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CREATING A SUPPORTIVE LEARNING ENVIRONMENT FOR INTERNATIONAL NURSING STUDENTS

– Role of language



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CREATING A SUPPORTIVE LEARNING ENVIRONMENT FOR INTERNATIONAL NURSING STUDENTS

- Role of language

Clinical practice supervisors face persistent difficulties in relation to linguistic competence when guiding culturally and linguistically diverse nursing students. The purpose of this thesis was to create a brochure on how to create a more suitable learning environment for international nursing students in Finland to solve avoidable problems.

This thesis reviews literature on the topic to gain understanding from different perspectives. It will be the aim of literature review to position research in its appropriate perspective or background by capitalizing on earlier works, ideas and information.

Though international nursing students use English language for their studies in Finland, English may not necessarily be their mother tongue language. Broadly speaking, this means that they may have to go through more mental process of translation from one language to the other before they finally understand. Obviously, the longer internal process of decoding or formulating meanings may somewhat influence depths of silence or talk used during communication.

There seem to be a link between silence and talk, communication during conflict and, the need to save face. Silence may be used as an emotional response tool when communicating during conflict. It may be applied rather than immediately arguing out.

KEYWORDS:

International nursing students, student /clinical/practical placement, Clinical practice supportive communication

Philip Gota

TUKEVAN OPPIMISYMPÄRISTÖN LUOMINEN KANSAINVÄLISILLE SAIRAANHOITAJA OPISKELIJOILLE

- Kielen rooli

Lähiohjaajat kohtaavat haasteita, kun he ohjaavat kulttuurisesti ja kielellisesti erilaisia hoitotyön opiskelijoita. Tämän opinnäytetyön tarkoituksena oli luoda esite Kansainvälisille hoitotyön opiskelijoille sopivammasta oppimisympäristöstä Suomessa jotta ongelmat voitaisiin ratkasista.

Tämä opinnäytetyö käsittelee aiheeseen liittyvää kirjallisuutta eri näkökulmista. Kirjallisuuskatsauksen tavoitteena on sijoittaa näyttö sopivaan perspektiiviin tai taustalle hyödyntäen aiempia teoksia, ideoita ja tietoja.

Vaikka kansainväliset hoitotyön opiskelijat käyttävät englantia opinnoissaan Suomessa, englanti ei välttämättä ole heidän äidinkieltänsä. Yleisesti ottaen tämä tarkoittaa, että he joutuvat käymään läpi enemmän henkistä kääntämismenetelmää yhdestä kielestä toiseen ennen kuin he lopulta ymmärtävät. On selvää, että pidempi sisäinen dekodausprosessi tai merkitysten muotoilu voi vaikuttaa jonkin verran kommunikaation aikaiseen hiljaisuuteen tai keskusteluun.

Näyttää siltä, että hiljaisuuden ja puheen välillä, konfliktien aikaisessa kommunikaatiossa, ja tarpeessa säilyttää kasvot on yhteys. Hiljaisuutta voidaan käyttää emotionaalisen vastauksen välineenä kommunikoinnissa konfliktin aikana. Sitä voidaan soveltaa pikemminkin kuin heti tyhtyä väittelemään.

ASIASANAT:

Kansainväliset sairaanhoitajopiskelijat, hoitotyön harjoittelu, tukeva kommunikaatio

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1 INTRODUCTION

Among others, it is the goal of nursing education to ultimately produce students who are well equipped with comprehensive knowledge and skills to make vital thinking and scientific decisions in professional practice. In line with the nursing curriculum, nursing students are taught theoretical basics of nursing and also supported with clinical skills development by simulation exercises before undergoing practical placements (Larue et al. 2015).

Practical placements give students opportunity to think about the theoretical foundations learnt, observe and have hands on experience of how nursing theories are applied. Most often than not, through practical placements nursing students are able to identify gaps in their clinical skills and take necessary steps to improve or possibly learn new ones (Gunay and Kilinic 2018.)

The importance of practical placements providing the best possible learning environment to achieve intended goals of individual nursing students cannot be underemphasized. Obviously, the challenge to satisfy the goals of nursing students is greater with individuals who are not native speakers in the locality of their practical placements. Most international nursing students may fall into this category. In a research conducted by (Pitkälä et al. 2012) results indicated that nursing students may have similar opinions nevertheless, the likelihood of international nursing students experiencing their practical placement environment as unsupportive is greater in comparison to Finnish native nursing students.

However, these phenomena are not just restricted to international nursing students. Finland is a dual language country in which some places are generally Finnish speaking while others are predominantly Swedish speaking or a good balance of the two languages. There may be the possibility of either one of the predominant language speaking nursing students perceiving practical placement environments as more challenging than others.

This thesis creates a brochure on how to create a more suitable learning environment for international nursing students in Finland. More specifically, create an informative brochure for supervisors to help bridge the gap between knowledge and practice by enhancing learning experiences focusing on the role of language.

2 THEORETICAL BACKGROUND

2.1 Language in international nursing education

Today, people from all walks of lives with diverse culture, language, education and experience study nursing. According to (Finnish National Agency for Education 2016) there was as much as 1191 international degree students in Finnish higher education institutions studying in the line of health and welfare from University of Applied Sciences. There has also been the increasing need of nursing educators to meet their individual learning demands due to the fact that needs may not be the same for everyone.

Language proficiency is not an exception to these phenomena of varying learning needs. Especially when in Finland, most of the practical placement organizations use either Finnish or Swedish as a method of interpersonal communication, either written or spoken, though the instruction language of the nursing degree program may be English. This clearly adds more burden to the already challenging gaps that nursing program educators are trying to fill up.

Clinical communication is established in day-to-day interactions between nursing students, health care professionals, patients and their families. However, most often than not other factors outside of the clinical learning environment may affect its success. In a recent study made by (Xie et al. 2013) the Pearson analysis exposed strong positive correlations between nursing students' interactive abilities with their level of education, practical training experience, living standards and, the number of family members. As such, it is important to take holistic approach in delivering solutions to this phenomenon.

2.2 Players in the learning environment

Communication is a two-way traffic. Thus, contributions of both nursing educators and students should be well included in the quest. (Oikarainen et al. 2018) added one of the most recent findings to the subject by pointing out in their results that clinical practice supervisors with experience guiding nursing students from different backgrounds graded their general competence in mentoring as good. Nevertheless, their results also highlighted persistent difficulties in relation to linguistic competence when guiding culturally and linguistically diverse nursing students. Accordingly, their conclusion called

for innovative and effective methods to enhance supervisors' guiding skills in mentoring nursing students with different cultural and linguistic background.

(Jokelainen et al. 2013) advocates the use of human and teaching methods in enhancing nursing students' practical placement learning experience and skills acquisition. By this, findings of their study revealed student centered approaches should respect the partnership and individuality of students with personal learning objectives. Furthermore, practical placements must be ideal for student's learning objectives. Last but not the least, improvement is described as guided cooperation and encouragement to enable students achieve defined professional competencies in nursing. Finally, continuous evaluation of student's accomplishment, learning achievements and attained professional qualities was considered important.

At this point, the significance of nursing teachers cannot be relegated to the background as they play a key role by effectively coordinating relationships between practical training mentors and nursing students. When nursing students are on practical training in healthcare organizations, nursing teachers are always not or may have little contact with them. Consequently, in a bid to save time and cost it may be prudent to use best communication mediums that put across the right message in a clear, straightforward way so as to get noticed by both supervisors and nursing students.

According to (Saarikoski et al. 2009) combining good use of face-to-face contacts, with emails, virtual learning environments and texting enhances learning. They furthermore recommended that nursing teachers interpersonal and communication abilities are as crucial as their clinical knowledge and skills when creating a suitable learning environment in the practical placements. As such encouraged approaches that utilize new communication and educational technologies.

In a nutshell, it beholds on both health care and educational institutions to promote collaborations and enhance the competences of supervisors and international nursing students in adapting to the ever-changing healthcare environment. Similarly, Pitkälä et al. (2012) reiterated the need for awareness strategies that promotes understanding, recognition, acceptance and putting into operation the good qualities of cultural and linguistic diversity in any health care setup.

Contrarily, some researchers differ as to the extent of collaboration from nursing students, nursing teachers and mentors. For instance, according to the work of (Vanhanen et al. 1998) responses from students indicated that in studying to nurse,

students' own actions are the most important drive to success. That is to say, students did not take into consideration the contributions from learning community and its partnership as meaningful studying resources. But rather, professional competence and their individual advancement to be highly significant in nursing education. Their results called for nursing educators to create teaching and learning methods which encourage students' individual development and enhance collaborative learning during their nursing education.

2.3 Educational tools

The utilization of learning contract is an important tool to be used at practice placements in modern day nursing because it emphasizes on individual student's differences and offer the opportunity for students to think deeply, emphasize on mastering specific information and solve problems (Sajadi et al. 2017).

According (King, et al. 2017) Using standardized patient as a model of simulation provides a supportive group of people who share a concern within which English as an additional language nursing student experience a feeling of safe mindness in quest for new learning in cognitive, psychomotor, and affective domains. More so, English as an additional language nursing student have the capacity to improve their English language communication skills as they interact with patients and families. Finally, in order for English as an additional language nursing student to excel in learning outcomes, there is the need for them to be involved deeply in a supportive and contextually-rich learning environment nurtured by standardized patient's simulations that motivates them to make great efforts to achieve perfection.

Ongoing research suggests various ways of creating the much-needed suitable learning environment for international nursing students on practical placements. Whilst some researchers take a clear stand on the topic by advocating for the development of alternative clinical practice arrangements when the nursing student's language is not same as that of the clinical practice placement's learning environment (Mattila, et al. 2010). Other researchers rather tend to study how to enhance the clinical learning environment (Saarikoski et al. 2009; Pitkälä et al 2012; Oikarainen et al 2018)

2.4 Language education

In a recent study (Mikkonen et al. 2017) concluded that to smoothen the success of learning environment, international nursing students need adequate level of competence in the local language while on practical placement. Apparently, education is the key to success. According to (Imran 2013) though nursing students may have a good theoretical knowledge base in communication, they may have absolute minimum skills in effective communication.

Thus, more student tailored educational training programs should be instituted towards the goal of enhancing level of competence in local language. (Xie et al. 2013) takes a stand on the topic by proposing a need to extensively organize clinical communication training modules aimed at enhancing nursing student's interactive skills. More specifically, their results indicated nursing students required additional training in areas such as clinical interaction behavior, treatment communication skills and social interactive skills.

(Kong et al. 2016) found emotional intelligence had a significant direct impact on communication proficiency of practicing nursing students. Whilst resilience determined the relationship between emotional intelligence and communication proficiency. More attention is needed to specifically enhance clinical communication ability by improving their emotional intelligence and resilience.

In the field of healthcare, research has proven that providing continuous opportunities for student throughout their career to ensure steady development of knowledge and skills required for professional and personal growth ultimately renders enormous benefits (Rask et al. 2009; Meiser et al. 2017). According to (Tiuraniemi, et al. 2011) even a brief period of lessons in interpersonal and communication skills has the potential to positively affect the self-evaluated skills of medical students.

The expected benefits of language education was seen in the work of Mikkonen et al. (2017) which reported levels of language proficiency and needs of international nursing students are neither the same through the years in nursing education nor in comparison to native speakers. Their study's result showed that first year international nursing students who just started learning Finnish perceived the clinical learning environment as worse than native speakers consequently required more support from nursing teachers. However, international nursing students who had medium level of Finnish language

proficiency had twice lower negative perceptions about clinical placement learning environment as compared to those who just started studying Finnish.

Overall, clinical communication educational modules will in tend improve the general cultural competence of the nursing student. This is because language is strongly imbedded in culture (Huang 2017). (Reyes et al. 2013) proved the effectiveness of training modules by examining the perceptions of cultural competence among graduating and beginning nursing students. They found out that cultural competence among graduating nursing student is significantly greater than that of beginners. As such call for continuous education throughout nursing curriculum to enable nursing student care for diverse population.

2.5 Silence and talk

Communication studies in the field of health and medical care have mostly overlooked the reality that communication ranges from a spectrum of speech to silence. Silence is a language which is part of a group of expressions characterized by conferring symbolic and generally accepted understanding of verbal and non-verbal signs (Lingard 2013).

(Gale & Sanchez 2005) draw on psychoanalysis and philosophy school of thoughts to points out philosophy renders more meaning to silence in clinical practice than psychoanalysis. Lingard (2013) interconnects silence and humor in practical training settings as motivating the actions of students new to a situation or inexperienced to a job, dealing with emotions, settling conflict, asking for help, establishing boundaries and having successful collaborations. Silence is important, and its inherent value is an ideal resource which goes hand in hand with speech in a care relationship. Being silent, not interruptive during interactions indicates ones' interest and respect for the other and at the same time offers time to collect thoughts or reflect on whats been said (Stein-Parbury 2014, 127)

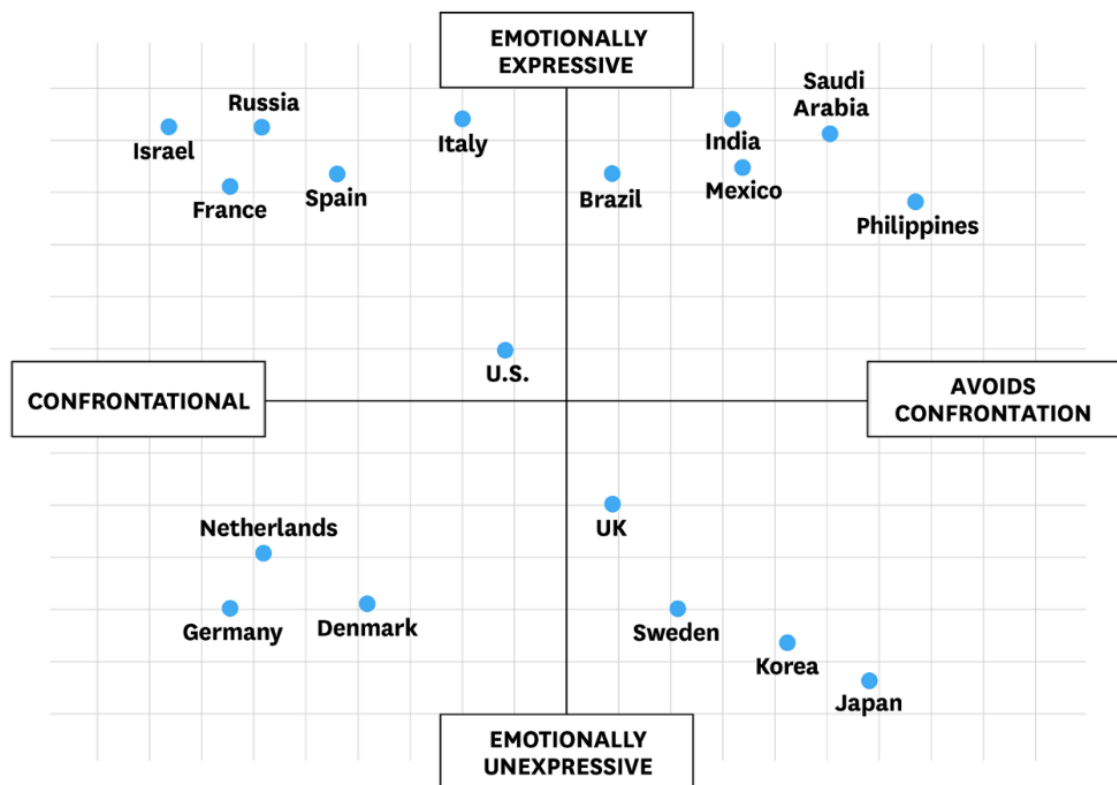
(Back, et al. 2009) added Compassionate silence as a new category to Awkward and Invitational in the topology of silence. Compassionate silence is generated from giving attention, keeping the center of interest to arrive at a better understanding of clinical situation as silence manifest in midst of compassion, understanding and sharing of feelings.

2.6 Communication during conflict

In clinical settings, nurses work hand in hand and rely on the professionalism of others to provide the best possible patient experience. Health care professionals come from diverse cultures and backgrounds and hold varying values. This natural diversity further burdened by inherent stress and situations requiring swift actions in most acute settings, make conflict inevitable. (Pettrey 2003.)

Communication during conflict involves attempts to manage opposing views that may have different parts, step by step to reach a common goal. Controlling emotional response in times of conflict involves the ability to recognize one's own personal bias is important in being able to listen to the other party's opinion. Whilst some emotional responses are shown almost immediately as fight, others take the flight or silent treatment. The choice to fight or flight is influenced by one's courage, which intend is manipulated by variables such as fear of being punished as vengeance for speaking out, causing emotional pains to others or worsening the relationship. (Pettrey 2003.)

As shown in picture 1, cultural style of communication sorts nationalities emotional response during conflicts based on emotion expressiveness and the tendency to use confrontation. Emotional response is described as raising one's voice, laughing passionately and giving an affectionate touch. Whilst it may be deemed as totally appropriate emotional response in one cultural style of communication, it may be seen as intrusive or lack of professionalism in the other. Similarly, how nationalities use open disagreement and sensitivity to it differs differ. In countries that recognize open disagreement as positive, they also understand it to represent objectivity and separates the speaker from his opinions. This gives room for further discussions of opinions and does not link open disagreement to open disapproval. (Meyer 2015.)



Picture 1. Cultural style of communication. (Meyer 2015)

The greater self-awareness of your communication culture, style, values and preferences the easier to control emotional response. This may stem from two directions as to whether we are listening with intentions to understand or to reply. Often, it is the case that one is forming response to the others perspective on an issue whilst he is still transferring information. On the other hand, if intents are geared towards listening completely with regards to every details, defensive reactions are minimized to achieve effective communication. As Pettrey (2003.) mentioned.

Face-to-face is effective in functional conflict situations, whilst computer-mediated communication is suitable in dysfunctional situations. Dysfunctional conflict situations involve personal attacks between parties whereas, in functional situations parties exhibit approaches that seeks to promote positive development despite having challenging ideas or values. Mutual respect for each other's point of view is well maintained during disagreement as well as readiness to participate in-two-way professional advice or recommendation sections. (Chen and Tseng 2016.)

Though nurses mostly describe competence as clinical know-how, interpersonal communication skills are likewise importance for their practice. Effective conflict management is necessary for maintaining working environment good for recruiting students, employee satisfaction and creating patient experience. Pettrey (2003.)

2.7 Need for saving face

Saving face is to prevent the worsening of relationship and subsequently losing respect for oneself, others or career (Higgs et al. 2008). The reasons student may feel the need to save face as polite submission and respect to authorities, culture of listening to learn not as to criticize or give perspectives, unintended likelihood of unwelcoming situation, and the negative feeling of being stereotyped (Nirmala 2017, 57).

As Meyer (2015.) gave an example on Indonesian perspective as rude to talk to someone you respect and like in an honest way showing no doubts at all and openly decline a request. Alternatively, tone of voice or body language is used to communicate open disagreement. Avoiding asking direct 'Yes' or 'No' questions may be a good way to go around this.

Also, as Nirmala (2017, 57) mention studies designed to make students predominantly listen to teachers and study materials (listening to learn) encourages students to aim at imbibing and recalling knowledge in as so much as possible to pass exams. However, European study program's design majors on student centered relationship in which the teacher is seen as an instructor guiding students to gather, process or critique knowledge (Talking to learn) may be deemed frustrating for an international student.

Consequently, Malaysian nursing students are more likely to give generally acceptable responses to save face and that of teacher's in fear of punishment. Saving face and other politeness strategy is believed to be employed to make society function easily and without interruption or difficulty. Nirmala (2017, 121.)

3 PURPOSE

The purpose of this thesis was to create a brochure on how to create a more suitable learning environment for international nursing students in Finland. The aim of this thesis was to enhance the learning experience provided by practical placement organizations focusing on the role of language to solve avoidable problems. The brochure may lead to understanding this topic and consequently the development of practical placement learning opportunities in a collaborative relationship.

Ultimately, the result of this thesis will advise clinical practice supervisors on factors manipulating communication styles of international students in practical placements and what to take into consideration when international nursing students come for clinical practice. Also, the brochure may be used by nursing teachers as an informative document to clinical practice mentors when making new clinical practice arrangements.

4 DATA AND METHODS

4.1 Literature review

This thesis reviewed literature on the topic to gain understanding from different perspectives. Literature review is a broad formal assessment aimed at providing the reader with concise, objective and rational summary of current perspectives on a given topic. Literature review reveals similarities and differences to keep abreast with current relevant knowledge on a topic. This thesis reviewed research literature from previously made researches including both quantitative and qualitative studies and also outcomes from systematic literature reviews in line with the topic of study. In a bid to make a research project, it will be the aim of literature review to position research in its appropriate perspective or background by capitalizing on earlier work, ideas and information (Coughlan et al. 2013.) Literature review was considered for this thesis due to limited resources at hand. This will reduce time and cost required to gather primary data for undertaking this thesis. Moreover, literature review will justified the need for this thesis through a comprehensive awareness of background knowledge.

Literature review gives the researcher the possibility to bypass the more cumbersome bureaucracies involved with permissions when using other research data collection methods. (Sharma 2014, pp 179) claims that data collection is mostly deemed as difficult, time demanding and expensive in research endeavors.

4.2 Data collection

Finna's database was used to access materials from electronic databases including Cinahl and Pubmed. Google books was used as an internet search engine to source electronic books. Materials from textbooks was also used to guarantee multiple sources of literature. Based on the main idea, the purpose and aim of this thesis was further classified into keywords to source for materials. The initial plan of searching used broad terms in order to enhance the sensitivity of the search. Then, a limitation was applied on the search to nursing students focusing on Finland. Other comparative and relevant studies from other countries were also included. Sourcing for literature was made from February 2018 to May 2018. Keywords used included "international nursing students,

foreign nursing student, Finland, communication ability, clinical placement, practical placement, learning environment, clinical supervision, clinical communication competence, cultural competence evaluation, managing communicative conflicts silence, culturally diverse nursing mentorship, facilitating student learning, nursing teacher, collaborative learning, English as a second language and supportive communication". Basic search results opened up 619,872 results. In the advanced search mode, Boolean operators OR, AND was used in connection with keywords to limit search results.

Selection from the search results was limited to define age of the studies as published within the last 10 years. In regard to assess the primary source of some literatures, it was indispensable to use materials dating back to 1998. Results were further limited to articles only published in English language as in other languages will demand extra resources to translate.

4.3 Data analysis

Collected literature was categorized and reviewed according to themes. Themes were selected to highlight language and its association with international nursing students' practical trainings. The literatures were reviewed to find out how the learning environment can be improved and to serve as a material for the brochure. Literatures included used all kinds of research designs in accordance to their research problems. Table 1 shows a summary of data collected and analysed.

4.4 How communicative guide brochure was made

Materials from these sources was also used to create a brochure with a template from Microsoft® Word for Mac, version 16.12 (180410). Template for this brochure can be obtained by using the search word "booklet" in the search window from New From Template tab under File menu. The template was modified to get a theme suitable for our brochure by replacing most pictures in it with ideal ones from Google Images. All pictures replaced were accordingly referenced as text and a list of reference drawn up to accompany it. The TUAS logo was also featured on the bottom of the last page of the brochure. The logo was downloaded from Messi under the name Logo_virallinen_fi_eng.jpg by following: For Staff > Communications and marketing >

Brand > Visual image, and used in colour on a white background. Information in the brochure was grouped under suitable sub headings for clarity and functionality. A copy of the brochure was attached as an appendix to the final version of this thesis.

This thesis when completed will be published on Theseus database to make it generally accessible to nursing teachers in making new practical placement arrangements. This thesis project will be useful for mentors to acquaint themselves in making preparations to receive international nursing students to their practical placements.

5 RESULTS

This thesis was purposed to develop an educational brochure that could be offered by practical training coordinators to be utilized by practical training supervisors in enhancing communication with international nursing students during practical placements. This guide will be a useful resource for clinical supervisors engaged in multicultural guidance. Additionally, it may be practically useful for Finnish students, educationist, students from different cultural backgrounds communicating in an academic relationship.

Most of the content of the brochure is derived from facts and ideas in literatures focusing on multicultural clinical supervision and growing research on cross cultural communication. To show interconnection between communication styles derived from literature with Finnish examples, discussions were held with international nursing students who have had at least one practical placement at South-Western region of Finland in the beginning of April 2018. The ideas and experiences reflected the major themes derived from literature searched. About 13 international students voluntarily took part in the discussions. Questions asked during discussions centered around supportive multicultural communication, dichotomy between what they expected, and the reality experienced with supervisors, and cultural differences that inspired their communication style.

During Turku University of Applied Sciences international week at the Faculty of Health and Well-being in Ruiskatu campus, the preliminary brochure of this thesis was presented to participants in a meeting to consider the likely of this brochure meeting its purpose and possible ways of improving its applicability. The international week basically aimed at bringing together teachers and staff members working in research, development and innovation activities as such presented an ideal opportunity for multicultural knowledge exchange and learning from each other. Participants included nursing supervisors from practical placement organizations, practical training coordinators, teachers from TUAS, guest nursing lecturers of educational institutions all over Europe, heads of education and research groups.

Several participants from the Turku University of Applied Sciences International week gave fresh ideas on what can be included in this project and expressed interest in the final product. They further suggested that the brochure could be distributed to them and other health care organizations as a guide for supervising international students. Some

teachers also quickly drew attention to the possibility of using the brochure not just for international nursing students but also for any patient having communication difficulty because of language barrier. The nursing supervisors showed intense eager about how the brochure could enhance not only communication with their students between but also general relationship with them.

6 ETHICS AND VALIDITY

This thesis made use of literature review, as such, all publications included in review of materials will be well acknowledge by referencing. In using published materials, the researcher strived to be objective in interpretations to avoid his own subjective feelings manipulating results. This is in line with (Finnish National Board on Research Integrity 2009) guidelines on ethical principles of research in the humanities and social and behavioral sciences and proposals for ethical review that indicates a greater risk to the subjects of a research when results are disclosed in a judgmental, biased way or without respect. Though this thesis utilized broad and organized analysis of materials to achieve objectivity, it was not the aim to present findings pleasing to our subjects.

Published materials accessible through Finna's database was mainly used for this thesis. According to ethical principles of research in the humanities and social and behavioral sciences of Finish National Board on Research Integrity, research made on published materials do not have to comply with the principle of voluntary consent. Neither does the principle about protection of privacy is applicable published materials. Literature review will be limited to current research to ensure this thesis keeps abreast with different current perspectives surrounding the topic.

The aim of this thesis is appropriately considered so that its purpose will not defy the original circumstances under which informed consent was obtained from respondents in published materials used in this literature review.

When making up this thesis, a search from Turku University of Applied Sciences database revealed that though there have been projects such as KYKY done to enhance the Finnish language proficiency levels of international students for practical training purposes, there was not found similar projects aimed at producing informative guide on international student's communicative styles for practical training supervisors. An intriguing question that can be asked is, will combining this thesis to such projects bear greater results?

7 DISCUSSION

The purpose of this thesis was to create a brochure on how to create a more suitable learning environment for international nursing students in Finland. The aim of this thesis was to enhance the learning experience provided by practical placement organizations focusing on the role of language to solve avoidable problems.

In Finland, most of the practical placement organizations use either Finnish or Swedish as a method of interpersonal communication, either written or spoken, though the instruction language of the nursing degree program may be English. This clearly avails a gap for nursing program educators to fill up.

As mentioned by Oikarainen et al. (2018.) clinical practice supervisors with experience guiding nursing students from different backgrounds scored their general competence in mentoring as good. Yet, they encounter persistent difficulties in relation to linguistic competence when guiding culturally and linguistically diverse nursing students. Accordingly, calling for innovative and effective methods to enhance supervisors' guiding skills in mentoring nursing students with different cultural and linguistic background.

As such, this thesis was aimed to develop an educational brochure that could be offered by practical training coordinators to be utilized by practical training supervisors in enhancing communication with international nursing students during practical placements. This will be a useful communicational guide for clinical supervisors engaged in multicultural guidance. Additionally, it may be practically useful for Finnish students, educationist, students from different cultural backgrounds communicating in an academic relationship.

Though international nursing students use English language for their studies in Finland, English may not necessarily be their mother tongue language. As mentioned by Huang (2017) language is strongly imbed in culture. It was as such useful for the communicative guide developed with this thesis to consider the cultural styles of communication of different nationalities.

As shown in picture 1, cultural style of communication sorts nationalities emotional response during conflicts based on emotion expressiveness and the tendency to use confrontation. Emotional response is described as raising one's voice, laughing passionately and giving an affectionate touch. Whilst it may be deemed as totally

appropriate emotional response in one cultural style of communication, it may be seen as intrusive or lack of professionalism in the other. Similarly, how nationalities use open disagreement and sensitivity to it differs. In countries that recognize open disagreement as positive, they also understand it to represent objectivity and separates the speaker from his opinions. This gives room for further discussions of opinions and does not link open disagreement to open disapproval. (Meyer 2015.)

As mentioned by Lingard (2013) silence is a language which is part of a group of expressions characterized by conferring symbolic and generally accepted understanding of verbal and non-verbal signs. Being silent, not interruptive during interactions indicates ones' interest and respect for the other and at the same time offers time to collect thoughts or reflect on what's been said Stein-Parbury (2014, 127).

Broadly speaking, this means international nursing students may have to go through more mental process of translation from one language to the other before they finally understand. Obviously, the longer internal process of decoding or formulating meanings may somewhat influence depths of silence or talk used during communication. As such, longer pauses marking silence in their communication styles may give room for misinterpretation of their communication style. The amount of silence and its intended meaning varies significantly across cultures.

On the other hand, longer processing during communication may imply that supervisors may need to speak slowly in order for international student to make full meaning during conversations. The use of basic words may intend reduce silence in communication because less mental processing may be needed to understand such words consequently, delivering faster response rate.

This may be particularly useful for international students at the beginning level of Finnish language proficiency as slang vocabularies used may basically be unclear or unwritten in literature for language studies. In-line with this, increasing the burden of the student even if attempts are made to find the exact meaning of a word especially from a dictionary.

Also, this highlights the work of Mikkonen et al. (2017) which reported levels of language proficiency and needs of international nursing students are neither the same through the years in nursing education nor in comparison to native speakers. Their study's result showed that first year international nursing students who just started learning Finnish perceived the clinical learning environment as worse than native speakers consequently

required more support from nursing teachers. However, international nursing students who had medium level of Finnish language proficiency perceived twice lower negative perceptions about clinical placement learning environment as compared to those who just started studying Finnish.

There seem to be a link between silence and talk, communication during conflict and, the need to save face. Silence may be used as an emotional response tool when communicating during conflict. It may be applied rather than immediately arguing out. Choosing between silence or talk maybe influenced by the study program designs an international student has been exposed to from their home countries. Listening to learn study designs may encourage students to utilize silence when communicating during conflict in order to save face. However, talking to learn study designs that is predominantly used in European studies may encourage talking when communicating during conflict.

During the search for relevant materials, there were couple of very good literatures that could not be used for this thesis because the full texts were not available, needed institutional membership subscription accounts not affiliated with our school or subscriptions. More so, there was not much time allocated to execute this thesis. Extra time would have been beneficial to investigate how other European countries are solving similar problems and familiarize with their projects and webpages.

8 CONCLUSIONS

1. Whilst practical training supervisors encounter persistent difficulties in relation to linguistic competence when guiding culturally and linguistically diverse nursing students. International nursing students face both realities of Finnish language communication norms and expectations of nursing professional communication norms. These expectations and realities may not necessarily be the same. As mentioned by Pitkälä et al. (2012) there is the need for awareness strategies that promotes understanding, recognition, acceptance and putting into operation the good qualities of cultural and linguistic diversity in any health care setup.
2. As concluded by Oikarainen et al. (2018) innovative and effective methods to enhance supervisors' guiding skills in mentoring nursing students with different cultural and linguistic background are required. As a solution, a communicative guide is created with this thesis.
3. In a bigger picture, the significance of the communicative guide developed with this thesis will enhance successful communication, foster a more smoother relationship between both parties, contribute to successful completions of practical trainings and thereafter professional life of international nursing students. During practical trainings, international nursing students also improve their interpersonal communication, writing and multicultural nursing skills. These are desirable skills employers both in and out of academia value.
4. Projects such as KYKY has been done to enhance the Finnish language proficiency levels of international students for practical training purposes, However, similar projects aimed at producing informative guide on international student's communicative styles for practical training supervisors. An intriguing question that can be asked is, will combining this thesis to such projects bear greater results? It also means that further research is necessary. For example, effort be made to understand the clinical and classroom experiences as they may not be the same. The notion of a safe environment for learning requires comprehensive analysis with the inclusion of patient safety.

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Appendices

Table 1 Data collected and analysed.

	Database	Search term	Type of study	Reference
Online database	Cinahl	student placement and nursing	systematic review	Larue et al. 2015
	Cinahl	nursing student practical placement	Qualitative research design	Gunay & Kilinc 2018
	Cinahl	International student learning environment	Cross sectional survey	Pitkääjärvi et al. 2012
	Cinahl	nursing student clinical training communication ability	Quantitative Research study	Xie et al. 2013
	Cinahl		Evaluatory approach	Imran, 2013
	Cinahl		Cross sectional design	Kong et al. 2016
	Cinahl		Qualitative study	Rask et al. 2009
	Cinahl	Culturaly diverse nursing mentorship	Cross sectional	Oikarainen et al. 2018

			descriptive study	
	Cinahl	Facilitating student learning practical placement		Jokelainen et al. 2013
	Cinahl	Nursing teacher, clinical practice education Finland	descriptive statistics	Saarikoski et al. 2009
	Cinahl	Learning environment Finland	Quantitative and qualitative study	Vanhanen et al. 1998
	Cinahl	Collaborative learning, Clinical teaching	Experimental study	Sajadi et al. 2017
	Cinahl	English as a second language nursing	Focus group	King et al. 2017
	Cinahl	Foreign nursing students Finland	Semi structured qualitative study	Mattila et al. 2010
	Cinahl	Clinical student supervision Finland	Explorative Cross sectional design	Mikkonen et al. 2017
	Cinahl	Clinical communication competence	Quantitative studies	Tiuraniemi et al. 2011

	Cinahl	Nursing student cultural competence evaluation	Comperative descriptive studies	Reyes et al. 2013
	Pubmed Cinahl Cinahl	Silence in Clinical practice	Discriptive study Discriptive study Elaborative research	Back et al. 2009 Gale & Sanchez. 2005 Lingard. 2013
	Cinahl Cinahl	Managing communicative conflicts	Discriptive study Negotiation Experiment	Pettrey. 2003 Chen & Tseng. 2015
	Google search Google books Book	Cultural style of communication	Discriptive	Meyer. 2015 Higgs et al. 2008 Nirmala. 2017

Brochure



In a summary

Emotional response is described as raising one's voice, laughing passionately and giving an affectionate touch. Whilst it may be deemed as totally appropriate emotional response in one cultural style of communication, it may be seen as intrusive or lack of professionalism.

An example of Indonesian perspective on saving face is: rude to talk to someone you respect and like in an honest way showing no doubts at all and openly decline a request. Alternatively, tone of voice or body language is used to communicate open disagreement. Avoiding asking direct 'Yes' or 'No' questions may be a good way to go around this. Meyer (2015)

Saving face is one of politeness strategy and it's believed to be employed to make society function easily and without interruption or difficulty Nirmala (2017. pp.57)

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Philip Gota

Quick guide for mentoring international nursing students



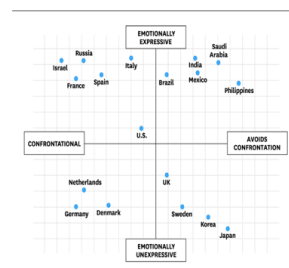
WUOLAKKO (2016)

PHILIP GOTA TURKU AMK

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Interactions during conflict



Picture 1 Cultural style of communication. Meyer (2015)

Reconstruct how you express disagreement: Openly disagreeing may be more welcomed when expressed calmly with facts.

Students from the Middle east, Southern and Eastern Europe or Latin America may readily show emotions in conflict interactions because it is conventional and a signal of being genuine, passionate and dedication to finding a resolution.

Any relationship between need to save face, silence and talk and, interactions during conflict?



WUOLAKKO (2016)

Studies designed to make students predominantly listen to teachers and study materials (listening to learn) encourages students to aim at imbibing and recalling knowledge in as so much as possible to pass exams. However, European study program's design majors on student centered relationship in which the teacher is seen as an instructor guiding students to gather, process or critique knowledge (Talking to learn) maybe frustrating for an international student

Timely feedback

Supervisors may need to carefully observe and give timely feedback on international students' daily communication behaviors to help them understand better communicative norms, expectations and realities.

"I used to always interrupt, From my culture it's a sign of having interest. I kept repeating same mistakes since they were too courteous to correct me".

Need to save face

Saving face is to prevent the worsening of relationship and subsequently losing respect for oneself, others or career Higgs (2008)

Make clear the meaning of respect in communication to you and what kind of communication style you expect from your students. Encourage students to ask specific questions.

Silence and Talk

Longer internal process of decoding or formulating meanings influence depths of silence or talk used during communication. longer pauses marking silence in their communication styles may give room for misinterpretation or the other party to be uncomfortable-

Some mentors in Australia adopt the attitude "If you have a problem, come and see me" And if I don't hear from you everything is OK. Students' interpretation of silence, on the other hand may be completely opposite. In Indonesia silence may mean that everything is wrong.

4

Getting Started

First hurdle

Communication skills and lack of awareness of ways other countries communicate may be the first hurdle to overcome. When international students arrive on practice placements, mentors need to remind themselves of three communicative cultures: the Finnish culture, the professional culture of the practice place and that of the international student.

"The language was challenging for me, As I try to figure out a word, A whole sentence is completed. He said one die (accent), I was like oh no! who pass away? I realized he really meant one day!"

Overview

English may not necessarily be the mother tongue of an international student means that they may have to go through more mental process of translation from one language to the other before they finally understand.

Some aspects of Finnish language (slang) are unwritten or unclear, and the ability of new students to understand them is made difficult due to the fact that international students may not know what specific expressions mean and or what questions to ask. Made Finnish seem like a whole new language

Communication style of international students who have lived in Finland for couple of years may include a blend of Finnish communication norms, country of origins communication style and other communicative values exposed to during multicultural studies

2

Where are we?

Language in International Nursing Education



Today, people from all walks of lives with diverse culture, language, educational background and experience study nursing. There has also been the increasing need of nursing educators to meet their individual learning demands due to the fact that needs may not be the same for everyone

A Gab to Fill?



Wanda Oy (2018)

Most practical placements use Finnish or Swedish though, the instruction language of the nursing degree program maybe English

Why Focusing on Language?



Shutterstock (2018)

Mentors come across persistent difficulties in linguistic competence when guiding international nursing students, the challenge can however be overcome and multicultural mentoring may be more beneficial.

1

Effective intercultural communication requires both individuals involved to be aware of the impact communicative cultures may have on their interactions as such adapt communication styles to some extent in order to get messages across successfully

Stress is a likely factor to revert communication styles of international nursing students to native style.

Establishing rapport

Pause for self-awareness



Jackson Medical Mall Thad Cochran Center (2017)



Shutterstock (2018)

Customize communication style and content to students having in mind differences in culture, ethnicity and gender.

Speak slowly in order for your student to make full meaning

The use of basic words in during interactions may deliver faster response.

Invest in Trust building: Trust can be either cognitive or affective. Cognitive trust originates from the head and signals confident feelings in the others skills, success and reliability whilst affective trust is heartily feelings of emotional closeness, empathy or friendship

In a brighter picture, successful communication may result in a more smoother relationship between both parties as such contribute to successful completions of practical trainings and thereafter professional life of international nursing student

3