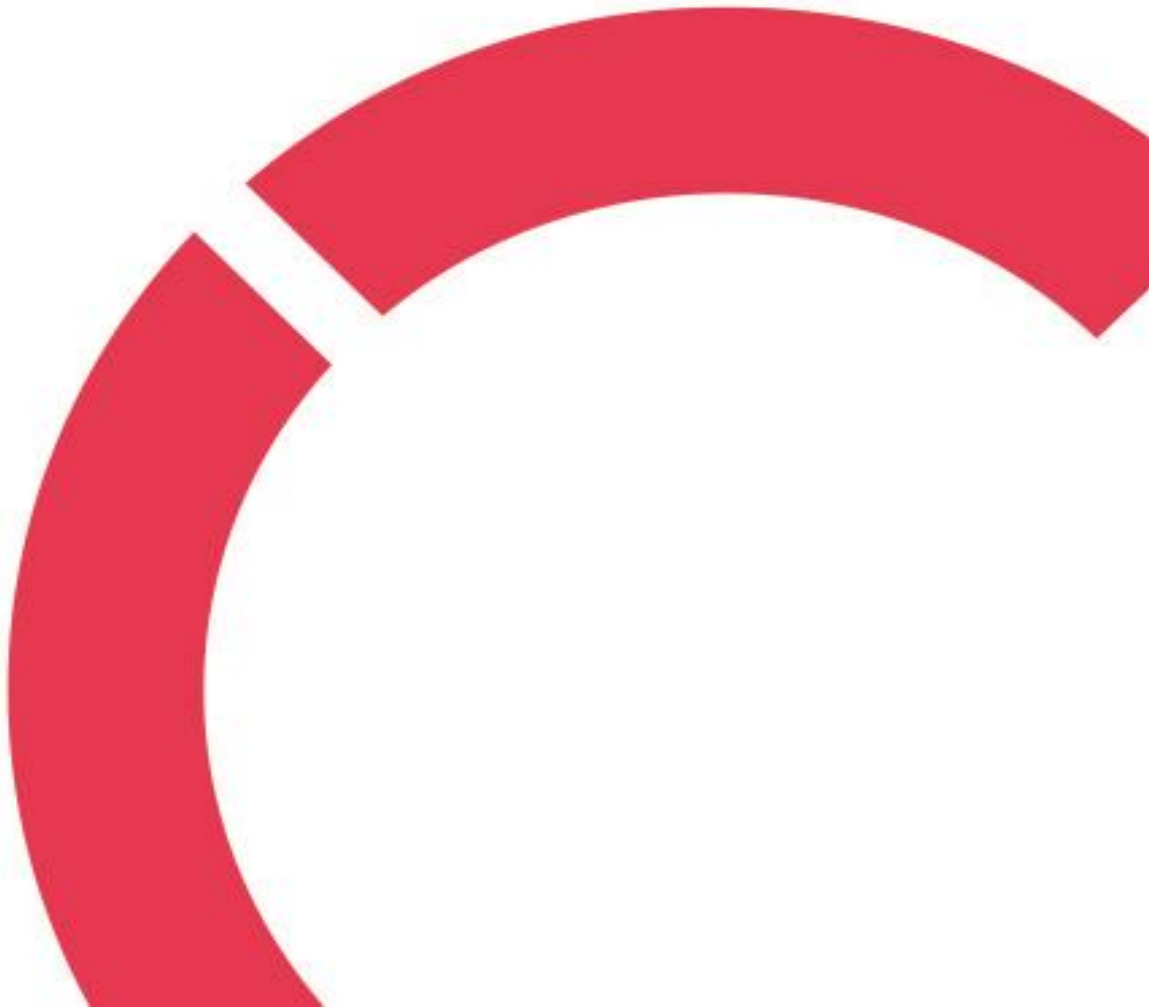


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**PROMOTING CALD NURSING STUDENTS' WELLBEING AT
CENTRIA UNIVERSITY OF APPLIED SCIENCES**
An orientation video

Thesis
CENTRIA UNIVERSITY OF APPLIED SCIENCES
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ABSTRACT

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<p>This thesis aimed to create an educational video that could be used during the orientation of CALD nursing students at Centria University of Applied Sciences. The project was divided into two parts. The first part entailed the theoretical framework which talks about student health promotion, wellbeing, challenges faced by CALD nursing students such as language barriers, cold climate, cultural shock and how universities can support CALD students. The second part of this project consisted of creating a final product, orientation video. The video was designed in an interview-like manner using flash cards. The video highlighted the challenges CALD nursing students face during their studies in Finland and provided potential solutions for dealing with these challenges.</p> <p>The objectives of the video were to promote wellbeing among CALD nursing students at Centria, to create awareness on the support services available to CALD nursing students at Centria, which most students are not making use of. This video was created to be used during the orientation of incoming CALD nursing students at Centria University of Applied Sciences so they know where and when to seek help if they are faced with some of these challenges. The video began with an introduction which was then followed by a question-and-answer session discussing the challenges and talking about services available for CALD students. The video ended with a piece of advice for the new CALD nursing students.</p> <p>The thesis and the video were created in accordance with Centria's guidelines for a thesis. The thesis outlined the importance of evidence-based research as we discovered many other authors have also documented the challenges CALD students face in Finland. The video did not include any sensitive topics or issues which could prove harmful to our viewers. The feedback which was gathered by means of a questionnaire was completely voluntary and the participants remained anonymous.</p>		

Key words
CALD nursing students, cultural shock, health promotion, language barrier, video making, wellbeing

CONCEPT DEFINITIONS

CALD

Culturally and linguistically diverse students.

FSHS

Finnish students Health Services.

WHO

World Health Organization.

UAS

University of applied sciences.

COPSA

Centria University of Applied Sciences student Union.

THL

Terveyden ja hyvinvoinnin laitos (National institute for health and welfare)

KELA

Kansaneläkelaitos (Social insurance institute of Finland)

MSAH

Ministry of social affairs and health.

OECD

The Organization for Economic Cooperation and development.

YKI

Yleinen kielitutkinto (General Language Degree).

VKT

Valtionhallinnon kielitutkinto (State Administration Language Degree).

HPS

Health promoting school.

BMI

Body mass Index.

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1 INTRODUCTION

The number of foreign students who choose Finland as a study destination to pursue their degrees is on the rise. Numerically, over 20,000 international students are enrolled in various higher education institutions across the country (Study in Finland, 2024). Studying in a country away from your home country presents students with exciting opportunities (Khanal & Gaulee 2019), however with these opportunities comes challenges students need to overcome. Finland is a multilingual country, with Finnish and Swedish as its official languages. At least 70% of the Finnish population speak English (Ploscaru, 2014) and almost all the universities offer English language-taught bachelor's and master's programs. International students face several challenges when they move to Finland, with two of the main challenges being the language barrier and cultural shock. International students whose language and culture are different from that which is spoken in their host country are termed as cultural and linguistically diverse (CALD) students (Pham, Berecki, Clapperton, O'Brien, Liu & Gibson, 2021). Students from culturally and linguistically diverse backgrounds have numerous challenges in Finland and other nations. Challenges encompass, but are not limited to, social isolation, homesickness, language barriers, inadequate resources, unemployment, meteorological difficulties, inadequate time management strategies, and various other factors that impact their academic performance adversely, even resulting in sadness and depression, according to personal experiences of the authors who happen to be CALD students and from conversations with fellow CALD students. It is important to help these students settle in their new learning environment as soon as possible. The faster they adapt to a new culture, a new way of life, the easier the transition process and the better their educational performance and grades.

Additionally, CALD student wellbeing and study ability go together. Study ability is the student's ability to work (FSHS, 2022) and it is influenced by many different factors such as the student's resources including study skills, health and behavior, social and cognitive skills, teaching and guidance, support received from the study environment psychosocial study environment, cultural conditions, motivation, student orientation, and most importantly student wellbeing. The WHO defines wellbeing as a positive state experienced by individuals and societies (WHO Glossary of terms, 2021). It includes the standard of living life and individual's potential to impact the society positively and in a meaningful way. Based on this definition there is ground for promoting wellbeing in CALD students, so they can contribute to the Finnish society and to their families through their studies and life experiences in Finland.

This thesis aims at promoting CALD students' wellbeing, so that it can help them adjust and adapt better and faster to their new learning environment, with views on enhancing study performance and study experience. The study will detail the services available to CALD students, which they can use to promote their well-being, including those provided by Centria University of Applied Sciences, and teach students how to promote their well-being. The final product of the thesis is an educational video which can be used during CALD students' orientation. Educational videos serve as a crucial medium for material delivery, enhancing student engagement and fostering active learning (Brame, 2016). This can promote learning or study ability and CALD student well-being at Centria University of Applied Sciences.

2 STUDENT'S HEALTH PROMOTION

There exist several definitions of this broad concept called health promotion. According to WHO (2021), health promotion can be defined as an activity, action, process or operation that allows an individual or people in a community to increase control over and improve their health. One key aspect in this definition of health promotion is the term improve. How can we improve, support encourage and prioritize health and a state of wellbeing amongst culturally and linguistically diverse students at Centria University of Applied Sciences? One may question why we need to promote health and foster wellbeing amongst CALD students. If all three components of health as defined by WHO (2021), that is the physical, mental and social are not on the same wavelength, it becomes difficult for one to function and give their best in their studies and more so living in a foreign country.

CALD students face several challenges which have been documented, specifically CALD nursing students have limited learning opportunities and suffer from social isolation, discrimination and bullying in the clinical learning environment (Korhonen, Tuomikoski, Oikarainen, Kääriäinen, Elo, Kyngäs, Liikanen, & Mikkonen 2019). One will agree that after experiencing any of the challenges, it is very easy for an international student to suffer from depression or have a break down, and this directly affects the quality of your education and life in Finland. Health promotion can be defined as an umbrella term which comprises different activities. (Ewles and Simnett 2003). Health promotion encompasses a wide range of endeavors, such as public policy, community-based work, economic and regulatory initiatives, health education, environmental health, preventive health, and community-based work (Ewles and Simnett 2003). One of the methods we can use to promote health amongst CALD students is by improving student wellbeing.

2.1 CALD students and wellbeing

Once more utilizing the definition of wellbeing by WHO, it is a positive or favourable state experienced by individuals and societies (WHO 2021). Furthermore, well-being is often connected to positive mental health. Positive mental health is simply a state of wellbeing where an individual realizes his or her own capacities can cope with the stress of life, work productively and make valuable contributions to the community (WHO 2022). High levels of wellbeing are directly associated with increase productivity at work, effective learning, more creativity and social relationships.

Talking about CALD students, and to be more precise CALD nursing students, it is known that they face more challenges during their clinical practices than in the academic milieu (Mikkonen, Elo, Kuittila, Tuomikoski & Kääriäinen 2016). This therefore means being in a positive mental state is vital for these CALD students, especially during their practices, and recently there has been a heightened necessity to promote wellbeing and advocate for positive mental health, to avert the onset of mental disorders (Green Paper, 2006). So, it is therefore imperative that we promote CALD students' wellbeing, by promoting their mental health.

Mental health promotion simply encompasses any intervention done to improve an individual or a communities' mental health and wellbeing by improving or reinforcing their capacity to promote good emotional, cognitive and social experiences (Hodgson, Abassi & Clarkson 1996). In addition, promoting mental health and wellbeing aims to enhance an individual's ability for psychosocial well-being and resilience to adversity (Kalra, Christodoulou, Jenkins, Tsipas, Christodoulou, Lecic-Tosevski, Mezzich & Bhugra 2012). We are therefore not far from the truth if we establish that a positive mental state or a high level of wellbeing amongst CALD students will make their studies feel less of a burden and ease their adaption in Finland. The next question that comes to mind is what services are available to these CALD students in Centria University of Applied Sciences and Finland that promote student wellbeing?

2.2 Learning environment and services provided by Centria

The Learning environment can be characterized as the social communications, authoritative culture and designs, and physical and virtual spaces that encompass and shape the students' knowledge, conceptions, and learning (Gruppen & Fogarasi, 2021). Centria is deeply committed to the wellbeing of students so they can focus on their academic pursuits (Centria website, 2024). Listed below are some of the support services Centria offers. Student health care services FSHS: which students can access by virtue of the fact they are pursuing a degree at Centria. Health care fee is required for students in higher education, which they must pay each term.

Study Psychologist, while guidance first come from the teachers, it is possible to book an appointment with a study psychologist, to discuss study related concerns, and the meeting can last 45-60 minutes per appointment (Centria website, 2024). The meetings are highly confidential as well. Students suffer-

ing with mental health issues should still contact the nurses or doctors, a psychologist does not substitute for treatment or therapy but provides supplementary help. There is a student wellbeing Padlet as well which students can use as a template to assess their wellbeing levels.

Centria also offers the services of a chaplain who is the student pastor, and is an Evangelic Lutheran reverend (Centria website, 2024). He is available to attend to all students regardless of their religious denomination. Students can contact the pastor to discuss any personal issues or spiritual issues, and it is free of charge.

Centria also offers a silent space for students, room 042, which can be used for meditation, reading, for religious purposes or just for relaxation (Centria's website 2024). Centria also offers sports services through the student union COPSA, they have weekly sports shifts on their website, and it is free for members, non-members must purchase a sports pass. Also, there is a sports equipment rental system wherein students can borrow the equipment for personal use and return it free of charge. In addition, break pro, which is an application, offers you light exercises to boost the body and mind during study breaks. The app can be downloaded from apple play store and google play store.

Lastly, Centria offers the services of a special education teacher as well (Centria website, 2024). Students can contact this teacher if they need support with their studies, have assignments piling up, are failing many courses. As part of planning and organizing support measures and accessibility, the teacher tests and maps out different learning challenges. There are a lot of services Centria offers to assist its students, including the CALD's students, but these students still face challenges and struggle to adapt. How often do these students make use of these services is another question that comes to mind. The orientation video we have made will also help to boost confidence as well as provide support to the already existing services available for CALD students at Centria university of applied sciences.

In Finland, one of the services provided by the FSHS is promoting a good study environment and study community, which is necessary to ensure a healthy, supportive, and safe learning environment for students, where everyone can feel safe and protected during their studies. In ensuring a safe learning environment and study community, the FSHS collaborates with advocacy groups like student unions and educational establishments. They collaborate to ensure healthy learning environment that is free from accidents and promote inclusion for every student irrespective of their culture and background. The FSHS also promotes positive communication, which involves creating a study environment where every student can express themselves openly and comfortably that encompasses empathy and support towards student's plights. To ensure quality control and effective delivery of services in

learning environment, the Finnish students healthcare services carry out inspections in educational institution, this inspection is carried out every three years and monitoring of educational institution is carried out every year to support a safe learning environment for every student. (FSHS, 2021.)

3 STUDENT HEALTH CARE SERVICES

Student health care services are meant for students in vocational schools, students in high school, university students and students of applied sciences (THL 2023). Student health care aims to ensure that students have access to a safe study environment, promote student`s wellbeing, supervise the study ability and general health of students, coordinate medical and health services such as substance abuse and mental health programs, sexual health promotion, and oral health services. (THL 2023.)

The Finnish student health care services is tasked with the responsibility of providing health care services to students of higher education, these services are supervised to ensure quality control by the ministry of social affairs and health. The objectives of FSHS are to provide health and medical care services to students of higher education, support student`s study abilities and promote student community, learning environment and wellbeing. The FSHS services can be checked out nationwide in the same standard quality irrespective of the student`s study place in Finland (FSHS, 2021).

In Finland, apart from the health care services, are also some social services provided by the social insurance institution of Finland also known as KELA. These services are rendered as financial assistance and support to students who are enrolled in a university of applied sciences to pursue a bachelor's or master's degree. These services aim to promote the economic stability of students. These aids are provided in different models such as study grants which provide complementary allowances for a study equipment, housing allowance and government warranty for securing student loans. To qualify for this financial aid, the student must be studying full time, have a good academic record and show proof of need for financial support. (KELA 2024.)

In Finland, there are laws which regulates the student health care services, these laws are intended to guarantee that student health care services are secured in the university level, promote the quality of services and ensure the adequate accessibility of these services. This law was passed into motion on January 1, 2021, and covers the tasks, goals, and focus of the student health care program. This new law combines the student's medical care services for students in university and students in Universities of Applied Sciences. The National Pension Service re responsible for organizing these services for university students while the Finnish student's healthcare service provides this student health care services to university students. The law supports the right of the students to apply for the social welfare centre services according to their municipality, you can only apply to the municipality where your school is

located. The service point of FSHS for student is usually inside the institution location and the student's card must be presented during the application for these services. To ensure efficient delivery of student health care services, it is important to organize these service centres at a proximity to the institution to ensure easy access to these services, all students must have adequate information about the student health care services, contacts of health nurses should be easily assessable via the website and easier booking of appointment via electronic services. (THL 2023)

The Finnish Student Health Services are provided through different mode of operation, each of this mode has its own unique key services and focus, this service includes learning environment and community activities, medical care services and oral health programmes and health care services which focuses on individual monitoring, welfare, and promotion of health as well as students capacity for efficient study. (FSHS, 2024).

3.1 Finnish Student Health Service (FSHS)

All degree seeking students can access the services of the FSHS, general, dental and mental health services are offered by FSHS. The ministry of social affairs and health (MSAH) promotes health, learning ability, safeguards and improves health and the learning environment. The municipalities in which universities are found are responsible for organizing student health services. The work of the municipalities is monitored by the Finnish Institute for Health and Welfare (THL). International students also have the possibility of using the self-online service. With this self-service, students can for example check, cancel and change appointments. You can also make a new appointment if your need for treatment for your condition has already been assessed by the FSHS. The table below summarizes the services of the FSHS.

TABLE 1. FSHS Services

Study environment and study community activities	Healthcare services and promotion of health and welfare Individual monitoring and ability to study	Basic health care and oral health services
Regular cooperation with advocacy groups, specifically with educational establishment and student associations	Individual and group-based health guidance	Assessing the need for treatment
Expert services	Periodic health check-ups, 1) community health nurse and medical practitioner, 2) dental health inspection and treatment plan	Non-critical treatment, includes treatment that is given within 1 to 7 days
Health-promoting communications	Preventive oral health measures	Medical treatment requiring a medical professional (psychiatrist) or oral specialist if the patient does not qualify for more specialized care
Academic environment evaluation every 3 years and annual monitoring	Infectious disease prevention: health assessment, vaccinations (national vaccination programme)	Diagnostic imaging services and laboratory tests in primary care related to the diagnosis and treatment of diseases
	Family planning	Physiotherapy
	Academically related health examinations, documents and reports requested by the Infectious Diseases Act and other legislation	Nutritional therapy

	Travel health counselling, this service also includes student exchange (students are required to purchase the vaccines themselves, although the vaccines can also be given by student healthcare)	Speech disorder therapy distinct to field of discipline (initial assessment for impairment in verbal communication for those studying for a profession requiring verbal communication)
	Basic psychological examinations	

3.2 Medical Care Services and Oral Health Programmes

In Finland medical services are available for students, this service includes substance abuse programmes and mental works, sexual health promotion as well as oral health (THL). The FSHS helps to assess treatment need of a student, this is done to examine the exact need for treatment if the need is mental or medicinal solution for a condition, they do so by assessing the symptoms and planning the best treatment option for the student. They also give treatment for non-urgent medical conditions which involves medical conditions whose treatment plan spans for the period of 1-7 days. Students who require special services like psychiatric services or oral services can also benefit from the FSHS. In assessment of medical conditions of students, it is possible to have laboratory and imaging services, these services are provided by the Finnish student health services, and it helps with effective diagnosing and treatment of diseases. Nutrition therapy services is also available to students, this is effective in promotion of good health, management of certain health issues as well as helping with deficit in nutrition. We have some students with underlying diseases like diabetes, cholesterol, and heart conditions, providing nutrition therapy plays an important role in managing and preventing escalations which helps to promote the overall wellbeing of students. Language therapy as well as physiotherapy administrations are additionally given by FSHS. Physiotherapy is Significant in the maintenance of physical wellness and restoring mobility. (FSHS, 2021).

3.3 Healthcare services, welfare promotion and study ability

In Finland health guidance can be given to student on an individual based level or in a group-based level, students have access to health check-ups periodically, these check-ups are carried out by general

practitioners and public health nurses as well as oral health services which are carried out by dentist who make assessment, diagnosis, and plans treatment option. Vaccination programmes are also made available for students, to prevent infectious diseases. Family planning services is provided by FSHS to promote safe sexual and reproductive health, this service includes counselling and different contraceptive and birth control measures which enables students to make healthy choices about their reproductive and sexual health. FSHS provides travel health advice for student who are travelling, by providing information on required vaccination and assessing if there is any risk in travel destination, they also provide certificates and examinations related to health. (FSHS, 2021).

4 CULTURAL AND LINGUISTIC CHALLENGES STUDENTS FACE

Finland's international student population has experienced a significant growth of 29.2% over the past decade, in response to the rising trend of students pursuing their education abroad (Erudera, 2023).

Most of these students are first-time overseas students, must adapt to unfamiliar locations, live independently, navigate unfamiliar systems, collaborate with new individuals, and effectively manage new stressors and obstacles (Chege 2013). Acquiring knowledge about a different culture and studying inside that society, which possesses distinct ideas and values, can present a challenging circumstance for individuals, particularly for newly arrived international students (Dee and Henkin, 1999). Novice individuals often struggle throughout the process of transition due to the need to acclimate themselves to unfamiliar social and educational structures, behaviors, and expectations.

Students must navigate through the typical difficulties adjusting to a new setting (Chege, 2013). That is the reason why relocating to a different country with the intention of pursuing education leads to alterations in one's academic, social, and financial circumstances. These developments are regarded as problems that students must address and adjust to (Khanal and Gaulee, 2019). CALD students have the challenge of being apart from their familiar environment and social support network. (Winchesterseeto, Homewood, Thogersen, Reid, Holbrook, Jacenyik-Trawoger, and Manathunga, 2014). Therefore, the establishment of social connections among CALD students is quite significant. (Sinanan and Gomes, 2020). Our teacher remarked that our class group is exceptionally cohesive due to our vigilant support for one another.

Within the realm of nursing, international or migrant nursing students are specifically categorized as culturally and linguistically diverse (CALD) students. (Oikarainen et al., 2022). The phrase CALD students refer to students who are clearly different from their host country university where they study in terms of language, ethnicity, culture, religion, race, traditions, values, and belief system compared to the host country where they reside (Pham et al 2021). CALD students experience troubles in adapting to unfamiliar learning settings. Nursing students confront even more significant problems as they navigate the complexities of clinical practice inside clinical learning contexts. CALD students encounter cultural and linguistic obstacles that impede their ability to adapt smoothly to the clinical environment for learning purposes. (Ropponen et al., 2023).

Finding a balance between coursework, clinical education, typical classroom lectures, and the obstacles of integration can be challenging for CALD students, including nursing students (Onovo, 2019). Particularly throughout the initial stages of their academic journey. As a result of these difficulties, nursing students from CALD backgrounds may often perceive themselves as being excluded from the

group (Sheerer et al., 2019) and encounter feelings of social isolation (Graham et al., 2016). When a student becomes socially isolated and feels uncomfortable in their new educational setting, they are prone to experiencing depression, which in turn makes it challenging for them to excel academically. CALD nursing students find clinical practices to be stressful. Additionally, they may face difficulties with language, which can lead to feelings of demotivation and negatively impact their learning (Mikkonen et al., 2016). According to proven evidence, CALD students require various forms of help during their studies (Tranton et al., 2018). It is crucial that this support is tailored to each student's unique needs, as they may encounter different obstacles. (Ramjan et al., 2018). The table below highlights some of the barriers to learning faced by CALD nursing students which have been documented.

TABLE 2: challenges faced by CALD nursing students (adapted from Kamau 2023)

Writer Of Article	Challenges
Ropponen et al 2023	Language difficulties during clinical practice
Mikkonen et al 2016	Social isolation
Mikkonen et al 2016	Cultural discrimination
Mikkonen et al 2016	Negative staff attitude towards cultural diversity
Winchester-seeto et al, 2014	Loneliness and lack of social support.
Chege 2013	Problems with adapting to new environment
Kamau et al, 2023	

4.1 Culture Shock

Culture shock is often connected to discrepancies in external environs like communication, language barriers and external surroundings as against internal factors or psychological factors like prejudice, lack of stress management or identity crisis, those with high level of cultural competency tend to correlate cultural shock to internal factors while others who lack cultural competency and those who show no interest in learning new language tend to correlate it to external factors (Goldstein & Keller, 2015). Students attending higher education in a culture contrary to their home country must deal with behaviors, expectations and social problems not excluding the challenges that students encounter in general, this is more difficult when the student is more informed in advance of this differences and even, more challenging when the student is unaware and has false assumptions and expectations that the new environment is similar to their country. New students tend to get lost in transition to this new culture, the impact of these unrelated experiences on foreign students is described as culture shock (Zhou, Jindal-Shape, Topping & Todman, 2008).

According to Kamau et al (2023), cultural and learning training supports, mentoring and orientation sessions are the most used organization methods for developing competence. Maginnis & Anderson (2017) did a study to examine nursing students partaking in international clinical placements experiences with culture shock and the tasks of clinical supervisors, the results of their findings indicate that's supports of clinical supervisors is crucial in tackling culture shock and ensuring maximum learning outcomes. The study further encourages students to prepare for any change as regards cultural norms by having adequate preparations prior to commencing the internship. The study also established the role of clinical supervisors in supporting and guiding students in navigating the culture shock experience. The feeling of satisfaction of a person living abroad is highly dependent on their ability to develop coping skills relevant to their new culture, this is dependent on cultural intelligence. Individuals with greater intelligence can easily adjust to a new environment. (Jurasek & Wawrosz, 2023.)

Culture shock has led to considerable concern as regards the psychological health and well-being of CALD nursing students, over 3 decades ago there has been increasing globalization in the world with the innovation of different technologies to mitigate the consequences of cultural shock. Advancement in technology and globalization has restructured the effect of culture shock in CALD nursing students. (Pacheco 2020.) Culture shock is defined as a feeling experienced after traveling from one's country or home to another environment. Culture shock has been associated with utmost change associated with travelling from one's home country to a new environment nevertheless it can also be felt in closer proximity to one's home like when taking a trip to a different city within the same country. There is no immunity to culture shock as even culturally susceptible and free-spirited individuals also experience it. Culture shock is not associated with any clinical condition, it simply describes the confusion and anxiety that one feels after immigrating from once familiar environment to a new culture. Relocating to another country involves different feelings and emotions, these emotions can be in form of excitement or an overwhelming feeling, some individuals may experience sadness, anxiety and even frustration and might prefer to go back to their familiar space. (Jafarov & Aliyev 2024.)

4.2 Language Barriers

Internalization continues to gather different people together and the requirements for cross-cultural communication cannot be overestimated. The language barrier has been an obstacle for many international students, putting them at risk of several ill treatment from their colleagues and mentors during

their academics and at work placements. Language barriers can be linked to the feeling of disempowerment and vulnerability amongst international students (Anthony, 2023). A literature review on the effects of language barrier faced by nursing students during clinical placements was carried out by Sharma (2021), and the results indicated that students who lack strong commands in Finnish language were impacted by language barriers, which had effects on learning outcomes, feeling of isolation and difficulties in creating a professional personality with staff members. Language has become a major factor with international students feeling of vulnerability in the globalization of Finnish higher institutions (Chand 2014). Significant barriers like discrimination, language barriers, cultural differences and networking has impacted the skilled international population from successful transition into the labor market in Finland (Bowen, 2020).

The Finnish education sector aspires to transform graduates and international student into a prospect labor force in order to have a return of investment to the Finnish society at the end of their studies, but this is not so because many international students find it difficult in getting jobs that aligns with their field of interest after graduation, this is due to the fact that many work force uses the Finnish language skills as a requirements during job recruitment. Immigrants are not impressed with their employment conditions because they are left with no choice but to accept unskillful and low-paying jobs due to lack of fluent Finnish, a major factor for successful employability of international students is the Finnish language skills (Pozdeeva 2021).

Thao in 2022, carried out a research project on the experience of international students in completing a higher education degree in Finland, the findings suggested the need to emphasize on Finnish language learning for foreign students, if the government has plans of integrating students into the work community. They also indicated the need for curriculum adjustment to promote the employability of international students after graduation. Integration of international students into the Finnish working community will the need in Finland, the increasing population in Finland will increase the need for skillful workers in the nearest future (Thao 2022).

According to Malik (2016), Finland has close to 20,000 international students who are currently in higher education despite that, the sustentation value of these students is lower when compared to other organization for economic cooperation and development countries (OECD). A good number of international students migrate from the country after graduation in search of better career opportunities, this challenge is due to the lack of smooth transition and integration into the labor market, despite the increasing open vacancies and requirement for skillful workers these international students still experience challenges in occupying these vacant job positions after graduation. International nursing students

face significant stress which is associated with both clinical and theoretical studies and among these stress factors, language barrier is the major factor leading to stress in clinical training (Timilsina 2023).

In Finland, the prerequisite for Finnish language skills in the working community is dependent on the sector, in some sectors the fluent language proficiency is not required. Although, work communities most often need a certain degree of fluency in Finnish language or Swedish. You can show language skills proficiency with the General language proficiency exam also known as YKI, another option to prove proficiency in language is through the civil service language proficiency called VKT. To work in some skillful sectors, you must show excellent language proficiency in writing and oral skills. Even though most Finns speak good English language, it is important to know the Finnish or Swedish language, this will help to aid a smooth integration into the Finnish community. Language skills can be improved by taking language courses and in the workforce by speaking with your colleagues and peers (InfoFinland.fi).

4.3 Supporting students' wellbeing

The significance of supporting students' well-being cannot be overemphasized. Different factors play key roles in supporting student wellbeing like the university as well as the students have respective roles to play. The transition into university or higher education from secondary school is a consequential life changing event for many students, and this can lead to impressive changes in the environment. There has been an increase in reports outlining the decline in wellbeing amongst university students, several universities make provision for diverse scope of wellbeing support, yet the student's outcome is still very poor. Universities should ensure that the delivery of wellbeing support is reflected in every area of their strategy. Most importantly, key consideration should be given to young people to voice out their feelings and thoughts and student's schemes should be created in ensuring that wellbeing support is accessible, effective and open (Charles 2022).

Universities are saddled with the responsibility of preparing students for the complex world, but recent issues relating to mental health ranges have the ability to impair the student's outcome. There has been high demand for positive intervention in the educational sector, due to the concerns about student wellbeing. Ingrained wellbeing projects can enhance students' wellbeing (Young, Macinnes, Jarden & Colla 2022). Reports show that in a progressively competitive learning environment, students pursuing academic recognition are mostly vulnerable to the outcomes of stress (Poots & Cassidy 2020). The

expanding predominance and gravity of mental health throughout students in university population is a crucial challenge for both the schools and the larger communities, yet minimum is known as regards the student's point of view on the pressure in university environment and the strategies that universities or higher institution can take to further support the student's wellbeing, a survey was carried out amongst 2776 students on what can be done to further improve or support students' wellbeing and in the results of the survey diverse recommendations were made, this recommendations were divided into seven classifications which includes; Student services and support, program management and assessment, academic teaching methods and teachers, environmental factors, communication and culture, course design and finally, the student social activities. The study helped to provide significant insight to the university role in improving and supporting the health of higher institution students and further preventing the increase rate of mental distress, the study argues that the procedure of exploring and enacting on the students recommendations encourages the students to feel empowered and involved and this is crucial considering the fact that the goal of supporting and promoting the mental wellbeing of students can only be accomplished through an active participation between the institutions and the students (Baik, Larcombe & Brooker 2019).

The World Health Organization (WHO fact sheet, 2021) conducted research on promoting a school framework that helps to improve the wellbeing and general health of students and their academic accomplishments. The WHO health promoting school framework (HPS), is an all-inclusive contextual approach to health promotion and academic improvement in schools, the conclusion of the research which included 67 qualified group trials, mixing 1443 schools which was composed of 1345 academic institutions and 98 districts. The study addressed a spectrum of health issues such as sexual health, nutrition, mental health, alcohol use, tobacco use, physical activities and eating disorders. Positively results for interventions such as fruits and vegetables consumption, body mass index (BMI), physical fitness and tobacco use was recorded, although the intervention impact was minimal, it still showed potential in producing public health rewards at the population range. More research still must be put in place to determine the effects of other health themes and academic accomplishments (Langford, Bonell, Jones, Pouliou, Murphy, Waters, Komro, Gibbs, Magnus & Campbell, 2014).

It is essential to acknowledge that the academic environment is not the only influence on student's health, broader communities, families and students have roles to play. It is essential therefore to involve these external bodies to accomplish this, schools should take into consideration the opinions and thoughts of communities and families and promote their participation and influence in promoting healthy activities. Health news encouraged at schools should be reinforced in the larger community

and family settings if they are to have meaningful impacts on social exposure and physical attributes of student's behaviors (Langford et al., 2014).

Universities are progressively recognized as public establishments where well-being and general health are promoted in order to boost academic performance, occupational transition and long-term healthy lifestyle behaviors. There are apprehensions about university students' mental health and other health challenges which have effects on study outcomes especially for subgroups like the international students. There has been research on the impact of academic outcomes and mental health for both international and home students, the conclusion of this research claims that to promote students' wellbeing, universities should improve on mental health promotion, management and unveiling of these different disorders among students (Sanci, Williams, Russell, Chondros, Duncan, Tarsi, Peter, Lim, Tomy & Minas 2022). There are strong and ongoing evidence-based studies attributing university students at risk of psychological and illness and that the frequency and graveness of mental health challenges is increasing among students in school, this research raises an urgent concern for educators and school administrators to further improve service delivery, policy development and continuous research in higher institutions (Larcombe, Finch, Sore, Murray, Kentish, Muller, Lee-Stecum, Baik, Tokaylidis & Williams, 2016).

4.4 Role of students in supporting their wellbeing

Higher education students can be at risk for increased stress levels which is related to poor mental and physical wellbeing. Past research showed that emotional intelligence as well as coping methods adopted by students are correlated with stress levels. A study was carried out on 203 higher educational students and alumnus students, whose major were in social works, psychology and nursing. The result of the study indicates that high level of emotional intelligence was linked with an increased use of adoptive coping mechanism and a reduced use of maladaptive mechanism which were positively and negatively linked with stress. The results suggested that interventions which aspire to increase emotional intelligence may be useful in reducing stress amongst students (Enns, Eldridge, Montgomery & Gonzalez, 2018).

In recent times, more research has been carried out to assess the correlation between wellbeing at academic institutions and students' participation or involvement, the study indicates that having a voice amongst people of high influence, having an option, having leverage and teamwork positively im-

proved wellbeing. Students' engagement promoted recognition which in turn promoted wellbeing (Anderson, Graham, Simmons & Thomas, 2022). Students' intellectual engagement was greatly dependent on both the school surrounding and the engagement between students, academic associated wellbeing can serve as a major mediator for cognitive and emotional engagement and further improved their academic achievements. The study further indicates that the concern in creating academic pedagogical should be the connection between the learning surrounding and the students instead of solely the environment or individual (Pietanen, Soini, & Pyhalto 2014).

According to Sirois, Kitner & Hirsch, 2015, self-compassion plays a role in effective health promotion characters, an explanatory factor of this study is self-regulation. Previously, other research has been made whose focus was based majorly on behaviors which puts our health at risk, but the risk of emotions has not been researched well enough. The research was made using 15 independent representatives with connection to self-compassion alongside the frequency of behaviors that promotes health such as stress management, exercise, sleep patterns and eating habits were meta-analyzed, eight representatives finished measures of negative and positive effect and the result indicated that practicing self-compassion was significantly related to the implementation of health promoting behaviors, due to the connection with adaptive emotions.

Peer mentoring interventions needs to be developed as peer mentored students displayed higher degree of integration into the university environment, students who had no access to peer mentoring programs had gravely contemplated about leaving school as opposed to those who had access to peer mentoring programs. There is a significant relationship between wanting to stay at school and peer mentoring and studies have indicated that peer mentoring may foster the effects of transition and integration to the university (Collings, Swanson & Watkins, 2014). The effect of exercises, diet and sleep on wellbeing and health in young adults was investigated by Shay Ruby, Natasha Adams & Tamlin 2020, the study acknowledged the fact that physical activity, sleep and diet contribute immensely to the wellbeing and mental health of young adults but they wanted to carry out more research on which out of this three factors had more effect and the conclusion to their study indicates that sleep is the most important determinant of wellbeing and mental health, whilst diet and physical activity played significant role in improving student wellbeing they were termed as secondary factors when compared to sleep. Young adults are advised to prioritize quality sleep to maximize their well-being and mental health. Stress management, school timetable, high academic demands, lack of physical exercises, lack of adequate sleep and poor availability as well as high cost of healthy meals are major barriers to wellbeing and health of university students, interventions that aspires to bring change to health behaviors to promote

wellbeing and mental health needs to be prioritized to include both support and information features (Ofstedel, Fenton , Hansen, Whatnall, Ashton, Haslam, Hutchesson, & Duncan, 2023).

Insomnia has been linked with a decrease in study performance and unhealthy attitudes in university students, although different study has examined sleep empiricism in student population, only few studies have researched on insomnia and its related effects also, some of these studies lacked clinical backings to assess the effects of insomnia. A study was carried out on five hundred and eighty-two students at a Spanish university, the findings indicated a high number of students who present insomnia symptoms, anxiety and stress, poor sleep hygiene and depression showed significant indicator for insomnia symptoms and these factors correspond with study performance of university students (Carrion-Pantoja, Prados, Chouchou, Holguin, Mendoza-Vinces, Exposito Ruiz, Fernandez-Puerta, 2022). According to the stress-buffering hypothesis, exercise and physical activity can prevent the negative effect associated with school stress on general health and wellbeing (Kathrin, Nadine, & Reinhard 2017).

5 PURPOSE, OBJECTIVES AND METHODOLOGY

The main purpose of this practice-based thesis is to produce an educational video for CALD nursing students, that is, to produce an orientation video for first year CALD nursing students at Centria UAS. The objective of making this video is also to promote CALD nursing students' wellbeing and highlight the challenges CALD nursing students face in Finland. The orientation video can be used during the orientation week for the first year CALD nursing students. Additionally, this video creates awareness on the support services available to CALD nursing students at Centria UAS.

Digital videos were invented several years ago. Over the years there has been considerable improvement in the use of cost-effective video production for learning and educational purposes, consumption and production of digital videos has also improved as well as consumers access to these videos. Furthermore, advancement in social networking technology has improved the methods in which digital videos can be utilized for information and education purposes (Winslett 2014). The most important factor students use in rating educational videos is the explanation and clarity quality of the video as well as the content, voice, interestingness and presentation (Shoujan 2019). Videos have been frequently used as an efficient information outlet in orientation and delivering educational content, and this profound expansion is because of the evolution in the technology of video making. Modern technology has made impact in the rapid growth and development of these videos using software systems. (Moussiades, Kazanidis & Llioupoulou 2019.)

In video production, it is important to have specific techniques, the reaction of the target audience is highly dependent on the video presentation. Sounds and pictures should be selected carefully to convey your thoughts in an engaging and compelling manner. (Owens & Millerson, 2011.) The production of high-quality digital video encompasses three critical phases: preproduction, production, and post-production. In preproduction phase, the aim and style are taken into consideration this phase includes questions such as “why, how and what” of the digital video while the production phase considers issues such as lightening, sounds, set and materials needed for enhancing video production in a non-professional studio scene. Ultimately, in the postproduction phase, the producers evaluate strategies for organizing and editing the digital video. (Castillo, Calvitti, Shoup, Rice, Lubbock & Oliver, 2021.)

5.1 Project stages

When working on a project, there is a schedule, and it takes a joint effort by team members to accomplish the specific objectives. This thesis is a project for producing an educational video which can be used during orientation for Centria university nursing students and others. This project will be carried out in multiple phases which will be detailed below.

5.2 Preparation and identification of needs

Considering the many challenges CALD students face during their studies in Finland, and the lack of awareness of where and how to get help when struggling, this thesis is done to educate its readers of the challenges CALD students face and how promoting wellbeing amongst these students is vital for their study experience and creates an avenue for a seamless transition to life in Finland for them. Initially the idea was to organize an event to commemorate international day at Centria and use it as medium to exchange ideas and educate students on some of these challenges and teach them how to promote their health and well-being and make them feel supported throughout their studies. Due to time and financial constraints, a meeting was held with the collaborators and our thesis supervisor, and we decided producing an educational video that carried the content is still another way of getting the job done. The project was launched in Autumn 2023, where we began with sourcing reliable information from both Finnish and international websites, to support the thesis process.

5.3 Planning and Initiation

The beginning and planning phase encompassed meetings with our supervisor to deliberate on the thesis process, alongside ongoing resource acquisition and workload distribution. The project team was established, comprising the writers of this thesis and our supervisor. A meeting was held to explore the distinct duties of team members both individually and collectively. The thesis contract and research permit were finalized at this stage.

5.4 Implementation Phase

The execution phase began in the spring of 2024, with the thesis being drafted from the accumulated materials, and the process of generating the film began once the essential information had been obtained. The video process began in August 2024 and was completed in October 2024. The video was developed in Centria's classroom 153 by the product developers and one videographer who assisted in the editing process. The product developers and our supervisor agreed on a license to make the video public and accessible, including subtitles. Prior to filming, the supervisor reviewed the video manuscript. Following filming, a survey was conducted among all CALD nursing groups at Centria. The survey was voluntary and anonymous, and participants were asked to analyze the movie and provide input on what improvements can be made, as well as how much the film had informed them.

5.5 Closing Phase

This phase began in early October 2024, and this included the review of the thesis written, acceptance of the final video product by our supervisor, and plagiarism control. The copyright transfers were made according to necessary procedures and ethical considerations. Finally, the maturity exams were written in November 2024.

5.6 Project organization

Every project requires a team to guarantee that the process runs smoothly, and a team was formed that includes the project managers and thesis authors, Nwaobi Obinna Enow and Augustina Okwue. They created the thesis plan and began writing the thesis; they also checked that the thesis was proceeding according to the schedule. The project managers were responsible for following up on each assigned job and ensuring proper project reporting. Pia Hagqvist, the initial project supervisor, approved the thesis plan and provided insight and ideas on how to carry out the project, including the concept of making a video. Later, Timo Kinnunen finalized the supervision and ensured that the thesis was completed on time.

6 ETHICAL ISSUES AND REFLECTION

Reliable sources were used correctly for the project materials. The project stayed to the aim of the theme and did not stray from it. The students working on the thesis project also guaranteed the anonymity of the project participants by following the specified standards for a thesis project and the thesis schedules. Also, there was mutual understanding among the students working on the project. The target group knew the goal of the project and their participation did not result in any financial or social damage. The film followed accepted standards and lacked sensitivity. Apart from the video report, the feedback form or questionnaires was voluntary and anonymous.

As CALD nursing students ourselves, we take into consideration the fact that our cultural and personal experience may lead to certain bias. It is not easy task carrying out a project-based thesis which cuts across our own personal experiences, but we believe it was important to address such a key issue within the dynamics of studying in Finland as CALD nursing studies. Thinking about it, brings tears to the eyes, but we take pride in ourselves for the job we have been able to do and the work we have put in throughout our studies to get to this point. Reflecting on the thesis, we would like to think of it as a success and work that can help future CALD nursing students to thrive in Finland. Finland is a unique and diverse country with so many opportunities and challenges as well but rising above these challenges makes life beautiful and finding your own place to succeed in Finland is very important.

The video shooting was hectic, as this was our first time trying to create a film. It was also fun and educative as well. We managed to shoot the video after several attempts, and it was a success in the end. We also incurred some cost in editing the video as we needed to get expert help for that. We managed to do all that and it was wonderful. Our special thanks go to our supervisors, Pia Hagqvist, Timo Kinnunen and to all our teachers for their constant support and guidance throughout our studies and the execution of this piece of work. We do welcome constructive criticism on how we can make the work better.

7 DISCUSSION

The making of this project, from the idea to the realization of the final product has been a long learning process. Theoretical research has proven that CALD nursing students face challenges such as language barrier, cultural differences and discrimination, social isolation, loneliness and lack of social support which can affect their overall well-being and study performance. The writing of the thesis required constant search for scientific and reliable sources and updating information which was stressful and in addition the video making process was not easy either. The video making process included e.g. developing a manuscript for the video, having a perfect shooting location and developing the video concept.

The thesis not only addresses the challenges that CALD nursing students face, but it also creates awareness of the different services available to CALD nursing students to help support and promote their well-being, thereby improving their study outcome.

7.1 Review Of the Project Method

This is a practice-based thesis, it includes a learning video and a theoretical report. The theoretical report includes a literature review where we used relevant sources from Centria's Library database and other reliable sources. The practical phase of this thesis was the making of the video. This method was suitable for the aim of this thesis as the theoretical part provides CALD nursing students with evidence-based theoretical knowledge from past research and relevant databases were used to achieve this, while the video making which was the practical aspect, provides practical solutions for CALD nursing students. The video was done by means of a question-and-answer session using flash cards where we discussed all the contents of the theoretical framework.

The authors of this project faced some challenges during the development phase of this thesis, we faced some challenges both in the theoretical part and in the practical part of this thesis. The most difficult challenge faced during the development of the theoretical framework was finding literature review as regards CALD nursing students in Finland, unfortunately there hasn't been much research on CALD nursing students and how they can be supported here in Finland but with the help of our supervisor and library personnel we were able to assess relevant materials. The development of the video saw its own challenges, as one of our aims was to make a cost-effective video, so we shot the video

ourselves with our mobile phones. After the production of the video, the authors faced some challenges such as sound interruption, we also had some corrections from our supervisor hence we had to remake the video, after several editing a quality video was produced. The video engages CALD nursing students and helps to provide them with relevant information to help with both their studies and life in Finland in general.

7.2 Conclusion

The main purpose of this project-based thesis was to produce an orientation video that could be used by CALD nursing students. The video was produced and it cut across the important challenges that CALD nursing students face in Finland, and it also provided practical solutions to these challenges. We also had as objectives, to promote the wellbeing of CALD nursing students. We achieved this by talking about health promotion and how it can be achieved by making use of the support services available to students at Centria university of applied sciences.

Additionally, we also set out to create awareness of the support services available to CALD nursing students. This was also achieved as we made mention of these services thoroughly in this report and also spoke about the services in the video.

Finally, we evaluated how CALD nursing students of the various nursing groups at Centria perceived the video by means of a questionnaire and we received amazing feedback and some suggestions on how to make the product better. We, the authors of this thesis, are very happy with the work that was put in to realize this project and make sure our purpose and objectives were attained.

7.3 Review Of Project Learning

This practice-based thesis helped to promote our knowledge on CALD nursing students, their challenges and how they can be supported. This is a pair thesis and developing this project promoted relevant skills such as teamwork, research, communication as well as time management because every task had a time frame that had to be met. One important learning experience was how we handled the challenges we faced during the theoretical framework and the production of the video; time constraint was a major factor because we had to combine the making of this video with our advanced practice. Getting a suitable location and producing a video that met our objective was challenging, but navigating these challenges proved to be a great learning experience for us. During the theoretical framework of this video and the challenges faced with limited research on CALD nursing students, we learned that

there is still a lot of research to be done as regards the topic of the thesis. In future, we hope more research can be done to support CALD nursing students to promote diversity, equality and inclusion among CALD nursing students in Finland.

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APPENDIX 1/1

THESIS ORIENTATION VIDEO MANUSCRIPT

Video name: Promoting CALD nursing student wellbeing at Centria University of Applied Sciences, an Orientation Video

First slide: cover page

Part 1: Greetings and Introduction.

Hello everyone, today we are going to be talking about challenges that CALD nursing students face during their studies in Finland and how we can promote well-being of CALD nursing students during their studies at Central UAS. It is important to help CALD nursing students settle in their new learning environment as soon as possible because the faster they adapt to a new culture, a new way of life, the easier the transition process becomes and hence the better their educational performance and grades.

In this video, my colleague and I will discuss the challenges and how to promote CALD nursing students' well-being by means of an interview, using flash cards.

Part 2

Flashcard 1: What is the meaning of CALD students?

Student: The term CALD stands for culturally and linguistically diverse students. This means their first language and culture typically differs from the language of their host countries where they study.

Flashcard 2: What are the challenges CALD nursing students face in Finland?

Student: CALD nursing students face several challenges during their studies such as language barrier since their official language in Finland are Finnish and Swedish, weather challenges, loneliness, lack of proper time management and discrimination during clinical practices.

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Flashcard 3: How did you manage as a cowed nursing student to overcome these challenges?

Student: What makes life beautiful is the ability to rise above challenges. We faced these challenges as CALD nursing students ourselves. To adapt better in Finland, you need to learn the language, the school offers some language courses as part of your study curriculum, but you need to put in some extra work on your own and take some extra language courses to improve on your language skills. The weather is quite cold during the winter, so you need to dress warmly most of the time with several layers of clothing. Loneliness; You have to be open minded to learn a new culture, make new friends and participate in many school events as much as possible so you meet new people and exchange ideas and in dealing with discrimination during the work practice, if you are faced with any form of discrimination, you have your school tutor and your nurse tutor to report these issues to so that it can be handled as soon as possible.

Flashcard 4: What do you understand by student health promotion and how does it relate to CALD nursing students?

Student: Health Promotion generally can be defined as an activity or process that helps or allows an individual or people living in a community to increase control of their health, and in this case CALD nursing students. In this regard, we are talking about how to improve, support, encourage and promote well-being amongst CALD nursing students.

Flashcard 5: What services are available to support CALD nursing students and how can they access these services at Centria UAS?

Student: The learning environment, which is the prestigious Centria University of Applied Sciences, is heavily Invested in the well-being of its students. Centria provides its students with services such as:

- Study psychologist; Students can book a 40–45 minutes session to discuss study related concerns and the meetings are extremely confidential.
- There is of course, the service of a student tutor who is available to attend to all students regardless of their religious denomination.
- There is a silent room [042] which students can use for quiet times, for meditating, relaxation, etc.
- Centria offers sports services through the COPSA students' union, which publishes sports schedules on their website and social media pages. It is free for members while non-members must purchase a sport pass which is relatively cheap.
- Centria also offers services of a special education teacher whom students can contact if they need support and they can draft a study plan together on how to deal with their studies, especially if they find it difficult.

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All these services are available and easy to access but we as CALD students are sometimes guilty of not making use of them.

Flashcard 6: How can CALD students get access to healthcare in Finland?

Student: Healthcare in Finland is provided by the Finnish Student Healthcare services. (FSHS). Students are required to pay a healthcare fee each term which is about €36. Students can call and book appointments for non-urgent health care matters, vaccinations, dental health and physiotherapy. For emergency issues, it is important to call the local health provider which is Central Ostrobothnia Central Hospital (SOITE) on emergency number 112.

Flashcard 7: What cultural differences did you experience when you first arrived in Finland?

Student: It came as a shock, cultural shock if you can put it that way; it is very rude to be late to classes and other appointments. Finnish people respect privacy and quiet time, they may come across as not social but when they get talking, they are quite nice and during the winter it gets very dark with very little sunlight.

Flashcard 8: How would you describe your learning experience as a CALD nursing student and what advice can you give to the new nursing students?

Student: It has been a wonderful learning journey, making new friends, calling a new country home, learning a new culture and above all gaining quality education in this prestigious university. My advice to the newcomers is to seek help when in need, get to know the services available, do not put pressure on yourselves; slowly but surely, things will fall into place and finally, remember to have fun throughout your study journey as this will help you stay motivated.

Thank you all for watching our video, we hope we were able to pass on an educative message filled with hope which can make your study life better. Bye and all the best in your studies.

APPENDIX 2/1

Thank you for watching our thesis video aimed at promoting the wellbeing of CALD (Culturally and Linguistically Diversed) nursing students by means of an orientation video. This questionnaire aims to collect feedback on the outcome of our orientation video. This questionnaire is only intended for CALD Nursing students and answers will be collected anonymously. Participating in this survey is voluntary.

1. Are you a CALD nursing student?

- Yes
- NO

2. What is your study group?

- NNRNS21K
- NNRNS22K
- NNRNS23K
- NNRNS24K

3. Did the content of this video relate to the topic?

- YES
- NO
-

4. Was the sound quality of the video clear?

- Yes
- No

5. Was the length of the video suitable for the topic?

- Yes
- No

APPENDIX 2/2

6. Do you think this video should be used during orientation for first year CALD nursing students?

- Yes
- No

7. Was the video educational?

- Yes
- No

8. Do you think the orientation video fulfilled its purpose?

- Yes
- No

9. Do you have feedback or suggestions for the video

