Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

KANCHAN GOUND
METHARI PRASHANTH KUMAR

Introductory material for Satakunnan Sininauha Ry

DEGREE PROGRAMME IN NURSING

2025

Author:	Type of Publication:	Date:
KANCHAN GOUND METHARI PRASHANTH KUMAR	Bachelor's Thesis	December 2025
	Number of Pages: 32	Language of Publication: English

Title of Publication:

Introductory material for Satakunnan Sininauha Ry

Abstract

This thesis is about creating orientation materials in English for international nursing students and newly employed nurses. The materials are designed for Kohtaamispaikka Lissu, which is a low-threshold community care unit run by Satakunnan Sininauha Ry in Finland. Current clients of the unit include people affected by housing instability, substance dependence and mental health. The purpose of this thesis was to develop English-language orientation materials for Kohtaamispaikka Lissu. The objective is to support the orientation of professionals and students with a foreign background and to improve the quality of care and support the client-centered approach.

The thesis applied the Waterfall method in a step-by-step way, starting with identifying needs, then moving on to creating and designing the content, gathering feedback, and finalising the material. The result was a practical orientation guide in English, written in clear language and supported with pictures and flowcharts. This guide was designed to help international nursing students and new nurses feel more confident and supported as they begin their work at Kohtaamispaikka Lissu.

Key Words: International healthcare professionals, international nursing students, orientation guide, Kohtaamispaikka Lissu

CONTENTS

1 INTRODUCTION 1
2 THEORETICAL BASIS OF THE PROJECT 2
2.1 Care Context and Client 2
2.2 Professional Guidance and Student Integration 3
3 PURPOSE 6
4 IMPLEMENTATION PLAN OF THE PROJECT 7
4.1 Description of the Target Group 7
4.2 Resources and Risks 7
4.3 Stages of the Project, Timeline and Assessment 8
4.4 Ethical Viewpoints of the Project 11
5 DISCUSSION 13
6 CONCLUSION 15
REFERENCES 17
APPENDICES 22

Figure 1. SWOT Analysis 8

1 INTRODUCTION

Since healthcare systems are connected worldwide, they often turn to international professionals to fill workforce gaps and offer different views in caring for patients (Allutis et al, 2014). Internationalisation, as stated by the Finnish Ministry of Education and Culture, is a main goal for higher education in general, as well as in nursing and healthcare training, so that students gain the ability to interact well in different cultures. They experience many new obstacles in practising health care, and these challenges are not limited to clinical work. They are required to get used to working in unfamiliar ways, follow new office requirements and talk clearly in another language (Weimer et al, 2019).

Good care relies on being able to talk clearly and compassionately with others. Struggles with understanding or being understood can be hard for students and may create anxiety, some mistakes and fewer chances to connect with others. At Kohtaamispaikka Lissu, which is run by Satakunnan Sininauha Ry, this is especially important. Many of the clients at Lissu need support for issues such as homelessness, addictions and mental health problems. Because safety, trust and satisfying outcomes depend on it, good communication is crucial in an environment like this (Gay, 2002; Sue, 2001).

The purpose of this thesis was to develop English-language orientation materials for Kohtaamispaikka Lissu. The objective is to support the orientation of professionals and students with a foreign background and to improve the quality of care and support the client-centered approach.

2 THEORETICAL BASIS OF THE PROJECT

2.1 Care Context and Client

Kohtaamispaikka Lissu which is run by Satakunnan Sininauha Ry, supports clients coping with issues like homelessness, mental health problems, substance abuse and being isolated from their community. Since appointments are not needed for low-threshold services, the surroundings are friendly and allow people to get immediate support and discuss their concerns. Lissu uses principles of dignity, inclusion and empathy as the basis for the care approach with marginalised people. (Satakunnan Sininauha Ry, 2023.)

Satakunnan Sininauha Ry's experience in supporting vulnerable populations made them a valuable partner in this initiative. By addressing these barriers, the project aimed to create educational materials that are not only informative but also relevant to real-life situations, helping nurses integrate more smoothly into both their workplaces and the broader society (Berry, 2005).

According to literature in psychology, an understanding of cultures should play a key role in supporting a variety of client groups. Berry (2005) stated that having success in new cultural environments requires people to stick to who they are while learning about and accepting the local culture. In community centers like Lissu, where people from many backgrounds get care, a bicultural approach matters greatly because their experiences do not always fit the usual health services. They must be able to accept and value the diversity present to trust each other and avoid cultural errors.

Gay (2002) discussed culturally responsive teaching which involves thinking about the culture of people being served not only in schools but also in human service agencies. In community care, it means those who serve clients should be prepared and trained to deal with them in ways that include their personal experiences. According to Sue (2001), cultural competence includes being

aware, having knowledge and having skills, all important for people involved in social or mental health services where emotions are easily involved.

Care providers in these settings are required to deal with many interpersonal challenges. Tomlinson (2012) claimed that using examples relevant to the learners' or clients' culture, clear language and visuals can help everyone understand better on difficult topics. It is especially necessary at Lissu since communication can close gaps within a person's trauma, the structural barriers they face and the help they receive.

Ultimately, the lessons are designed to help students, staff, and clients communicate better in daily life by offering useful language, tips on mental health culture and faith-related care scenarios related to Lissu. These tools help people interact well and find common ground where different languages or cultures may have caused problems before. Such an approach matches with culturally responsive education plans, which support applying learning to challenges found in everyday life (Tomlinson, 2011; Esselink, 2000).

Thirdly, the Lissu project teaches ways to interact with people using empathy, respect for different cultures and professionalism—some of the most important aspects in ethical nursing. These materials serve both to inform students and nurses to make them more aware of marginalised clients, which helps create equal and trusting relationships in care delivery (Gay, 2002; Sue, 2001).

2.2 Professional Guidance and Student Integration

Proper orientation makes it easier for healthcare students and others from different countries to deal with new ways, guidelines and routines. Orientation is about much more than schedules and tasks, setting up new students to manage confidence, cultural issues and expectations for great care. Structured orientation resources, as explained by Muller (2011), benefit international students by helping them perform better, because they support their integration and reduce difficulties due to language and cultural differences.

There is much evidence from research showing how valuable such orientation is. According to research by Muller in 2011 and Andrade in 2006, structured orientation helps international students adjust better, succeed academically and fit in with local professionals (Muller, 2011; Andrade, 2006). Most students get their initial experience of the placement setting during orientation, which influences how well they learn and engage. With careful development, such programs ease uncertainty, encourage an emotional response and promote respectful ways of caring for children.

In Knight's view (2004), internationalization in education means including intercultural elements in everything done in schools and universities. It involves facilities and instructors at the institutions making sure foreign students can learn easily and feel involved in the teaching. According to Andrade (2006), language problems and fitting in socially are frequently mentioned as obstacles for international students. She found that extra orientation materials and other help from the institution made a big difference in students' ability to get settled academically and gather work experience.

Orienting for nursing and healthcare includes giving students skills in patient care and their cultural backgrounds. Gay (2002) and Sue (2001) point out that being culturally responsive and competent in teacher training encourages students from different cultural groups to thrive. Being good at relating to others, adapting to new situations and understanding emotions is very important in places like Lissu.

The materials used in this project are designed based on English for Specific Purposes (ESP) theories which aim to teach language for using in practical life. According to Dudley-Evans and St. John (1998), it is necessary to update nurse education materials by linking them with the languages and jobs that learners will use regularly. In a similar manner, Freeman et al. (2014) recommended using active learning, as it worked best with students who had difficulties following straightforward lectures. This way of thinking promotes

providing interactive and scenario-based orientation resources to international students.

According to Esselink (2000), localizing education should involve more than language, but also include cultural changes. Localization makes certain that international students feel comfortable with the information and can make use of it in their current environment. This view is further supported by Tomlinson (2012), who urges the use of simple language, pictures and examples that relate to what learners will encounter in the future.

3 PURPOSE

The purpose of this thesis was to develop English-language orientation materials for Kohtaamispaikka Lissu and Satakunnan Sininauha Ry. The objective is to support the orientation of professionals and students with a foreign background and to improve the quality of care and support the client-centered approach.

4 IMPLEMENTATION PLAN OF THE PROJECT

4.1 Description of the Target Group

This project mainly focuses on supporting international nursing students and new nurses working at Kohtaamispaikka Lissu, a community centre for people struggling with homelessness, addiction, mental health issues and being marginalised in Pori, Finland. Workers at Lissu are nurses, social workers, community health workers and volunteers who cooperate in a framework focused on social justice and not causing further harm. Besides practical duties, their focus is on giving clients confidence and acceptance in an environment where they are rarely welcomed by others. People in this setting must learn to work together well, emotionally handle the situations and communicate without prejudice (Satakunnan Sininauha Ry, n.d.).

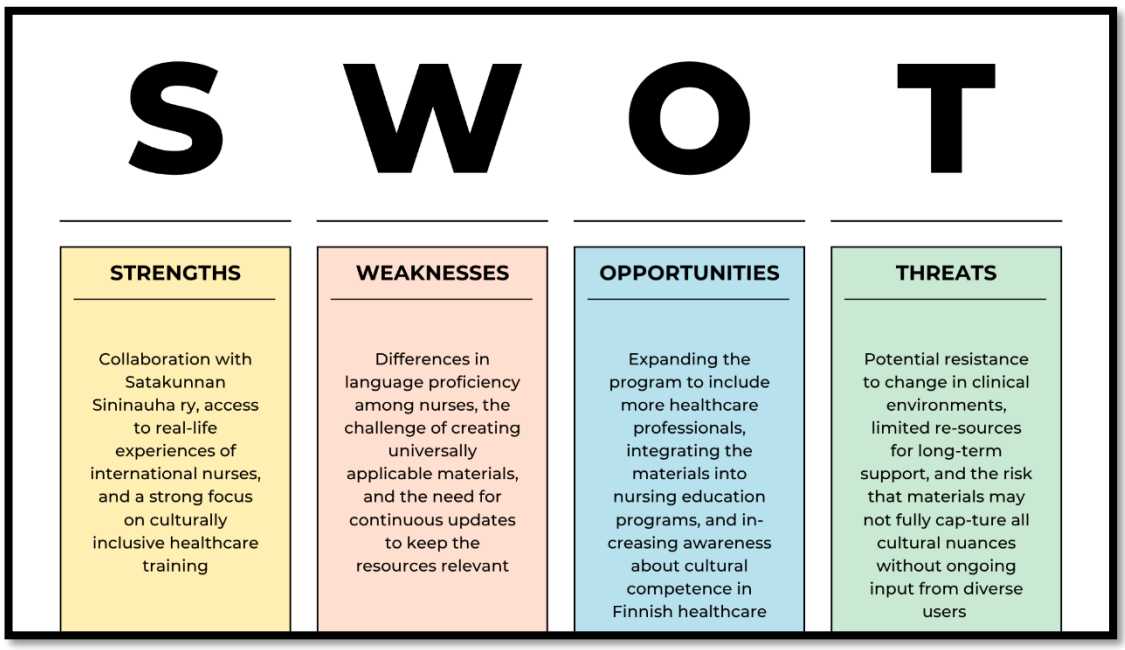
Satakunnan Sininauha Ry works with Finnish trainees, not specifically with those from other countries, but the growing diversity in Finland's healthcare leads to professionals and students from many backgrounds arriving in places like Lissu. The environment these professionals find themselves in can create certain challenges, especially due to the clients' complexities and cultural differences, unfamiliar customs and language gaps (Satakunnan Sininauha Ry, 2023).

4.2 Resources and Risks

A SWOT analysis was conducted for this thesis project to ensure the educational materials developed for international nursing students and newly employed nurses are truly effective and practical. This approach helped to highlight what's working well, where improvements are needed, and what external factors could either support or challenge the project. Given that language barriers and cultural differences could make it difficult for international nurses to integrate into Finnish healthcare, understanding both the strengths of the initiative and potential roadblocks was essential. By

assessing these factors early on, the project could be shaped in a way that maximizes its impact, ensuring the materials are relevant, user-friendly, and genuinely helpful in improving communication and cultural adaptation in clinical settings (Nasreen & Afzal, 2020).

Figure 1. SWOT Analysis



4.3 Stages of the Project, Timeline and Assessment

This project followed the Waterfall methodology, a structured and step-by-step approach where each stage is carefully completed before moving on to the next. The Waterfall methodology was selected as the project approach due to its structured and systematic nature. This method follows a linear sequence where each phase—starting with identifying needs, then moving on to creating and designing the content, gathering feedback, and finalising the material. Given the clear objectives of this project, such as developing orientation materials for international nursing students and newly employed nurses, the Waterfall model ensured thorough planning, well-documented processes, and a step-by-step approach to achieving the desired outcomes (Senarath, 2021).

This method is particularly effective for projects where the requirements are well understood from the beginning. By following a structured workflow, the project team could collaborate efficiently with Satakunnan Sininauha Ry, incorporating their insights at key stages. The Waterfall approach allowed for careful refinement of materials, ensuring that the final resources were culturally relevant, user-friendly, and aligned with the real-world challenges faced by international nurses in Finnish healthcare settings. Its predictability and clarity made it a suitable choice for delivering high-quality, practical materials that support integration and effective communication in professional environments (Senarath, 2021). The following phases guided the project from start to completion:

Stage 1: Requirement Analysis and Planning

The project began by exploring the main challenges international nurses and students face in Finland, particularly around communication, cultural adaptation, and workplace integration. At Kohtaamispaikka Lissu, where clients often deal with homelessness, substance use, or mental health issues, these challenges can directly impact care. Understanding this context helped create orientation materials that are practical and supportive in real-life situations. Insights from Satakunnan Sininauha Ry, educators, and healthcare professionals was gathered to shape the content in a way that truly meets the needs of the target group.

Stage 2: Content Development

After the planning phase, Stage 2 focused on creating the first and second drafts of the orientation materials. While Satakunnan Sininauha Ry's mission centres around supporting individuals in vulnerable life situations, this project supports the professionals working within that environment, particularly international nursing students. Using insights gathered from the work done at Kohtaamispaikka Lissu, the materials focused on key areas like language support, cultural understanding, and navigating the Finnish healthcare system. To make sure the content is both accurate and meaningful, the drafts were based on trustworthy sources like academic research, existing orientation tools, and real-life experiences from the field.

Stage 3: Design and Structuring of Materials

Key points in the guide represent what is really seen in workplaces and organizations. This includes details about the unit's values, how to deal with workplace communication, basic Finnish phrases to use and advice on using interpreters. The document also shares situations with flowcharts that explain how to handle different cases such as supporting a distressed client or talking to someone who speaks little to no Finnish.

The format and ideas included in the guide were taken from practice and relevant literature. The study involved gathering information directly from international nursing students and hearing the experiences of professionals at Kohtaamispaikka Lissu. Studies that discuss internationalization in the schooling process (Knight 2004) and the difficulties international students have with adjustment (Andrade 2006) helped us recognise the value of accessible orientation materials. In addition, Gay's (2002) and Sue's (2001) ideas on cultural responsiveness in teaching guided the team to create materials that were informative, as well as inclusive of all students.

The materials were written in simple, clear English to support international students who may still be building their language skills. Since the work at Kohtaamispaikka Lissu often involves meeting people in difficult life situations, it's important that students feel confident and prepared to communicate with both clients and colleagues. To help with this, complex topics were broken down into easy-to-follow sections, with the help of visuals like photos, graphics, and flowcharts. For instance, a flowchart could show how to respond if a client needs help accessing healthcare, while images might introduce everyday practices at Lissu or highlight key aspects of Finnish culture.

Stage 4: Review and Feedback Collection

Completed version of the Orientation Guide was presented to main stakeholders before implementation to confirm it is useful and practical. People from Satakunnan Sininauha Ry and nursing instructors from SAMK University of Applied Sciences were part of the review team. They were picked because they knew the work environment well and would be assisting the target students regularly.

Reviewers were involved throughout several important parts of the guide. First, the order of the content was checked to see that it was logical and simple to understand. Experts looked to see if the guidance on communicating, using interpreters and basic Finnish covered well what is expected in most daily conversations at Lissu. Opinions were sought about whether the way language and tone were used in the materials suited a range of students from different cultures.

Stage 5: Finalization and Deployment

After final refinements, the completed orientation guide was prepared using Canva & ChatGPT and made available for wider use among international nursing students and newly employed nurses. Steps will also be taken to ensure ongoing updates and improvements so that the resource remains useful and relevant over time.

4.4 Ethical Viewpoints of the Project

Building the Orientation Guide involved following ethical guidelines about being fair, inclusive and aware of different cultures. Given that the guide was written for international students and those newly on staff, special thought was given to dealing with diversity among its users and the needs of their clients.

To prepare the guide, we consulted relevant literature, relevant books and opinions from experts working out there. This made it possible for any effected material to contain accurate and suitable guidelines that match existing

standards in both areas. The references chosen support science-backed practices and were carefully selected not to contain information that is outdated or not appropriate for the culture. It adheres to the Ethical Guidelines for Educational Research (2018), which emphasise that educational materials should be reliable and truthful.

The project always focused on preventing any form of bias. The purpose of the guide was to be open to all kinds of cultures, languages and backgrounds of education, without giving any group an unfair advantage. Resources were put together to help all international nursing students, with no distinction made due to their origins, native language or earlier healthcare experiences. People with different experiences were asked for their opinions to ensure a multi-perspective feedback process. As the Ethical Guidelines for Educational Research (2018) describe, this approach spots potential biases in the beginning and aids in making sure educational resources are just.

Through the offering of openness in the sources of information, the material enables students to become independent learners of the Finnish educational system. This aligns with the Responsible Conduct of Research (RCR) rule, which indicates that research outcomes should be accessible to the masses (Finnish National Board on Research Integrity TENK, n. d.).

Additionally, in the interest of transparency and accessibility, ChatGPT was used as a language support tool during the development of the orientation guide. Its role was to help refine the clarity, tone, and inclusivity of the content, ensuring it would be easily understood by international nursing students and newly employed nurses. This aligns with SAMK's guidelines on transparent use of AI in written assignments (Satakunta University of Applied Sciences, n.d.).

5 DISCUSSION

The goal of the project was to support the adaptation of international nursing students, the new nurses and the healthcare providers in Finland, by providing orientation materials that would be addressed to specific challenges of the practice. Collaborating with Satakunnan Sininauha Ry and fostering relations with Kohtaamispaikka Lissu, the project could focus on professionals working in stressful social settings, including those attending clients suffering from housing instability, substance use disorders, or mental health issues, enabled the project to demonstrate clinical competence along with cultural competence at the same time.

The fact that this specifically covers the most typical challenges of international nurses and students, mainly stemming from language, engaging with patients and getting used to local ways, is why it was selected. It uses practical situations, visual aids and detailed instructions to turn into a guide that follows the idea of actively learning.

The usage of the Waterfall methodology made a key contribution to the organization of the project implementation. The project structure guaranteed that all stages of the project – requirement analysis and writing, material design, information collection and dissemination – unfolded in a sequential and contemplative way so as to leave room and time for reflection and reaction. This formal thinking approach made sure that the main goal of the project, i.e, was always foremost in mind to design an orientation guide that enhances practically-oriented practicality, culture, and ease of use.

At an early SWOT analysis stage, there were important internal and external factors that were required for structuring the project. As a fact, it became one of the major benefits to have chances to cooperate very closely with Satakunnan Sininauha Ry as we received valuable information from the clients and care workers themselves in that sector. Specifically, the combination of language competences and cultural backgrounds possessed by the

international nurses, made it difficult to create materials that would be easy for all to understand. Filling this gap required presenting information in plain English and supplementing it with visual material for maximum accessibility of the guide.

The two meanings behind this review process included: It first made sure that the content matched the way healthcare was taught and delivered in the operation. Next, the relevant literature confirmed that the chosen methodology and material could deeply support international students in feeling secure and confident as they adjust to a new professional atmosphere. Because of these suggestions, the guide was more effective and became simpler for new employees to understand.

Co-creation and feedback incorporation were very important to the success of this project. To make sure the educational content was also socially and culturally sensitive, we ensured that SAMK instructors and staff from Satakunnan Sininauha reviewed the materials. This step was fundamental to keep the final guide relevant and applicable to all of the users. The client found the thesis work and created material that met their needs. The orientation guide was considered clear, practical, and useful for international nursing students and new employees. The client also noted that the students worked independently, showed commitment, and were responsive to their needs, which made the collaboration smooth and productive.

Finally, the project created a resource that aims to assist international nurses with their transition. In future, this guide may be updated, expanded and used as a basis for similar projects in other jurisdictions or health disciplines.

6 CONCLUSION

The orientation guide has become more than an informative resource by adhering to a simple, step-by-step process which has made it very useful to the people who will be using it. Each phase, such as determining what international nursing students have trouble with, developing the content, testing it with frontline workers, and revising it, based on their feedback, contributed to making the guide feel practical, comprehensible, and related to the real life at Kohtaamispaikka Lissu. The collaboration with staff and educators enriched the process. Their daily experience added a touch of reality to the content and their feedback was used to make the guide more user-friendly and ensuring that it can indeed make the newcomers feel more ready and less intimidated as they embark on their new experience in an entirely new place.

Among the most significant lessons learnt in this project was the value of ethics in educational design. It becomes crucial to be empathetic and fair when writing when learners belong to various cultures, speaking various languages, and experiencing various issues. This is what the guide was designed to be truly clear language, no assumptions, and consideration of the emotional aspect of working in a community environment where the clients might be experiencing homelessness, addiction or mental health issues. Its purpose was not to provide information only, but to make the users feel heard, encouraged, and valued. By so doing, the guide embodies the values of Lissu: dignity, inclusion, and compassion.

This project also demonstrated the extent to which organized orientation can assist international students and new nurses to adapt. A lot of them come to Finland without having a clue about what the local healthcare system has to offer. The situations, flow charts, and plain explanations present in the guide were meant to diminish uncertainty and create confidence. With the healthcare sector in Finland increasingly becoming multicultural, such tools as this guide

can be of great use in enabling new workers to feel more at ease as they integrate into the workplace and feel a part of it.

In total, the thesis proves the importance of the integration of theory, practice, and ethical reasoning in the development of learning materials. The process emphasized how teamwork such as students, teachers, and professionals could lead to something that is practical, significant, and reality-based. The guide can be further improved as the requirements of students and the organization advance, and it should be used as a state upon which the future modifications will be based. Most importantly, it assists the international nurses during their transition and will eventually lead to improved and more caring services to the clients at Kohtaamispaikka Lissu.

REFERENCES

Aluttis, C., Bishaw, T., & Frank, M. W. (2014). The workforce for health in a globalized context–global shortages and international migration. Global health action, 7(1), 23611. https://www.tandfonline.com/doi/abs/10.3402/gha.v7.23611

Andrade, M. S. (2006). International students in English-speaking universi-ties: Adjustment factors. Journal of Research in International education, 5(2), 131-154. https://journals.sagepub.com/doi/abs/10.1177/1475240906065589

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. International journal of intercultural relations, 29(6), 697-712. https://www.sciencedirect.com/science/article/pii/S014717670500132X

Boud, D., & Molloy, E. (2012). What is the problem with feedback?. In Feedback in higher and professional education (pp. 1-10). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9780203074336-1/problem-feedback-david-boud-elizabeth-molloy

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. Journal of transcultural nurs-ing, 13(3), 181-184. https://journals.sagepub.com/doi/abs/10.1177/10459602013003003

Chuba, G. Y. (2020). Common challenges faced by foreign nursing students in Finland. https://www.theseus.fi/handle/10024/267957

Dudley-Evans, T., & St John, M. J. (1998). Developments in English for specific purposes. Cambridge university press. https://books.google.com/books?hl=en&lr=&id=FY5ChNRKtxwC&oi=fnd&pg=PR8&dq=Dudley-Evans,+T.,+%26+St+John,+M.+J.+(1998).+Developments+in+English+for+Spe

cific+Purposes:+A+multi-disciplinary+approach.+Cambridge+University+Press.+DOI:+10.1017/CBO9780511663605&ots=hhffthJq4D&sig=mUArpZf9cAipv12-6e9lJjNTg-M

Esselink, B. (2000). A practical guide to localization (Vol. 4). John Benjamins Publishing. https://books.google.com/books?hl=en&lr=&id=WHwStYj70BQC&oi=fnd&pg=PP2&dq=Esselink,+B.+(2000).+A+practical+guide+to+localization.+John+Benjamins+Publishing.+DOI:+10.1075/z.96&ots=jG_AiWoKRf&sig=0WGD33xBIHx6U5glytN-m9lP3fw

Ethical Guidelines for Educational Research, fourth edition (2018). https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018

Ethical recommendations for thesis writing at universities of applied sciences. (n.d.). Arene ry. https://www.arene.fi/wp-content/uploads/Raportit/2018/ETHICAL%20RECOMMENDATIONS%20FOR%20THESIS%20WRITING%20AT%20UNIVERSITIES%20OF%20APPLIED%20SCIENCES.pdf

Finnish National Board on Research Integrity TENK. (n.d.). Responsible Conduct of Research (RCR). https://tenk.fi/en/research-misconduct/responsible-conduct-research-rcr

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the national academy of sciences, 111(23), 8410-8415. https://www.pnas.org/doi/abs/10.1073/pnas.1319030111

Gay, G. (2002). Preparing for culturally responsive teaching. Journal of teacher education, 53(2), 106-116. https://journals.sagepub.com/doi/abs/10.1177/0022487102053002003

Gerrish, K., & Lacey, A. (2010). The research process in nursing. John Wiley & Sons. https://books.google.com/books?hl=en&lr=&id=_PL-0N921VMC&oi=fnd&pg=PR12&dq=Gerrish,+K.,+%26+Lacey,+A.+(2010).+The+Research+Process+in+Nursing.+Wiley-Blackwell.&ots=MxMR203qq0&sig=Qz78dZkMDW_KQmdCdTAsTKBzXE0

Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. Journal of studies in international education, 8(1), 5-31. https://journals.sagepub.com/doi/abs/10.1177/1028315303260832

Mattila, L. R., Pitkäjärvi, M., & Eriksson, E. (2010). International student nurses' experiences of clinical practice in the Finnish health care system. Nurse Education in Practice, 10(3), 153-157. https://www.sciencedirect.com/science/article/pii/S1471595309001115

Mayer, R. E. (2003). The promise of multimedia learning: using the same instructional design methods across different media. Learning and instruc-tion, 13(2), 125-139. https://www.sciencedirect.com/science/article/pii/S0959475202000166

Muller, A. (2011). Addressing the English language needs of international nursing students. Journal of Academic Language and Learning, 5(2), A14-A22. http://journal.aall.org.au/index.php/jall/article/view/145

Nasreen, K., & Afzal, M. T. (2020). Strengths, weaknesses, opportunities and threats in higher education: a SWOT analysis of Allama Iqbal Open University Islamabad (Pakistan). Asian Association of Open Universities Journal, 15(3), 321-333. https://www.emerald.com/insight/content/doi/10.1108/AAOUJ-11-2019-0052/full/html

Satakunnan Sininauha Ry. (2023, November 6). Satakunnan Sininauha Ry – Iloa, ihmisarvoa, yhteisyyttä ja ymmärrystä. https://satanauha.fi/

Satakunnan Sininauha Ry. (n.d.). Kohtaamispaikka Lissu. Retrieved March 30, 2025, from https://satanauha.fi/toiminta/kohtaamispaikka-lissu/satanauha.fi

Satakunta University of Applied Sciences. (n.d.). Use of artificial intelligence in SAMK theses and assignments. In Instructions for written assignments and theses. Satakunta University of Applied Sciences. Retrieved August 31, 2025, from https://www.samk.fi/en/for-students/instructions-for-written-assignments-and-theses/

Senarath, U. S. (2021). Waterfall methodology, prototyping and agile development. Tech. Rep., 1-16. https://www.researchgate.net/profile/Udesh-S-Senarath/publication/353324450_Waterfall_Methodology_Prototyping_and_Agile_Development/links/60f41f71fb568a7098b9d035/Waterfall-Methodology-Prototyping-and-Agile-Development.pdf

Sue, D. W. (2001). Multidimensional facets of cultural competence. The counseling psychologist, 29(6), 790-821. https://journals.sagepub.com/doi/abs/10.1177/0011000001296002

Tomlinson, B. (2012). Materials development for language learning and teaching. Language teaching, 45(2), 143-179. https://www.cambridge.org/core/journals/language-teaching/article/materials-development-for-language-learning-and-teaching/AB9B247D6CDA981F0E3BDCD8FC3DBE36

Wang, W. (2021). INTERNATIONAL NURSING STUDENTS'EXPERIENCES OF CLINICAL TRAINING IN FINLAND. https://core.ac.uk/download/pdf/484042189.pdf

Weimer, L., Hoffman, D., & Silvonen, A. (2019). Internationalisation at home in Finnish higher education institutions and research institutes. https://julkaisut.valtioneuvosto.fi/handle/10024/161606

APPENDICES

APPENDIX 1

Table 1. Search results from databases

Database/ search service	**Explanatory notes and delimitations**	**Results**	**Accepted**
ERIC	"international students" AND "orientation"	45	5
Google Scholar	"international students" AND "introductory materials"	62	4
Scopus	"cultural competence" AND "education"	37	2
JSTOR	"language barriers" AND "higher education"	28	3
PubMed	"acculturation" AND "international students"	20	2
SpringerLink	"interactive learning tools" AND "students"	33	2

Table 2. Selected studies

Author(s), title, year, country	**Purpose of the study**	**Target group/participants (N=?)**	**Key results**
Andrade, M. S. (2006), USA	Examine adjustment factors for international students	International students, 200, surveys, qualitative analysis	Identified key adjustment factors such as language proficiency and social integration
Berry, J. W. (2005), Canada	Explore acculturation strategies and outcomes	International students, N/A, literature review, meta-analysis	Highlighted the importance of bicultural strategies for successful adaptation
Gay, G. (2002), USA	Discuss culturally responsive teaching	Educators, N/A, theoretical framework	Emphasized the need for culturally inclusive teaching practices
Knight, J. (2004), Canada	Define and analyze the concept of internationalization in education	Educational institutions, N/A, conceptual analysis	Provided a comprehensive framework for understanding internationalization
Sue, D. W. (2001), USA	Investigate facets of cultural competence	Counselors and educators, N/A, literature review	Outlined essential components of cultural competence
Tomlinson, B. (2012), UK	Review methods for materials development in language teaching	Language learners, N/A, literature review	Proposed effective strategies for developing language learning materials
Freeman, S. et al. (2014), USA	Assess impact of active learning on student performance	STEM students, meta-analysis of 225 studies, quantitative analysis	Demonstrated significant benefits of active learning strategies
Dudley-Evans, T., & St John, M. J. (1998), UK	Explore developments in English for Specific Purposes	ESP practitioners, N/A, literature review	Identified best practices and trends in ESP
Esselink, B. (2000), Netherlands	Guide on practical aspects of localization	Translators and localizers, N/A, practical guide	Provided comprehensive guidelines for effective localization

ORIENTATION GUIDE FOR NURSES

Welcome to Kohtaamispaikka Lissu

Introduction: Your Journey Starts Here

This orientation guide aims to support international nursing students and newly employed nurses in feeling confident, informed, and well-prepared as they begin their work at Kohtaamispaikka Lissu. Recognising the challenges of entering a new cultural and professional environment, the guide provides essential information and practical tools to promote effective communication, compassionate care, and a clear understanding of the values and practices that define our organization.

Understanding Kohtaamispaikka Lissu and Satakunnan Sininauha ry

Kohtaamispaikka Lissu is a low-threshold service unit based in Pori, Finland. It is operated by the non-profit organization Satakunnan Sininauha Ry, and its name—“Meeting Place Lissu”—really captures what it’s all about: being an open, welcoming space for people who might not feel comfortable or included in traditional healthcare or social services. The idea of a low-threshold service means that anyone can walk in without an appointment, paperwork, or explanation. No judgment, no questions—just support.

Lissu is especially important for people who are navigating tough circumstances. Some clients may be homeless, dealing with substance use, struggling with their mental health, or simply feeling isolated. At Lissu, they find

a warm meal, clean clothes, and a place to rest. But more than that, they find people who listen, who care, and who understand. For many, Lissu becomes more than a service point—it is a space where they feel safe, seen, and valued.

Behind Lissu is Satakunnan Sininauha Ry, part of Finland's broader Sininauhaliitto (Blue Ribbon) network. The organization works closely with cities, healthcare services, and other partners to make sure no one falls through the cracks. Its mission is rooted in social justice—making sure that vulnerable individuals have access to basic services, emotional support, and opportunities for a better future.

Lissu's values—respect, empathy, equality, and inclusion—aren't just words on a wall. They show up in everything the team does. No one is turned away, and no one has to prove they are "worthy" of help. This is especially meaningful for clients who may have felt pushed aside or stigmatized in the past, whether because of addiction, mental illness, or other life struggles. At Lissu, everyone is treated with dignity.

Most people find Lissu through community referrals, social workers, or simply by hearing about it from others. Some come regularly, while others visit when they are in crisis or just need a place to pause and breathe. Whatever their story, the staff at Lissu meet them where they are, offering practical help and emotional support without pressure or conditions.

While Lissu is not a medical clinic, the team is trained to recognize when someone is in distress. They offer informal mental health and substance use support, and when needed, they connect clients with more specialized services. The approach follows harm reduction principles, which means clients do not have to be sober or ready for treatment in order to get support. It is about offering compassion first and building trust over time.

All of this work is backed by Finnish laws that promote equal access to care and support, like the Social Welfare Act, the Mental Health Act, and others.

These laws make sure that services like Lissu can exist—places where care is not just about treatment plans and diagnoses, but about meeting people's real, everyday needs with humanity.

In short, Kohtaamispaikka Lissu is much more than a place—it is a lifeline for many. It is a place where basic needs are met, but also where people find connection, stability, and hope. For nurses and students working there, it is important to understand not just what services are offered, but why they matter—and how a little dignity and kindness can make all the difference.

Workplace Communication Essentials

Why Communication Matters

At Lissu, communication goes beyond just exchanging information—it is how we build trust, show respect, and create a safe, inclusive space for everyone who walks through our door. For many of our clients, these everyday conversations may be the first time they have felt truly heard in a long while. That is why clear, kind, and culturally sensitive communication is central to everything we do. Here are some key aspects to focus on:

- **Active Listening:** Pay close attention to what clients and colleagues are saying, both verbally and nonverbally. Show that you are listening by nodding, making eye contact, and summarizing their points.
- **Clear and Concise Language:** Use simple and easy-to-understand language. Avoid using jargon or technical terms that clients may not understand. If you are unsure of a word, ask!
- **Respectful Communication:** Treat everyone with respect and dignity. Be mindful of cultural differences and communication styles.
- **Nonverbal Communication:** Be aware of your own nonverbal cues, such as facial expressions, body language, and tone of voice. Maintain a positive and approachable demeanor.
- **Written Communication:** Ensure your written communication is clear, accurate, and professional. Use proper grammar and spelling.
- **Feedback:** Be open to receiving feedback from colleagues and supervisors. Use feedback as an opportunity to learn and improve.

Key Finnish Phrases to Help You Connect

Learning a few Finnish phrases can go a long way in building rapport:

- **Hei** – Hello
- **Kiitos** – Thank you
- **Ole hyvä** – You're welcome
- **Anteeksi** – Excuse me / Sorry
- **Mitä kuuluu?** – How are you?
- **Hyvää päivää** – Good day
- **Näkemiin** – Goodbye

When You Need an Interpreter

Sometimes you'll meet clients who don't speak Finnish or English. In those cases, **professional interpreters must be used**—not family members or volunteers. Interpreters ensure confidentiality and help avoid misunderstandings.

Tips when using an interpreter:

- Speak directly to the client, not the interpreter.
- Brief the interpreter before the conversation if needed.
- Afterward, debrief to check for any missed cues or client concerns.

Ask your supervisor if you need help arranging interpreter services.

What the Scenarios Are For

The sample scenarios and flowcharts in your orientation materials are there to help you feel prepared. They are based on real situations that might happen at Lissu. These are not strict instructions, but **guides to help you stay calm, professional, and empathetic**, especially in stressful or unfamiliar moments.

A Glimpse into Daily Life at Lissu

Opening Hours & Routines

Lissu is open **Monday to Friday from 9:00 AM to 2:00 PM**. The day usually starts with coffee and conversation, followed by activities like meal service, hygiene support, or client meetings. Staff check in with each other regularly throughout the day to stay updated on client needs and priorities.

Ground Rules for Everyone

Lissu is built on safety, respect, and inclusion. These simple rules apply to everyone—staff, students, volunteers, and visitors:

- Treat everyone with dignity and respect.
- Aggression (verbal or physical) is not tolerated.
- Confidentiality is essential.
- Clients under the influence are welcome, but threatening behavior will be addressed immediately.
- No weapons or illegal substances on-site.

Safety, Conflict, and Well-being

Working at Lissu is often rewarding—but it can also be emotionally intense. Clients may arrive in distress, or under the influence of drugs or alcohol. Your safety is just as important as the client's.

If a conflict occurs:

- Stay calm and avoid escalation.
- Signal for help from a colleague.
- Step away if you feel unsafe and notify your supervisor.
- Do not physically intervene unless you have been trained to do so.
- Record what happened and how it was handled.

Regular team check-ins and supervision help everyone process difficult moments and stay supported.

Common Health Challenges Among Clients

Many Lissu clients live with long-term health issues. Being aware of common conditions can help you support them more effectively:

- Mental health concerns (e.g., anxiety, depression, psychosis)
- Substance use (e.g., alcohol, opioids, stimulants)
- Chronic illnesses (e.g., diabetes, wounds, respiratory conditions)
- Poor hygiene or malnutrition
- Loneliness and isolation

Your role is not to diagnose or treat, but to listen, support, and connect clients to the help they need.

The Team at Lissu – Who We Are

Lissu's strength is its people. We work together, drawing from different backgrounds and expertise:

- **Social Workers** – Help clients with benefit applications and service coordination.
- **Nurses and Public Health Nurses** – Support health monitoring and basic care.
- **Peer and Outreach Workers** – Offer guidance through lived experience and build client trust.
- **Volunteers** – Help with meals, laundry, organizing donations, or simply providing company.
- **Supervisors** – Ensure team support, safety, and professional development.

Useful Contact Information

Satakunnan Sininauha Ry
Muistokatu 16 & 18, 28120 Pori
Isolinnankatu 22, 28100 Pori
Liisankatu 10, 28100 Pori
📞 044 704 9400
📧 info@satanauha.fi

Practical Scenarios and Flowcharts

The following scenarios and flowcharts are designed to provide you with practical guidance on how to handle common situations at Kohtaamispaikka Lissu.

Scenario 1: Assisting a Client in Distress

A client arrives at Kohtaamispaikka Lissu exhibiting signs of distress (e.g., anxiety, agitation, sadness). How do you respond?

Flowchart:

1. **Approach the client calmly and introduce yourself.**
2. **Assess the situation:**
    - Ask open-ended questions to understand the client's concerns (e.g., "What's happening right now?", "How can I help you?").
    - Observe the client's body language and emotional state.

1. **Provide a safe and supportive environment:**
    - Offer a quiet space where the client can sit and talk.
    - Maintain a calm and reassuring tone of voice.
    - Avoid making judgments or offering unsolicited advice.
1. **Offer assistance:**
    - If the client needs medical attention, contact the appropriate medical services.
    - If the client is experiencing a mental health crisis, follow established protocols for crisis intervention.
    - Offer practical support, such as providing a warm drink or connecting the client with relevant resources.
1. **Document the interaction:**
    - Record the details of the situation, the actions you took, and the outcome of the interaction in the client's file.
1. **Debrief with a colleague or supervisor:**
    - Discuss the situation with a colleague or supervisor to process your own emotions and identify any areas for improvement.

Scenario 2: Communicating with a Client Who Has Limited Finnish Language Skills

You need to gather information from a client who has difficulty speaking or understanding Finnish.

Flowchart:

1. **Establish a connection:**
    - Greet the client warmly and make eye contact.
    - Smile and use a friendly tone of voice.
1. **Assess language proficiency:**
    - Speak slowly and clearly.
    - Use simple sentences and avoid complex vocabulary.
    - Ask the client if they understand you.
1. **Utilize communication aids:**
    - Use visual aids, such as pictures, diagrams, or gestures.
    - Write down key words or phrases.
    - Use translation apps or online dictionaries.

1. **Seek assistance from an interpreter:**
    - If possible, contact a professional interpreter.
    - Explain the situation to the interpreter and provide them with any relevant background information.
1. **Confirm understanding:**
    - Ask the client to repeat back what you have said.
    - Observe the client's body language to assess their level of understanding.
1. **Document the communication challenges:**
    - Record the language barriers encountered and the strategies used to overcome them in the client's file.

○

Additional Resources and Support

Kohtaamispaikka Lissu and Satakunnan Sininauha Ry are committed to supporting your professional development and well-being. Here are some additional resources and support systems available to you:

- **Mentorship Program:** Connect with an experienced nurse who can provide guidance and support.
- **Language Training:** Access language courses to improve your Finnish language skills.
- **Cultural Sensitivity Training:** Participate in training sessions to enhance your understanding of Finnish culture and communication styles.
- **Employee Assistance Program:** Access confidential counselling and support services.
- **Regular Supervision:** Attend regular supervision sessions with your supervisor to discuss your work, address any challenges, and receive feedback.