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**COMMON CHALLENGES FACED BY FOREIGN NURSING
STUDENTS IN FINLAND**

A literature review

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ABSTRACT

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Name of thesis COMMON CHALLENGES FACED BY FOREIGN NURSING STUDENTS IN FINLAND: A literature review		
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<p>The purpose of this thesis was to explore the challenges faced by foreign nursing students in Finland. The aim was to provide some possible solutions that can help foreign nursing students to cope with the common challenges faced during their nursing studies in Finland. In addition, this would serve as a guide for foreign nursing students during their study and stay in Finland in the nearest future.</p> <p>A literature review was used by the author to conduct this research. Scientific articles were taken from Science Direct (Elsevier), EBSCOhost, SAGE Premier. Researches from Finnish researchers were also included in the selected sources. Qualitative content analyzing with deductive method was implemented to analyze the research findings.</p> <p>The study revealed that, foreign nursing students in Finland are faced with many common challenges during their studies. These challenges are language and communication, socio-cultural, psychological, clinical competence assessment and time management. Language and communication were identified as the major problem for the challenges faced by foreign nursing students in Finland. The study further indicated some possible solutions to help foreign nursing students to be able to cope with the challenges faced to pursue a nursing career in Finland. These include adaptation to the environment, coping with loneliness. Adequate language competence was identified as a breakthrough for most of the challenges faced by foreign nursing students in Finland.</p>		
Key words Challenges, Culture, Foreign student, language, nursing, solutions.		

ABSTRACT
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1 INTRODUCTION

There has been an explosion in the movement of people across national borders for various reasons ranging from, socio-economic, political, and cultural as well as education. This movement is not restricted to any age group but cuts across all ages. This increasing number of immigrants and immigration especially from developing countries to Europe has gained interest from people of all works of life, and dominated many disciplines: anthropology, demography, economic, sociology and psychology, whereas nursing has somewhat lagged. Cultural competence development in nursing is an aspect that remains outstanding. It embraces broader trends such as multicultural education, education reform geared towards critical thinking skills, experiential, practical and applied training in the field (Harkess & Kadoura 2016)

Finland like many other European countries is recently experiencing huge influx of immigrants from across the world. According to the Statistic Finland, (2015), the percentage of people with foreign mother tongue in Finland was 4.2% out of 5.53 million a population. The largest of the foreign language populations are Estonian, English, Somali, Russian and Arabic. Nevertheless, Finland has several education programs carried out in English language and of which Bachelor of Nursing happened to be part. In 2007, Finnish Center for Statistics in bachelor education at Finnish University of Applied Sciences concluded that 5336 foreign students enrolled in different courses Out of the 5336 enrolled students, 725 were enrolled in bachelor's degree programs from social and healthcare sector. (Statistics Finland 2015)

De and Richardson (2008) explained the importance of cultural factor in day-to-day caring work within healthcare sector. Some of the triggering factors are change in the young and adult population as well. Cultural diversity and competence among different foreign students can lead to the challenges within the nursing studies (Soroff, Rich, Rubin, Strickland & Plotnick 2002). Foreign students undergoing English language programme in nursing are important representation of cultural diversity in healthcare services and, can only deliver holistic care through being culturally competent. Research shows that the problem foreign nursing encounter during their studies and clinical placement is articulated under language and cultural differences (Latva-Pukkila 2007; Koskinen & Tossavainen 2003; Nahas 1998).

Foreign nursing students in Finland are faced with many and diversified challenges. These challenges range from economic, social and educational challenges. This research explores the common challenges faced within the diversities and possible solutions. The goal is to explore the challenges faced by foreign nursing students and possible solutions to improve and achieve the learning outcomes during their study in Finland. To be able to achieve the purpose of moving to Finland to study, foreign nursing students need moral support from the school authorities, clinical placements and encouraging atmosphere in order to boost up their nursing studies. Foreign nursing students also have a part to play by finding some coping mechanisms for their challenges such as improve their language competence, work on being motivated, adaptation to the new environment and good time management.

2 THEORETICAL FRAMEWORK

This chapter discusses the key concepts and terminology that are relevant to the understanding of discussions in this thesis. It looks at aspects such as nursing education, foreign student, clinical learning, clinical mentoring and clinical learning environment, challenges faced by foreign nursing student in Finland and possible solutions.

2.1 Nursing Education in Finland

According to the Ministry of Education and Culture (2015), twenty-one universities of applied sciences offer degree programs in nursing out of twenty-five in the country. Moreover, bilingual education, eleven universities of applied sciences also provide nursing programs in English. The degree program consists of 210 study points (ECTS) and runs over 3.5 years of full-time study. The students are awarded Bachelor of Health Care at the completion of their studies.

Nursing education is a highly professional and qualified field in Finland. Nursing in this country is independent and responsible based on nursing sciences. In Finland, nurses are educated at universities of applied sciences which are also called polytechnics. Public health nurses, midwives and paramedics also qualify through the same schooling. The degree includes the registered nurse's qualification. Completing the studies consisting of 210-270 ECTS credits, lasts from 3.5 to 4.5 years. Registered nurses require 210 credits, paramedics and public health nurses requires 240, and midwives 270. Nurses have a good theoretical knowledge of both nursing and other relevant sciences. Nurses are able to apply this knowledge acquired from school and clinical practices to their work in practice can conduct research, acquiring information and management. Nurses have a high degree of responsibility to make decisions independently on many aspects of nursing. Nurses are able to master and apply a constant stream of new technology and equipment. Continuous further education and new knowledge are essential to maintain their professional skills. (Finnish Nurses Association 2019.) Finland has eleven English language taught degree programs in nursing in universities of applied sciences nationwide. Finland faced with a rapid increase of international migration, education, globalising and multicultural societies, the highest challenges faced are from the English language taught degree programs of nursing students are in the area of clinical placements. Lots of attention in healthcare education is placed on practical learning

skills associated to working life situations which clinical plays a significant part. The method of clinical includes several important parties namely; the teacher teaching theoretical knowledge, the practicing of clinical skills, clinical facilitators in charge of the integration of the student's clinical competence with clinical practice and healthcare staff supervising students within the practical placements. (Mikkonen, Elo & Kääräinen 2017.)

2.2 Foreign student

Foreign students are people who have moved away from their countries leaving friends, family and loved ones to another country to pursue for higher education in another country. Foreign students learn to assimilate in the host "country with different cultures, weather and living standard successfully. However, some foreign students are challenged and distressed by language, cultural differences, social isolation and different educational background. In "A Grounded Theory of International Student Well-being" through grounded theory method, analyses revealed how international students survived the human costs of transition shock during their sojourn and thrived while negotiating changes in physical environment, and cultural, academic, and social differences. (McLachlan & Justice 2009, 27.) Foreign students coming with their original culture and educational background, are faced with new educational system and culture of the new environment. Foreign students get filled up with sceptical thought in the head. The thought of whether he/she is willing to start learning the new environment, language, culture and most important the academic differences. Different feelings and emotions set in, that affects the health and quality of life without knowing how to find the coping mechanisms of the new environment. (Shepherd, Willis Esqueda, Newton, Sivasubramaniam & Paradies 2019.)

2.3 Clinical learning environment

According to Mikkonen (2017), a clinical setting involves nursing students coming closer to real patient. This gives the student the opportunity to integrate theory with practice which help the student to develop clinical competencies, ethical reasoning, and making decision. Learning helps in the development of cognitive reasoning that assist in bringing positive changes in the person's behaviour and produce growth in professional competencies. Learning needs to take place in an open and safe clinical environment where the elements of student centeredness are included. The ability for a foreign student to learn faster depends on the environment. The atmosphere of the clinical learning environment is influenced by staff attitude towards students, manager involvement in teamwork. However, the students also find

peer support to be important experiencing group mentor. Clinical learning environment is defining an authentic clinical space when students meet with patient and practice their clinical skills with the outcome of professional competence development and gradual readiness to become a registered nurse. Some of the elements of a clinical learning environment for nursing students are atmosphere, involvement, relationships between students and clinical staff managers (Mikkonen 2017.) As suggested by Mikkonen, clinical learning environment provides the student with the real-life scenarios to experience real challenges that they will face in the workplace thereby developing not only their critical thinking skills but also social competencies.

2.4 Clinical mentoring

Clinical mentoring includes many roles which includes parties into mentoring students in different countries. The process of clinical learning involves several relevant parties which include a teacher teaching theoretical knowledge and the practicing of clinical skills and nurse teacher's clinical facilitators responsible for the integration of the student clinical competence with clinical practice. Nursing teachers have different roles in guiding and mentoring students. In some countries they play an important role in student learning, including both learning process and outcomes. Nursing teachers are seen as experts of healthcare education institution and clinical placements. The terms mentoring and supervising have been used relating to the clinical learning environment of nursing students despite the different meanings of the terms. Supervision has been defined as a pedagogical activity between the supervising nurse and the student to support the professional development of the student (Mikkonen 2017). As emphasised by Mikkonen, clinical mentoring guides nursing students with appropriate ways to practice evidence-based knowledge learned in school. Student with good clinical mentoring will eventually give it back to the society during working life. (Mikkonen 2017.)

3 RESEARCH PURPOSE AIM AND QUESTIONS

The purpose of this thesis is to explore the challenges faced by foreign nursing students in Finland. Moreover, the aim is to provide some possible solutions that can help foreign nursing students to cope with the challenges.

The research questions for this thesis are:

- 1) What are the common challenges faced by foreign nursing students in Finland during their studies
- 2) What are the possible solutions?

4 METHODOLOGY

This chapter illustrates the method of conducting the research study. A literature review gathered from scientific articles regarding the challenges faced by foreign nursing students in Finland and how foreign nursing students can be helped. Data from various updated scientific studies were collected to justify the thesis topic.

4.1 Literature Review

Literature review is an inclusive research method for collecting and interpretation of previous studies with certain topics. In a literature review, the researcher focuses on the summary of written scientific articles that provide critical analysis and answer the research problem in professional manner. Literature review is applied as a research approach to investigate already scientifically accepted data about a certain topic and recognizing authors by referencing. Information from journals and databases is utilized in conducting literature review. (Aveyard 2010.)

Literature review should be positioned in relation to the existing body literature and build on various research done on the subject. It helps the researcher identify issues and topics that have been covered and those that have not been covered. Therefore, time needs to be allocated in order to go through the data. Go through the contemporary literature, noting the mainstream thoughts and issues discussed, as well as the different viewpoints expressed by other scholars on the issue. (Kauda 2012.)

In a literature review, consideration of prior, relevant literature is an essential for all research disciplines and all research projects. A literature review can also be seen when an author starts by describing previous research to map and assess the research to motivate the aim of the study and justify the research questions and hypotheses. However, a literature review to become a proper research methodology, as with other research follow proper steps need to be followed and action taken to ensure the review is accurate, precise and trustworthy. With several research questions, literature review may be the best methodological tools to provide answers. A literature review is conducted measure the state of knowledge of a topic. Literature review also provides the basis for building a new model and theory, it is also valuable when aiming to map the development of a research overtime. (Snyder 2019.)

A literature review was preferred in this thesis because the author found it necessary and useful way of identifying and appreciating all previous related research. By using this method, both own and new ideas have been built up by making a summary of previously related information. The author uses this method because it is reliable and avoiding the idea of anticipating by the author. The examination of evidence based articles on previously related studies was very important to provide sufficient knowledge for the thesis.

4.2 Search and selection of data

Data used for this thesis were collected from a literature review from the library guide page of Centria University of Applied Sciences and scholar articles. Research materials for this thesis were taken from scientific nursing journals where the author had free access to them. These data base include EBSCO-host, SAGE, and Science Direct (Elsevier) and scholar articles. The author started from SAGE, EBSCO-host to Science Direct. Both Finnish and non- researches were included to the selected sources of information. The author decided to use these data bases because they were good and available articles to support the research questions and possible solutions. The selected data for this thesis was based on the question of common challenges faced by foreign nursing students and possible solutions. The author used key words such foreign student, language, mentoring, clinical environment, challenges faced and possible solutions. In addition, the author made use of inclusive and exclusive criteria which eliminated articles that were not relevant to this thesis.

The author started with a general search through the different data bases, SAGE premier, EBSCHOST and SCIENCE Direct with the used of one search term as foreign student. The research recorded a lot of results as can be seen on the table below for the definition of foreign students. The sage premier produces 214495, EBSCHOST 94073 and SCIENCE Direct produces 102,346. Most of the results for this search were ruled out because they were not related to the research questions and the study.

The proceeding steps used same key search words through the different data bases to produce the results seen on the table below. The search words were gradually narrowed down to with search as foreign students in Finland, challenges faced by foreign nursing students in Finland. Even though the search produces a lot of results, going through the abstract, most of the articles using the inclusive and exclusive criteria above were ruled out. Only few of the results were able to meet the criteria set for the study.

The data for this review was analyzed with the use of qualitative content analysis with deductive method. The articles used were read many times with lots of emphasis put on the title, abstracts and reading through most of the full text to be sure that the contents are related with the research questions. The content used was summarized, basically form from prior research and theory and linked to texts in the data. The common challenges and possible solutions were derived from prior research and the theory. The time frame of these articles ranges from 2000-2018. After reading through a thorough process and putting into consideration the inclusive and exclusive criteria, a total number of eighteen reviewed articles were selected for the studies. A table in the appendix below gives a summary of all the selected articles including the author(s), name of the articles, journal, year of publication, research type and the summaries.

A table including the articles reviewed for this thesis can be found below. The articles were read many times to ensure that they were the most suitable for study. After scrutinizing the articles by abstract and with the use of inclusive and exclusive criteria, six articles were derived from SAGE publication, five from EBSCOHOST one from SCIENCE Direct and six from scholar articles.

Table 1. Data and search results from data bases

SEARCH WORDS	SAGE PREMIER	EBSCOhost	SCIENCE DIRECT
1st phase			
Foreign student	214495	94073	102,346
Foreign students in Finland	10408	20850	6,015
Nursing challenges for foreign students	1481	9652	301
Language challenges for foreign nursing students	1092	9521	203

Continues

Continues

2 nd phase with specific key words	SAGE PREMIER	EBSCOhost	SCIENCE DIRECT
Cultural challenges for foreigners nursing students	1323	9441	228
Other challenges foreign faced by foreign nursing students	7755	24339	2,365
Possible solution for foreign challenges	5083	4	0
Possible solutions for challenges of a foreign nursing student	5078	18925	1,522
Coping mechanisms for foreign student challenges	9259	22902	1,578

3 rd phase scrutinizing with the use inclusive and exclusive criteria	SAGE PREMIER	EBSCOhost	SCIENCE DIRECT	Scholar articles
Challenges faced by foreign nursing students in Finland	4	3	0	3
Solutions for foreign nursing students in Finland	2	2	1	3

4.3 Inclusive and exclusive criteria

The collection of relevant information for this thesis was based on a literature review. The use of inclusive and exclusive criteria is precise to answer the research questions that is the challenges faced by foreign nursing students during their studies in Finland and possible solutions. The inclusive and exclusive criteria can be seen in the table below

TABLE 2: Inclusive and exclusive criteria

INCLUSIVE CRITERIA	EXCLUSIVE CRITERIA
Articles are in English language	Other language
Evidence-based research	Articles not related to nursing and not scientific
Free and easily accessible	Charged articles
Detailed articles.	Abstract only.
Most of the articles are published from 2000 to 2018.	Articles before 2000 are excluded.
Articles from academic data bases	Articles from other non-academic data bases

4.4 Data analysis

Data analysis is an approach used by the author after the collection of data selected, categorizing, combining and organising the major points of the data selected. The data analysing methods aimed at examining closely and effective interpretation from the selected article to facilitate and make it understandable to the readers. Data analysis process contain arranging the most important points without misusing the information, the researcher used owned words for the explaining of data. The developed knowledge always reflects to the research questions is summarized to obtain the reliable and non-discriminatory data. (Holloway & Galvin 2017.)

Qualitative content analysis was used which focused on the trustworthiness. Qualitative content analysis is commonly used for qualitative data analysis. Trustworthiness with qualitative content analysis is mostly shown with the use of terms as transferability, authenticity and credibility. The idea is to analyze documents systematically and objectively. In analyzing the content, the main objective is to describe the document verbally and categorizing the content qualitatively. Also, content analysis makes verbal and precise description about a phenomenon. One of its main goals is to produce information worth by presenting in a clear and distinct way. In analyzing data, it is broken into pieces and built in a new way using appropriate themes found in the data. Content analysis method can be inductive or deductive. Both deductive and inductive content analysis processes consist of three phases which includes the preparation, organization and reporting of the results. The inductive content analysis processes the content of the data. It also includes categories and abstraction. The deductive content analysis produces the body of the analysis with appropriate data. In deductive content analysis, the organization phase includes categorization matrix development depending on the research purpose. (Elo, Kääriäinen, Kanste, Pölkki, Utrianen, Kyngärs 2014.)

Deductive content analysis is most used when the structure of the analysis is working on the basis of previous knowledge and purpose of the study in theory testing. Deductive content analysis begins with large theories and showing their test and implications. It is influenced by using prior theoretical ideas as the beginning point. It is also used to developed hypothesis based on previously research theory and establishing a research stretegy to test the hypothesis. Deductive means reasoning from a pacific to a general. The author uses deductive approach because it explores theory and test if theory is valid in given circumstances. (Elo et al. 2014.)

Examples on how themes were constructed with the used of themes such as language and communication, psychological and study difficulties are shown on the table below.

Table 3: Showing the construction of deductive themes

Statments/ Phrases	Sub -theme	Main theme
<p>Not understanding instruction given by mentors at clinical practices</p> <p>Not getting the right pronunciation of specific words</p> <p>Not able to get clarifications of question been asked</p> <p>Not able to assess foreign student competence in clinical practice</p>	<p>Not getting the right vocabulary used for explanations</p>	<p>Language and Communication</p>
<p>Difficulties meeting new people</p>	<p>Feeling of missing love ones and family back at home.</p> <p>Not able to make new friends</p> <p>Loneliness and isolation</p>	<p>Psychological</p>
<p>Unfamiliar with education system</p>	<p>Not meeting with assignment deadlines</p>	<p>Study challenges</p>

5 FINDINGS

In this chapter, we will be discussing the common challenges faced by foreign nursing students. These challenges are many and diversified, these challenges include language and communication, socio-cultural, study challenges, psychological, clinical competence assessment and time management challenges.

5.1 Language and communication

Communication according to Oxford dictionary (2018) means the transfer of information by speaking, writing or using some other medium. Communication has been sub-divided into verbal, non-verbal, written and visual. Communication often involves two or more people. It can be carried out through speech, symbols, sounds, text, body language, pictures and eye contact. This concept is relevant because communication in the 21st century is not only about verbal communication but any means by which people can understand each other with body language, pictures, symbols in which the basic information has been transferred.

Communication in clinical practices according to Raij (2000) is usually the most effective opportunity for students to practice all that they have learned in theories. Language barriers is a big challenge when students coming from another country cannot communicate with patients during practical placements. In most clinical practices in Finland, Finnish or Swedish language is required and, in some places, both languages are required. With the degree program been studied in English, foreign students often have trouble in communicating with the patients as well as their mentors due to language barriers. Välipakka (2013) mentioned that it is much complicated for foreign nursing students to completely express themselves in Finnish language and at times can be judged or even compared to the locals which makes the situation difficult for the foreigner which can lead to an increase in the level of stress. Foreign student finding themselves in situations that makes them less relevant causes the stress level to rise. (Välipakka 2013.)

In a research carried out in Finland by Pitkälä, Eriksson & Pitkälä (2012) “The Diversity Issue Revisited” on language and communication of foreign students in clinical environment emphasis that foreign student felt welcome on their practice placements but experience less support in clinical environment compared to their Finnish peers in the same situation. The foreign students usually felt like outsider who were ignored and less trusted. Foreign nursing student without proper or clear Swedish or Finnish language skills had a negative experience with communication during practical placement. Effective communication in either Finnish or Swedish language was found more challenging for foreign students than the Finnish students. Language barrier is the biggest challenge in achieving positive outcomes for culturally diverse student during clinical placement (Pitkälä, Eriksson & Pitkälä 2012.) The relevance of this theory explains the fact that nursing student who do not have the tendency to communicate in either Finnish language or Swedish language experience more challenges as a result of insufficient language and communication.

5.2 Socio-cultural challenges

Foreign student coming into another country already have their own culture in them either as a group or as an individual. Each one has a different dimension in perceiving situations, understanding, responding differently because of the different environment of culture from where they are coming from. As a result, foreign nursing students are then faced with the challenge of culture, values and in heritage to start learning. Cultural values are deeply rooted ideas and believe system which are an integral part of a person. Adapting new social environment and cultural norms is a challenging process for most foreign nursing students. The different level of experiencing culture shock is as common among foreign nursing students as it requires adjustments to socio-cultural differences between home and host country. For example, language barriers and many different cultural norms, foreign students pass through difficulties in socialising and establishing friends with locals and other international students which also affects foreign students socio-cultural and psychological adaptation. Cultural differences bring cultural misunderstandings and affect student’s adjustments processes and wellbeing. (Ludwick & Silva 2000.)

Culture has also been defined as a human phenomenon that promote scholars across the intellectual implicitly or explicitly. Culture is incorporated with richness and complexity commonly identifies it as a symbolic with culture and communication. Culture is recognised as the history and activities of human which contains values and believes enduring over the time and competing idea at any points in time. (Ling De Gruyter 2017.)

5.3 Study challenges

Study challenges are difficulty of learning in a foreign country with different languages that leads to most cited academic problem faced by foreign nursing students inclusive. According to a study carried out in Turkey unfamiliarity with the host country system of education with emphasis on the educational norms and practices brings a huge academic challenge for international students. Foreign students coming from another country already have their own ways of education and is virtually not familiar with the learning styles of the host country. The students experience many different difficulties with learning processes. More so, foreign students faced more pressure to succeed in his/ her education because failure to do so have a big repercussion on him/her. Most foreign students receive financial assistance from home country and may not have the opportunity to continue having the sponsorship either from their parents or other sponsors if they fail academically. On the other hand, some students are studying on their own expenses may have to pay again another tuition fees if they fail in their exams. As a result, it is more challenging for them to work and study at the same time. This hard work and pressure make life even more challenging for a foreign student. (Özoğlu, Gür & Coşkun 2015.)

5.4 Psychological challenges

Psychological challenges here have to do with loneliness and isolation. Loneliness is a feeling experienced by all human beings at some stage of their lives. In most cases, loneliness is experienced as a result of prolonged absence from home. In all human experiences it's never finally known to social science, but loneliness is open to observation, strategies, reflexive and analysis. Loneliness is attributed to psychology and sociology. Loneliness has been divided into social and emotional loneliness. Social loneliness is the lack of social network with peers who share one's concern or view of the life and world. Social loneliness is a challenge for foreign nursing students in Finland due to the long time it takes to have a peer or a friend. (Sawir, Marginson, Deumert, Nyland & Ramia 2007.)

According to a study carried out in Finland, foreign students told about their experiences with loneliness. Student explained difficulties in meeting new people. Most students noted the need for tools, units and organisation to meet new people. One student who had previously studied in Australia made her voice to be heard with challenges of meeting new people in Finland compared to Australia that he/she has also studied there. (Calikoglu 2018.) Foreign students faced psychological challenges such as isolation, homesickness, disorientation and depression. These psychological problems are as a result of difficulties

foreign students faced in the social and academic lives. Also, isolation, discrimination, homesick can lead to mental health problems such as depression. Usually it is difficult for some students to socialise successfully and as a result this leads to low social ties to cultural adaptation and language problems. Academic pressure for foreign nursing students has a negative impact on their social life and leads to social isolation and loneliness. (Özöğlü et al 2015.)

5.5 Clinical competence assessment challenge

Most research conducted to address the issues that international students face have generalized their findings into several categories such as language, social adjustment, academics success (Raij 2000), social and cultural interaction (Koskinen & Tossavainen 2003; Saarikoski 2002.) Getting to assess nursing student has been a very difficult task for a foreign nursing student inclusive. This has been a great challenge because clinical nursing competence assessment tools used to assess students nursing mostly focus on the domains of professional attributes, communication nursing processes, interpersonal relationships and critical thinking and reason. Communication steps in as a major challenge to foreign nursing students which makes it difficult to express the competence in nursing. (Immonen, Oikarainen, Moreno, Perez Canáveras, De Raeve & Mikkonen 2019.)

5.6 Time management challenge

Brian Tracy (2014) encourages time management as your ability to manage your time in career as an individual, will determine your success or failure. Time is an irreplaceable resource of accomplishment. It is an important asset which cannot be stored or retrieve. Time management is associated with maximum health and personal effectiveness and is one of the major determinants of one's harmony, inner peace and mental health well-being. The feeling of being "out of control" of your time is the main source of stress and anxiety and depression. The importance of the theory explains the fact that being a foreign nursing student coming from Asia and Africa especially where time factor is not respected in most cases, to study in Finland where time is respected to full capacity is a big challenge to most of the students. Foreign nursing students sees it challenging to meet up with school activities, assignment deadlines and most often coming late to school and even at clinical practices which is generally not acceptable in Finland.

6 POSSIBLE SOLUTIONS

This chapter describes the different possible solutions to help overcome the challenges faced by foreign nursing students in Finland.

6.1 Language and communication competence

According to Garrett-Rucks and Osborn (2016), stated that students should be able to get knowledge and skills necessary to become productive members of the society given by the educational system. The idea of responsibility promoting global language and cultural competence in students is to recognise global independence and capability of working in various environments and accepting responsibilities. In Finland, the Employment and Economic Development office helps with Finnish and Swedish courses. Employment offices can always let you know which places are available for you to start learning Finnish or Swedish language to improve your language and communication skills. Learning Finnish or Swedish is a booster in communication with patients as a nursing student and will also increase your possibilities when finding a job after studies. Self-motivated study of language is also encouraged by employment office with twenty hours of independent studies.

6.2 Socio- cultural adjustment

Moving and living in a country with different in culture is quite exciting and challenging at the same time. Foreign students need to adjust to social and cultural conditions of their host country to totally enjoy the benefit of the new environment. Social adjustment is the idea and effort for individual to cope with the standards, needs of the society, values to integrate with the existing situation. This adjustment varies from student to student and it is affected by the student prior international experience such as language capacity, socio-cultural connection with the host culture, level of cultural interaction and supporting system the student gets in order to adjust to the new environment. In addition, these factors are self-support strategies with transition. Some students can courage themselves faster and integrate more smoothly while other students have a very slow ability to cope with socio-cultural adjustments. Foreign students are provided with support throughout their academic journey. Many universities have formed Committee comprising of teaching staff and students to facilitate foreign student's socio-cultural adjustments (Tsegay, Zegergish & Ashraf 2018). Cultural competency is an important tool which need to be

integrated in the nursing school curriculum which can enable students to acquire skill and apply during their practice. (Iwelunmor, Newsome & Airhihenbuwa 2014.)

6.3 Adaptation and good time management

According to Brian Tracy (2014) time management emphasises that, each and every one has a deep meaning and purpose of life. Deep meaning and purpose give the student the reason to ask question to themselves why I am doing this at the moment. Answering the deep meaning of why make one to become more efficient with time management techniques. Foreign students in Finland have to learn to familiarise themselves with good time management. Foreign students are not conscious with time because of how they have been orientated from where they are coming from. Good time management is one of the challenges of studies in Finland. When students are time conscious, they will be early enough in school and in most practice placements and hence a good level of adaptation to the environment and people in Finland.

6.4 Encouraging atmosphere and support for foreign students

Foreign students need great support which varies greatly in role, function and reporting line with different universities across the world with a common characteristic of a designed office to support and guide students in their academic and social transition within their studies. These offices provide a great variety of services such as advising on immigration compliance, financial, academic, personal issues, hosting social and cultural programs and events that help with adaptation for students. According to a study by the American council for foreign students collaboration is needed between student affairs, careers, residence and housing departments, multicultural centres, academic administrations with the faculties is need to address the needs of foreign students (Ammigan & Jones 2018). When foreign nursing student get an encouraging atmosphere beginning from the school with someone listening to guide them with possible questions in doubt, providing the knowledge needed for the studies and good mentoring during clinical practices in the hospitals and healthcare centres foreign students feels the sense of encouragement and will be willing to do all it takes to satisfy the patients. (Ammigan & Jones 2018.)

6.5 Co-operation in clinical environment

According to Mattila, Pitkajarvi & Eriksson (2010) in a research carried out in Finland, foreign nursing student experiences in clinical practice in the Finnish health care system have indicated positive appreciative orientation, belonging to the team, encourages independent working. Description of unfair experiences were subjected to restricted learning and compromised human sense of dignity, which lead to negative feeling of being a foreign student, low self-esteem, and the sense of giving up in any anticipated difficulties. As a result, it is indicated there was the need to develop clinical practice arrangements when the language of the learning environment is different from that of a foreign student considering the fact that the number of international students has increased in the Finnish health care sector and in nursing education. These factors need to recognise in relation to positive and negative experiences in clinical practice. The world is also fast becoming a global village, which implies that not only immigrants or foreign nursing students should adapt to the Finnish culture and life but the locals should also be open to help in the transition process. They should be educated on being open minded and helpful to people from other cultures.

6.6 Coping with loneliness

According to a research carried out in Australia, coping with loneliness was identified with types of overlapping kinds of strategies a) Strategies in which the lonely student works directly on himself or herself to self-manage loneliness; b) Strategies designed to augment social relationships or the capacity to engage in them; c) Strategies of seeking help, often of a professional or institutional kind. Also, it was also mentioned that, loneliness can be strategize with connecting to religion and faith, by gaining strength and inner peace. Mobility create new possibilities for foreign students and often a student residence. Most often the students are usually within regular seeing distance, which other opportunities are involved to games and other extracurricular activities that can create attach relationship (Sawir et al. 2007).

7 DISCUSSION

This chapter briefly tells about the results that were found from the data collected. The thesis topic was chosen because the author was interested in the challenges faced by foreign nursing students during their studies in Finland.

The study findings revealed that language and communication is the greatest challenge. The study shows that foreign nursing students in Finland have inadequate language skills in Finnish and in Swedish. Insufficient language skills have made it difficult for foreign nursing students to communicate properly with patients and student mentors during the clinical practices. Foreign students' integration in the Finnish society and culture tend to be slower. Effective communication leads to better understanding and cooperation between the students, mentors and the patients during clinical practices.

This study finding revealed that foreign nursing students are faced with cultural challenges during their studies in Finland. Foreign students face more challenges especially in a country with two official languages. Finland is a country with its own culture, cultural differences between foreign nursing students. The ability of a foreign nursing students to adopt to the culture of the people is through communication. Insufficient language limits the abilities of student to be assimilated in the culture. The ability to function and work successfully with people of different backgrounds and cultures, their ways of working must be understood. Language and cultural differences can affect the establishment of a proper communication and co-operation amongst people.

Also, the study findings revealed that foreign nursing students with socio-cultural challenges need a lot of adjustments. Adjustment means to change. According to Chien (2016), adjustment has been defined as adaptation to the environment in which people find themselves. Considering adjustment with the socio-cultural domain on how students respond to society demands in making friends by being part of the social activities or being able to work as a team. Socio-cultural adjustment is a process of becoming acquainted with the new social life and cultural environment.

The study findings revealed that loneliness and isolation is a problem within foreign nursing students. Moving to a new country causes a change to student's social environment which leads to loneliness. Students feel isolated when moving from one school environment to the other. Loneliness is a result of disconnection with peers, love ones, family and siblings. Loneliness can cause a decline in student health

status, increase visits to the school nurse and leads to the consumption of cigarette. The issue of loneliness and isolation in Finland for most nursing student arises during different times and seasons of the year, such as night times and winter months when it is characterised by long nights and freezing weather.

Clinical competence is part of the skill acquired in nursing studies. The competence of foreign nursing students is sometimes doubted, there is always a double take before some patients or clients can accept your services. This results to a challenge and a feeling of unacceptance in the society. The study findings revealed that during clinical practice placement, when student is about to perform an action and the patient noticed a foreign student and becomes very sceptical about the actions. In many occasions there is always a solution when the mentoring nurse must intervene and explain to the patient that the foreign student is capable of doing it and can do it right. Patient usually accepts after the intervention, most often nursing students feel so unaccepted. Moreover, the insufficient language skill is associated with the feelings of denial by the patients. All these factors tend to develop over time as nursing student improve the language skills engages in communication with patients and the society.

The study finding also revealed that students managing their time will reflect on their behaviour both in school and at clinical practice placements. Time management can reduce stress if foreign nursing student utilises time factors properly. It reflects in studies and during clinical practices. It improves productivity positively. Moreover, students are prepared physical and mentally for the activities of the day at work and show their readiness for learning. When students are able to manage their time properly, it enables them to control their scale of preference be motivated in their actions.

7.1 Limitations of the study

This author encountered some limitations during the writing of this thesis. The first one was the collection of data, whereby, good research articles needed to be bought. Some of the articles were only limited to abstract and the content did not answer the research questions. Many of the search key words brought so many articles that were not related to the research questions. However, the thesis findings were consistent with other related previous studies.

7.2 Implications for practice

The possible solutions from the data collected are recommended to the schools and authorities concern with foreign nursing students that instructional hours in teaching. Finnish language during the studies should be increased and students need to be motivated in using the language during the practices. Students should have the readiness to adapt and integrate in the environment which will help in their learning process. Foreign students should be able to encourage themselves to socialised by joining some Finnish social clubs that will enable them meet Finnish natives. This enables them to meet new people and try to communicate and learn more language and culture of the people thereby reducing loneliness and isolation. Mentors should be ready to accept the students and have the willingness to teach irrespective of their language barriers. This thesis emphasised that language should be the key factor for students to acquire at least the basics before going for clinical practice.

7.3 Ethical considerations and validity

According to Polit and Beck (2017), nursing research involving humans must adhere to the procedures needed to ensure that the study respects stipulated ethical principles as guide to proper quality and reliable study. Ethical principle explained the system of moral values as it concerned the extent to which research procedures should adhere to professional, legal and social obligations guiding the study of sampled participants. (Polit & Beck 2017). Research carried out with misconduct are been described as fabrication, falsification and plagiarism while proposing, performing or reviewing research or reporting research results (Kamat 2006). Plagiarism has been defined as the act of claiming and presenting someone else's work and ideas as your own work with or without the author's consent, by including into your work without complete acknowledgment. (University of Oxford 2016.)

Ethics according to Akaranga and Makau (2016) has been defined as a study that deals with conduct on how people are guided with norms or standards of behaviour in relationship with one and another. It is an "ethos" or "way of life", "social norms for the conduct that distinguishes between acceptable and unacceptable behaviour" Different societies have legal boundaries which dictate behaviour, while ethical norms are broader than the laws. The society apply laws to ensure moral standards. Moral values are been taught increasingly in life of an individual and it also effect on the way someone interacts in the society. The importance of research ethics in our daily life endeavours and requires that researchers

should protect and secure the dignity of their subjects and publish well the information that has been researched. It is mentioned that, ethics issues in research have various steps that are essential when Starting with a research proposal, writing and eventually accepting leading to the actual research study. The collection of relevant methodology to employ, important ways of collecting data, presenting the research findings and the interpretation of the findings leading to the presentation of the information in a logical way. (Akaranga & Makau 2016.)

During the collection of data for this thesis, the author was honest and not been biased was been maintained during the process of writing and collection of data. The used of reliable and important data was taken into considerations. Enough time that was necessary for the writing of the thesis was used to go through the data collected. Any type of information which is misleading, as well as presenting the finding from data in a biased way was avoided. The author worked with the principles of research ethics to avoid falsification, fabrication and plagiarism. The author used of own efforts to represent own work and not presenting the work of others as the original. All the words and sources of data used were duly acknowledged.

Reliability and validity have been defined as the degree to which the findings of a research are consistence, accurate irrespective of the total number of the population that have referred to a particular study can be produced under a similar methodology. The research tools are considered to be reliable. Articles for the thesis are selected from reliable databases such as SAGE premier, SCIENCE direct, and EBSCO-host. Articles were chosen based on the inclusive and exclusive criteria to be sure of reliability and validity. Validity determines whether the research truly measures that which it was intended to measure and the truth about the results of the research. To measure the validity, researchers generally asked questions to find out the results gotten from others. (Golafshani 2003.)

In the process of this research, the author has learned more concerning the different challenges been faced by foreign nursing students in Finland. The author realised that these challenges are many and diversified from language and communication to psychological challenges. These challenges are been faced differently from one student to the other. Some challenges considered to be a major challenge for one student tend to be a minor challenge to another student. The different level of experiencing culture shock varies among students. Some students assimilate and accept the culture faster than others. The level of socialisation also varies. Loneliness and isolation that most students usually faced in the beginning of the study seems not to be for other students, most students are excited and tend to explore the environment and create fun for themselves. Language and communication throughout the research have

been the major challenge been faced which have affected other related issues for foreign nursing students to be able to explore and enjoy every moment of their studies in Finland.

The benefits of this study go to students currently studying and to students who will come. The author expresses his hope to give relevant information to the teachers, mentors at clinical practice placement, head nurses and policy makers in Finland responsible for addressing foreign issues.

8 CONCLUSION

The purpose of this thesis dealt with the challenges faced by foreign nursing students. This research identified many of the most common challenges with some possible solutions to help foreign students cope with the challenges been identified. Even though these challenges are many and diversified language and communication is the greatest amongst the challenges. This leads to more problems and complications because it affects a foreign student in many ways thereby it affects the ability to learn faster and communicate with society.

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Appendix 1: Table of articles

Author(s)	Name of the Articles	Journal and year	Research Type	Findings
1.Ammigan, R., jones, E.	Improving the Student Experience: Learning from a Comparative Study of International Student Satisfaction	Journal of studies in international education, 2018.	Qualitative survey research methods.	Different degree which international students are satisfied with different dimensions of university experience namely arrivals, living, learning and support service experience.
2. Calikoglu, A.	International students Experiences in Non- Native English-Speaking Countries: Post Graduate Motivations and Realities From Finland	Comparative International education, 2018.	Qualitative, interview	This research shows how the experiences of international students and the challenges faced from a non-native-English speaking country with reality from Finland.
3.Immonen, K., Oikarainen, A., Kaucic, B., Filej, B., Riklikience, O., Mareno, M., Perez-Caraveras, R., De Raeve, P., Mikkonen, K.	Assessment of nursing student's competence in Clinical Practice: A Systematic review of reviews.	International journal of nursing studies, 2019.	A Systematic review of reviews.	This research shows about the assessment of nursing students clinical competence which is concern worldwide and a challenged to educators for decades
4. Iwelunmor, J., Newsome, V., Airhihenbuwa, C.	Framing the impact of culture on health: A systematic review of the PEN-3 cultural model and its application in public health research and interventions.	Journal of Neurology and Brain Disorders, 2014.	A Systemic approach, quantitative and qualitative.	This research shows the importance of cultural competence as a needed tool to be integrated in nursing curriculum which student can acquire skills and apply during their practice.
5. Koskinen, L., Tossavainen, K.	Characteristics of intercultural mentoring: a mentor perspective. Nurse Education	Nurse Education Today, 2013.	Qualitative and Quantitative	This research explore the characteristics of intercultural mentorship and the strategies used by the mentors to improve student intercultural competence.

6. Ling De Gruyter.	Intercultural Communication	Faculty of communication sciences, 2017.	Qualitative	This research shows how Culture is incorporated with richness and complex city commonly identifies it as a symbolic with culture and communication
7. Ludwick, R., Silva, M.C.	Ethics: Nursing Around the World: Cultural Values and Ethical Conflicts.	Issues in Nursing, 2000	Qualitative	This research shows the different challenges as a result of different cultures. The level of different culture shocks for a foreign students and how it brings about socio-cultural misunderstanding.
8. Mattila, LR., Pitkälä, M., Eriksson, E.	International student nurses' experiences of clinical practice in the Finnish health care system. Nurse Education in Practice.	Nurse Education in Practice, 2010.	Qualitative, semi-structured interviews.	This research shows about international student experiences of the clinical practice in the Finnish health care system.
9. Oxford Dictionary.	Communication.	Lexico, 2018.	Qualitative	Definition of communication
10. Özoğlu, M., Gür, B., Coşkun.	Factors Influencing Choice to Study in Turkey and Challenges they Experience in Turkey.	SETA Foundation for Political, Economic and Social Research, Turkey, 2015.	Qualitative, Semi-structured interview.	This research explores factors influencing international students to choose Turkey and the challenges they experienced.
11. Paula, G., Terry, O.	Intercultural Competence in instructed Language Learning: Bridging Theory and Practice.	Information Age Publishing Inc., 2016.	Qualitative.	This research emphasis about language and communication skills needed by the society. The idea of promoting global language to be able to communicate.
12. Pitkälä, M., Eriksson, E., Pitkälä, K.	The Diversity Issue Revisited: International Students in Clinical Environment	ISRN Nursing, 2012.	Quantitative	The research explores culturally diverse health care student's experiences in clinical environment in Finland.
13. Rajj, K.	Toward a profession. Clinical	Helsinki University	Qualitative	Explores clinical learning as an essential part

	learning in hospital environment as described by student nurses.	publications, 2000.		of nursing education and how working as a nurse requires multiprofessional health care teamwork for patient's benefit.
14. Saarikoski, M.	Clinical Learning Environment and Supervision. Development and Validation of the CLES Evaluation Scale.	Turun Yliopisto, 2002.	Qualitative	This research describes how nursing students experienced clinical learning environment and how nurses give supervision in hospital settings.
15. Sawir, E., Marginson, S., Deumert, A., Nyland, C., Ramia, G.	Loneliness and international Student: Australia.	Journal of Studies in International Education, 2007.	Qualitative and Quantitative	Discusses about loneliness and isolation among international students in a study carried out in Australia. Some of the causes of loneliness and coping mechanisms.
16. Tracy, Brian	Time management	The Brian Tracy success library, 2014.	Qualitative	This research talks about time management as a challenge and its coping mechanism.
17 Tsegagay, S., Zegergish, M., Ashraf, M.	Socio-Cultural Adjustment Experiences of International Students in Chinese Higher Education Institutions.	Millennial Asia, 2018.	Qualitative.	The study shows how international students in China are facing cultural and linguistic challenges as a result of limited interaction with Chinese students and the local people
18. Välipakka, H.	. International nurses' experiences and perceptions of their work orientation in Finnish health care. University of Jyväskylä	Turun Yliopisto, 2013.	Qualitative	Communication and how it affects foreigners in the nursing field, when a foreign nurse is expected to speak Finnish language which can be judged or even make the situation difficult for a foreigner.