily found and accessed on the webpage. The common location for the video should be on the page where nursing programme is represented e.g. on the Nursing – Bachelor of Health Care part of the webpage. Organization for which the video is produced should always be mentioned. Picture quality of the video should be high and sound should be clear with language being understandable.

The length of the video should be well settled. A video that is too short will not provide enough information and a video that is too long will have too much information which can be overwhelming. Based on the results of this thesis, it is suggested that the average length of the video should be 3 minutes. The language of the video should be the same as the language of the nursing programme represented. The video content must be well planned before the actual video making process in order to produce a well-organized video with a clear aim. The conclusion was made, that the video for the Metropolia webpage should mainly focus on nursing education (theoretical and practical studies, online courses and group works), international possibilities (student exchange and international collaboration with Universities of Applied Sciences) and briefly mention nursing as a profession also (different working fields and career possibilities).

The title of the video must represent the content of the video and the summary can be optional. Information presented in the video should be clear and the language should be sufficiently paced. All of the videos provided with innovative concepts and content information that can be used to develop a new video. Negative aspects were recorded as well (overlapping topics, too much information in a short period of time and sharing very personal experience). In order to provide a good quality video, those aspects need to be taken into consideration. None of the information in the videos contradicted with the information from our own results.

6.2 Ethical Considerations

In order to have a trustworthy and ethically adequate research, this thesis was carried out according to the ethical guidelines published by the Finnish Advisory Board. The research followed the principles set by the research community, which are: integrity, meticulousness and accuracy. The methods used in data collection process were adjusted to scientific criteria. Additionally, researchers followed a set of standards for sci-

entific knowledge during different phases of the research process. (Finnish Advisory Board on Research Integrity 2012: 30.)

Respect to the gathered data and work of previous researches must be shown by proper citations and by giving credits to the researches (Finnish Advisory Board on Research Integrity 2012: 30). In this thesis, data collected from other articles and sources was cited and properly documented giving credits to the previous researchers. The data was summarized honestly with no possible modifications to the result.

Field notes were collected during a public event and only the questions asked by high school students were recorded. Due to these reasons, no permission for data collection was needed. Identities of the participants were unknown.

6.3 Validity, Credibility and Reflexivity

Action research, separately from other research methods, has a different explanation and application of the terms validity, credibility and reflexivity. In action research, it is important for the researchers to emerge themselves in the field to achieve results. This may cause bias of the research and therefore affect validity of the research. (Williamson, Bellman, Webster 2012: 37.)

In this thesis, the bias was avoided by constantly taking reflexivity into account. Reflexivity is very important in action research and refers to the ability of the researchers to reflect on their actions while performing the research. (Williamson, Bellman, Webster 2012: 37-41.) This was achieved by intermittently coming back to the steps of action research and evaluating the research data without prejudice. There was constant discussion between the researchers in order to minimise prejudice and to increase validity and credibility of the research.

Credibility of the research was secured by the supervising lecturer who thoroughly followed the research process and determined that the interpretations of the results are correct and non-biased. The methods used in this thesis can be relevant and applied to other degree programmes working on the same issue. The limitation of time and the fact that limited amount of research data was used (one day of field note collection, three articles and four videos) might have affected the credibility of the results. (Williamson, Bellman, Webster 2012: 39-40.)

The validity of action research is not judged by the change that is implemented but by researchers developing new meaning and understanding of the research. The validity of this thesis was secured by using the "Within-method" triangulation, which provided consistent data from three different sources. (Williamson, Bellman, Webster 2012: 38-39.)

6.4 Implications for Nursing Education and Future Research

During the database searches the results showed that there are limited amount of articles focusing on the image of nursing and how it affects student recruitment and attrition. There are implications for further research concerning this topic. Further research could focus on conducting interviews with high school students, their relatives and career counsellors. This would be valuable information to use in further research and in creating practical tools to promote nursing studies and nursing profession.

Nursing students and nursing professionals have a role to play in portraying a realistic and positive image of nursing. They need to take action to provide possible applicants with correct information about nursing studies and nursing profession. As media is one of the main sources of information, nursing professional can use it to their advantage to promote nursing by sharing positive stories. There is a need for nurses to be more visible in the society and this can be achieved by visiting schools and different events where they can present nursing profession, what they do as nurses, nursing problems and how they deal with them. Universities of Applied Sciences in Finland also have a responsibility to present nursing education and to provide possible applicants with correct and sufficient information about nursing education and the curriculum. Actions such as creating educational videos and organizing open days could possibly increase interest into nursing and decrease attrition rates.

7 Conclusion

There is some evidence to suggest that possible applicants to nursing degree programme do not have sufficient information about nursing education and nursing as a profession. The results showed that media is one of the main information sources that

provides negative and wrong image of nursing. It affects the image of nursing that the relatives of high school students and student councillors have. All of these factors affect how possible applicants perceive nursing. This supports the evidence presented in the beginning of this thesis concerning retention and attrition rates during application process and the first years of education (Crow and Hartman 2005: 276-279).

When considering taking action in providing more information and reshaping the image of nursing, questions such as where and how need to be identified. According to Mahkonen (2015) the Metropolia webpage is the main source of information. The results have showed that high school students express more interest in practical activities such as simulation rooms and clinical practices. These factors need be taken into consideration in order to reach and interest possible applicants. Creating a video for Metropolia University of Applied Sciences webpage is one of the steps to reshape the image of nursing. However, there is a need for more structural and multiorganizational collaboration in order to make a change.

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Field Notes

Description of the Campus day	<p>Campus day was organized on the 09.11.2015 in collaboration with four Universities of Applied Sciences in Helsinki Metropolitan Area. Universities involved were Metropolia, Haaga Helia, Arcada, and Laurea.</p> <p>During this Campus day, students who chose to visit Metropolia Health Care and Nursing Campus, had an opportunity to familiarize themselves with study programmes offered in this campus (public health nursing, nursing, paramedic studies, and midwifery). Four activities were organized for students, each lasting 30 minutes. The activities involved drug calculation exam, visit to a simulation centre, listening to nursing career stories, and an overall trial. During these activities students were able to ask questions related to studies.</p> <p>All students who participated in the Campus day were female last year high school students.</p>
Most asked questions by high school students during Campus day	<p>Questions about entrance exam process were common (When to apply? What grades do I have to have to apply? What will be tested in the entrance exams?).</p> <p>Where can a nurse work?</p> <p>Is there a lot of work with the elderly?</p> <p>Is it possible to continue studies?</p> <p>What are my career possibilities as a nurse?</p>

	<p>What is most challenging in nursing profession?</p> <p>Should I study to become a practical nurse before trying to get into nursing school?</p> <p>What kind of support one can get while studying?</p> <p>How important are math skills in nursing? (Asked due to the drug calculation exam)</p> <p>How important are language skills in nursing?</p> <p>Is it possible to go for exchange and where?</p> <p>What is student life like?</p>
Interests expressed by high school students during Campus day	<p>High school students expressed interest in simulation rooms and clinical lab classes during the studies.</p> <p>Students were interested in clinical practices during the studies. They were interested in how much of the curriculum is clinical practices and in what fields clinical practices need to be completed.</p> <p>High school students showed particular interest during nursing career stories activity, which was led by two graduated nurses. Most of the questions were asked during this activity.</p>
Observations made by us	<p>Some high school students did not have much information about nursing studies and nursing profession.</p> <p>One girl's mother was a nurse so she had an</p>

	<p>idea about nursing profession.</p> <p>Some high school students showed interest in nursing studies, but still were not sure if they want to apply.</p> <p>Only few students knew for sure that they want to study in health care field.</p> <p>One girl was frustrated because she wanted to apply but felt like her math skills were not good enough.</p>
Summary of Campus day	<p>After Campus day more students were certain that they want to apply.</p> <p>Students felt more positively about applying.</p> <p>Students received more information about nursing studies and the curriculum. They had a better picture of nursing as a profession.</p> <p>One student said that it has increased her confidence for the entrance examination.</p> <p>Some students were not interested at all stating that they had to participate even though they did not want to.</p>
Reflection of our work and field note collection	<p>This event gave us a better understanding of how much high school students know about nursing studies and nursing as a profession.</p> <p>This event was beneficial for high school students to receive a picture of nursing studies and nursing as a profession. This event either increased their wish to apply or they decided that nursing is not their choice of career.</p>

	<p>This was a beneficial event for us to collect field notes.</p> <p>If we were collecting field notes again, we would try to have a better conversation flow and we would try to encourage students to talk more about what is relevant for them.</p>
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Review of Journal Articles

Author(s)	Purpose of the study	Sample size	Data collection and analysis	Main findings
Norman., K.	Investigating young peoples' perceptions of nursing.	40 year 11 pupils from 4 different schools in West Midlands area of England.	Data was collected through individual interviews.	Most participants expressed very stereotypical and traditional images of nursing. Community nursing was not considered as "real" nursing. Participants did not consider nursing as a career choice because they thought they could achieve higher. Most perceptions of nursing education and nursing profession derived from the media and family.
Morris-Thompson, T., Shepherd, J., Plata, R. & Marks-Maran, D.	To explore the image that nurses have of nursing and the image of nursing held by the public to determine the difference between the two and the impact of this on nurse recruitment.	Nurses: data was collected through 22 focus group workshops. Each workshop had between 15 and 40 nurses. Public: 159 participants.	Qualitative survey research was used. Data was collected from nurses and from the public.	The public image of nursing is different from nurse's image of nursing and is based on myth, misconception and stereotype. Public appears ill-informed of what nurses do, purporting to respect nursing but would not recommend nursing as a career choice for themselves, their children or their pupils.

Erikson, J., Holm, L., Chel- miniak, L. & Ditomassi.	To explore motivators and disincentives for choosing a nursing career.	800 participants: teen- age students in grades 7 through 11, and adults ages 18 to 49 who said they would consider switching career.	400 telephone interviews in each target group.	Both students and adults identified “being happy at work / liking your job” as the most important career motivator. For adults, a “good salary” and “flexible schedule” were most frequently chosen as the single most important reason for a career choice. For students, single most important motiva- tors were “good salary” and “a sense of making a difference in people’s lives”.
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Themes of the Literature Review

Inherent characteristics	Academic/ Professional skills	Benefits of Nursing	Disadvantages of nursing	Sources of people's perception of nursing
Caring	Doctor's assistant	A sense of making a difference	Difficult and nasty work but of real value	Family members, especially those who are nurses
Kind	Only care for patients	A feeling of what you do is important	Unvalued	
Trustworthy	Low ambitions	Multiprofessional work	Poor working conditions	Media
Honest	Vocational pathway/low qualification		Challenging	
Can be relied upon	Less academically and intellectually able	Good salary	Nursing tasks include cleaning and bloody work	
Empathetic	Last resort career choice		Menial tasks	
Heroic	"Could do better"		Emotional strain	
Hardworking	Very few career options/there is no academic future in nursing		Little autonomy	
Nursing is something you do if you have always wanted to be a nurse				
Dutiful				
Passive				
Downtrodden	People have difficulty differentiating between health care professionals			

Benchmarking – Video Evaluations

Video 1

Title of the video: The Bachelor's Degree Programme in Nursing at Arcada!

Length of the video: 3:05

URL of the video: <http://staycurious.arcada.fi/en/nursing/>

Part 1. Technical Aspects	Yes	No
Video Quality: The resolution is one ninth of the full HD (640x360) and the dimensions are 704x396.		
Why was the video created? To represent nursing studies in Arcada University of Applied Sciences.		
In what section of the webpage was video found? Front Page -> See all our degree programmes -> Nursing.		
How long it took to find a video from entering the webpage? 1 minute.		
Did the video seem well organized and planned? The content of the video was good, but was not well organized.		x
Did the video include the name of the author or company who produced it? If yes, what was it? Arcada University of Applied Sciences.	x	
What was the language used in the video? English		
Was the speaking in the video understandable and clear?	x	

Part 2. Content	Yes	No
Did the title of the video represent the content of the video?	x	
Was a summary of the video presented on the webpage?		x
Was the information presented understandable and clear?	x	
Did the video talk about nursing studies, nursing profession or both? The speaker mainly focused on the nursing studies and briefly mentioned nursing profession at the end.		
Did the video allow any time for you to think about what was being said?	x	
Does the video seem to be biased? (One-sided, critical etc.) If yes, state why.		x
Did the information in the video contradict with the information from our own results?		x
Did the video help to understand the topic better? Why or why not? Key points of the nursing studies and the nursing profession were mentioned. The content was clear and brief.	x	
Did the video provide any innovative concepts and information that can be used to develop our own video? If yes, what? The idea of including topics of internationalism and student organizations was good because they are part of student life and the studies.	x	

Video 2

Title of the video: Nursing

Length of the video: 7:36

URL of the video: <http://www.jamk.fi/fi/Koulutus/Sosiaali-ja-terveysala/Nursing/>

Part 1. Technical Aspects	Yes	No
Video Quality: No information.		
Why was the video created? The video was created to represent nursing studies in English in Jyväskylä University of Applied Sciences.		
In what section of the webpage was video found? Front Page -> Education -> Social and Health Care -> Degree Programme in Nursing.		
How long it took to find a video from entering the web site? 6 minutes.		
Did the video seem well organized and planned? The content of the video was scattered and overlapping.		x
Did the video include the name of the author or company who produced it? If yes, what was it? Jyväskylä University of Applied Sciences.	x	
What was the language used in the video? The speaking was in English and the written parts were both in English and Finnish.		
Was the speaking in the video understandable and clear? The speaking was understandable, but not clear.		x

Part 2. Content	Yes	No
Did the title of the video represent the content of the video?	x	
Was a summary of the video presented on the webpage?	x	
Was the information presented understandable and clear?		x
Did the video talk about nursing studies, nursing profession or both? The speaker in the video mainly focused on nursing studies.		
Did the video allow any time for you to think about what was being said?		x
Does the video seem to be biased? (One-sided, critical etc.) If yes, state why.		x
Did the information in the video contradict with the information from our own results?		x
Did the video help to understand the topic better? Why or why not? The content was good but the speaker did not concentrate on important topics and did not specify them enough. The video was too long to keep focused all the time.		x
Did the video provide any innovative concepts and information that can be used to develop our own video? If yes, what? The speaker mentioned EU directives and the possibility to work in Europe with the nursing degree.	x	

Video 3

Title of the video: Excellence in Action featuring Aferdita

Length of the video: 1:35

URL of the video: <http://www.turkuamk.fi/fi/tutkinnot-ja-opiskelu/tutkinnot/sairaanhoitaja/>

Part 1. Technical Aspects	Yes	No
Video Quality: Common high-definition video mode: resolution 1920 x 1080 and dimensions of the video are 592 x 333.		
Why was the video created? Student story about nursing studies and nursing profession.		
In what section of the webpage was video found? Study at TUAS -> Degree Programmes -> Bachelor of Health Care, Nursing		
How long it took to find a video from entering the webpage? 2 minutes.		
Did the video seem well organized and planned?	x	
Did the video include the name of the author or company who produced it? If yes, what was it? Turku University of Applied Sciences.	x	
What was the language used in the video? Finnish.		
Was the speaking in the video understandable and clear?	x	

Part 2. Content	Yes	No
Did the title of the video represent the content of the video?		x
Was a summary of the video presented on the webpage?		x
Was the information presented understandable and clear?	x	
Did the video talk about nursing studies, nursing profession or both? The speaker in the video concentrated more on own experiences in the nursing field and on describing nursing profession. Content of nursing studies was presented as well.	x	
Did the video allow any time for you to think about what was being said?	x	
Does the video seem to be biased? (One-sided, critical etc.) If yes, state why.		x
Did the information in the video contradict with the information from our own results?		x
Did the video help to understand the topic better? Why or why not? The video is well structured with good points addressing the nursing profession and the nursing studies. However, we think there was too much strain put on some of the personality qualities of nurses (caring, rewarding).	x	x
Did the video provide any innovative concepts and information that can be used to develop our own video? If yes, what? The fact that the speaker was talking about her own experiences might be appealing to the possible candidates. It is a good idea to mention the possibilities of the nursing profession and different workplaces.	x	

Video 4

Title of the video: Centria-ammattikorkeakoulu - Sairaanhoidaja (AMK)

Length of the video: 2:32

URL of the video: <http://web.centria.fi/hakijalle/paivatoteutukset/sairaanhoidaja-amk>

Part 1. Technical Aspects	Yes	No
Video Quality: Common high-definition video mode: resolution 1920 x 1080 and dimensions of the video are 545 x 307.		
Why was the video created? To tell about the nursing studies in Centria University of Applied Sciences; a student's story.		
In what section of the webpage was video found? Front page -> Applicants -> Bachelor's Degree -> Nursing -> Student stories.		
How long it took to find a video from entering the webpage? 3 minutes.		
Did the video seem well organized and planned?	x	
Did the video include the name of the author or company who produced it? If yes, what was it? Centria University of Applied Sciences.	x	
What was the language used in the video? Finnish.		
Was the speaking in the video understandable and clear? The speaking was understandable, but not clear at all times. The background music was slightly distracting.	x	

Part 2. Content	Yes	No
Did the title of the video represent the content of the video?	x	
Was a summary of the video presented on the webpage?		x
Was the information presented understandable and clear?	x	
Did the video talk about nursing studies, nursing profession or both? The focus of the video was mainly on nursing studies. The video briefly mentioned nursing profession as well.		
Did the video allow any time for you to think about what was being said?	x	
Does the video seem to be biased? (One-sided, critical etc.) If yes, state why.		x
Did the information in the video contradict with the information from our own results?		x
Did the video help to understand the topic better? Why or why not? The video content was well structured. Each theme was represented clearly and the amount of information was well limited.	x	
Did the video provide any innovative concepts and information that can be used to develop our own video? If yes, what? The idea of including tips for possible applicants at the end of the video was a good idea.	x	