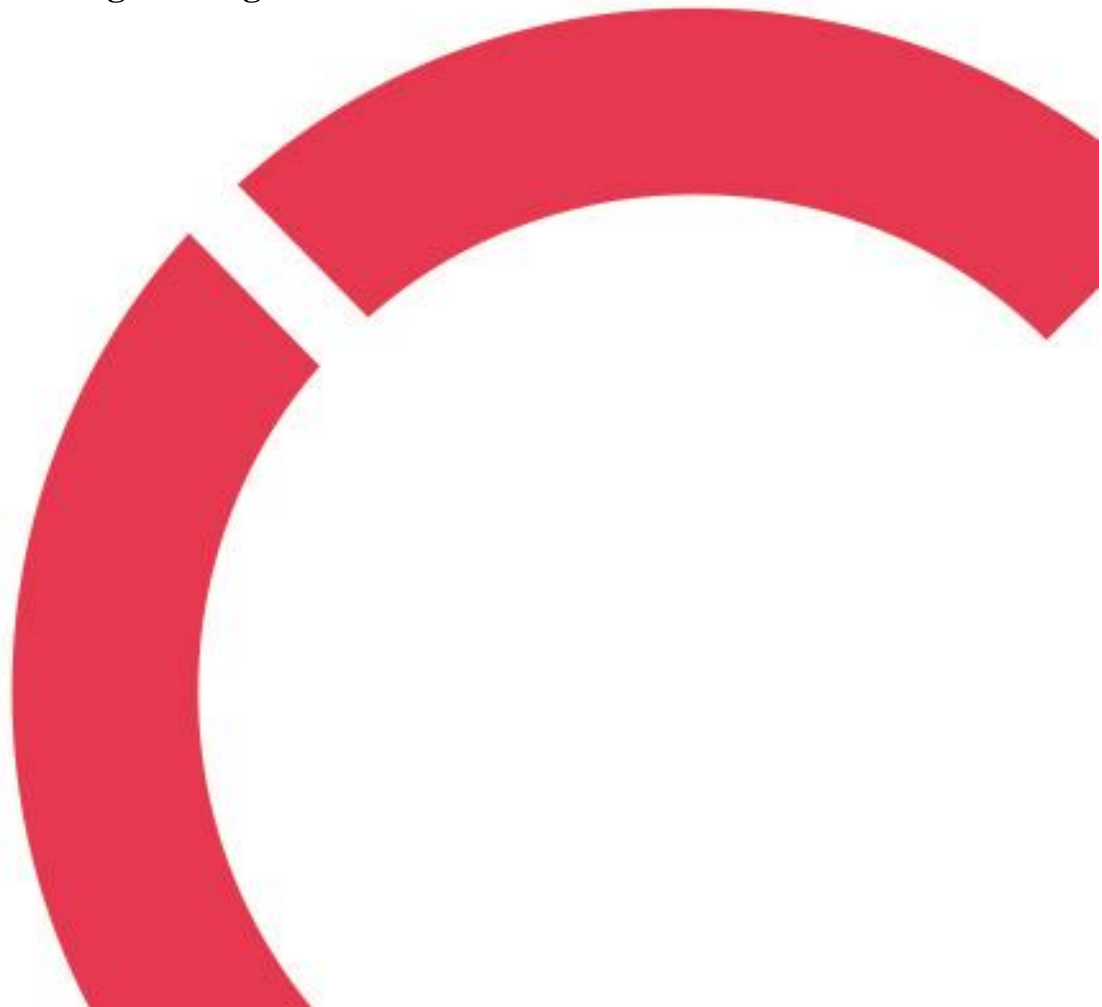


Bonica Bista & Eric Gyamfi

**COPING AND THRIVING: EXPERIENCES OF CALD NURSING
STUDENTS IN FINLAND - PRACTICE-BASED THESIS**

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ABSTRACT

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Centria supervisor Pia Hagqvist	Pages 28+ 1	
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<p>This project addresses the specific difficulties that Culturally and linguistically diverse (CALD) nursing students encounter within the Finnish education and health care system, including linguistic obstacles, acculturative stress, financial burdens, clinical placements difficulties and social isolation. The main purpose of this thesis was to create an evidence-based educational video for CALD nursing students that focuses on improving coping skills in acculturation process during the first year of nursing education. The objective of this project is to identify the challenges and factors that are affecting the mental wellbeing of the CALD nursing students.</p> <p>The conceptual framework used briefly concepts by constructivist learning theory by Piaget and Vygotsky and Humanistic Theory by Maslow's stress and coping theory, to open the concept of the social support and well-being of CALD nursing students. Furthermore, the efficacy of educational media in facilitating learning and the acquisition of practical skills was evaluated to substantiate the final product format. This thesis employed a product-orientated research methodology resulting to production of educational video entitled "Coping and Thriving: Experience of CALD Nursing Student in Finland". The educational video is evidence and practise-based using research literature and personal student experiences.</p> <p>In conclusion, the educational video effectively bridges the gap between the theoretical and practical support system at the university and the actual experience of CALD nursing students. The final product is easy to use, inspiring, and informative tool that gives students knowledge about evidence-based and practice-based coping skills and shows them how to receive social and psychological support available at the university. This supports CALD nursing students' mental health in enabling resilience and success academically.</p>		

Key words

Acculturation, CALD nursing students, coping skills, cultural adaptation, diversity in nursing, educational video, mental health, nursing education, social isolation, social support, student resilience.

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1 INTRODUCTION

In today's world, studying nursing has increasingly attracted students from international backgrounds. Many universities of applied sciences offer English-language nursing programmes, attracting students from CALD backgrounds. CALD stands for Culturally and Linguistically Diverse referring to people who are culturally, linguistically or ethnically different from the dominant group in a society. This term is often used in health, education, and policy settings to identify communities that may need additional cultural or language support.

Although the concept supports "highlights diversity" and guides inclusive practices, it has limitations: it is broad, can be defined in diverse ways, and may unintentionally classify people as 'outsiders. Because of this, many scholars recommend using CALD carefully and supporting it with more specific information. Such as language spoken at home or country of origin, to better understand and meet the needs of diverse populations (The Oxford Review 2025).

Talking about nursing education programmes, English-taught programmes at the Centria University of Applied Sciences offer an international degree program that integrates sustainability and multicultural expertise to prepare students for advanced practice in global and Finnish healthcare. Emphasising the development of effective communication, interaction, decision-making and clinical practice and knowledge, ensuring gaining the competencies to safeguard patient health in various care sectors.

According to the European Union (EU) Directive 2012/55/EU education sets uniform qualification requirements for registered nurses. Professional competencies and responsibility and ability to access and respond to the complex situation set by the Finnish healthcare system (Valvira, 1994). The university provides structural theoretical as well as practice-based simulations, workshops and lectures from different care professionals. Centria supports CALD students in building the confidence and gaining the professional capability needed to work safely in the multicultural healthcare settings (Centria university of Applied Sciences n.d).

According to the Finnish Ministry of Education and Culture, internationalisation in higher education stabilises global cooperation (Bardhi, 2019). In Finland, a bachelor's degree in nursing includes theory, clinical training, workshops/simulations, exchange mobility within the EU or outside the EU, and both personal and professional competence, which are essential in contemporary nursing. Contribution from

CALD students to the diversity and internationalisation of Finnish higher education is a developmental learning environment with diverse cultural perspectives and experiences. Nevertheless, CALD nursing students often find difficulties with language learning, cultural shocks, financial strain, social isolation, and environmental adaptation, leading to mental health challenges (Enow&Okwue, 2024). Prevention of these challenges is important to promote equity in education and academic assistance and overall well-being.

While talking about Finnish Clinical placements, CALD nursing students mostly have a critical barrier of language proficiency (Youkam chuba 2019). This limitation greatly impairs their capacity to perform required professional tasks such as handing over reports, entering records, using portals, and managing sensitive patient guidance or communications (Pitkäjärvi, Eriksson and Pitkälä 2012), which consequently limits their presence in important teamwork and different patient care situations, hindering their advanced skills and overall competence (Cubelo & Karttunen 2025).

The language challenges and socio-cultural barriers involve international students experiencing a feeling of mistrust or disrespect by Finnish colleagues (Cubelo & Karttunen 2025). These circumstances often contribute to the experience of social isolation and mental stress. This presentation-oriented video as an educational video is an effective method to provide students preparing for placements with basic information and descriptive material in an accessible manner. In contrast to traditional text-based resources, the video integrates visual and auditory components to offer a smooth, multisensory learning experience that helps reduce anxiety and improve situation-specific understanding. The studies also suggest that video learning effectively upgrades healthcare students' confidence and academic activity (Clerkin et al. 2022; Kilic & Derya 2022).

In addition, the video allows learners to pause, rewind, and repeat segments as needed at their own pace, easing complex orientation topics (Ramos et al., 2021). The video format promotes transparency and active involvement of students. Nursing students at Centria university of applied sciences are mostly digital natives, like blended study settings, making consistent with educational preferences (Lsrkouti, 2023). This aligns with Centria's digital learning tools and with the broader trend in Finnish nursing education, which increasingly encourages technology driven learning (Centria UAS 2023).

This video Provides accessibility and relevance which delivers significant nursing skills and theoretical information in a clear and student-friendly manner. The project development emphasises the importance of guidance and evidence-based practices. The thesis guided by a supervisor, enhances both the academic

and practical value of the resources. This project is about making an educational video that explores how nursing students from diverse cultural and language backgrounds manage challenges and succeed in Finland.

2 EXPERIENCES OF CALD NURSING STUDENTS ARE FACING IN FINLAND

Culturally And Linguistically Diverse (CALD) students are facing many challenges, but when it comes to CALD nursing students, they meet more complex challenges in different ways since the nursing programme is designed in a way that 50 percent of the programme is done in school. In comparison, the remaining 50 percent of the programme consists of compulsory clinical practice. The curriculum is organized into sequential stages according to the established learning frameworks, prioritizing that students complete essential components based on established learning frameworks and progressively develop their competencies before transitioning to subsequent phases of study (Jeong et al., 2011). However, students meet numerous challenges during this process, including difficulties in communication with cultural differences, clinical skill development, stress management, financial/socio-economic constraints, discrimination, and other related challenges.

Firstly, at Centria University of Applied Sciences, the primary mode of communication for CALD nursing students is in English. However, clinical placements require communication in Finnish, which includes medical terminology and effective interaction. In clinical environments, nursing students must possess fundamental Finnish proficiency to comprehend directives from supervisors and to deliver education and care to patients (Ndu, 2015; Pitkäljärvi et al., 2020; Obuya & Atere 2024). Unlike other bachelor's degree programmes, nursing students must prove clarity in communication and abilities in clinical reasoning at the same time.

Furthermore, CALD nursing students encounter the adaptation of foreign healthcare system balancing it with cultural difference of patient care and working culture. Nursing education demands physical, social, psychological, emotional and cultural engagements to provide empathy and inmate care, ability to patient confidentiality when discussing sensitive health issues, ability to confront emergency situations. Many of these may cause problems with students' own cultural and religious believes (Mikkonen et al.2020). In other academic areas, these issues are negligible. CALD nursing students face communication barriers in the healthcare facilities which are leading to stress and performance anxiety (Oikarainen et al. 2018).

Moreover, practical placement and clinicals are not flexible and often intensive. After theoretical studies at school, students must proceed to clinical placements, With the limited knowledge of the language,

more is expected for both clinical practices and theoretical studies. As a result, students may have minimal time to develop language proficiency alongside academic and clinical competence (San Migul and Rogan 2012). According to CALD students need more time to adapt schedules which will allow them to work and improve the language skills with minimum level of stress. Limited Finnish or Swedish language skills can cause misunderstandings between the patient and the student which may compromise patient safety, which is also critical in health care facility, increase student stress and make them uncomfortable (Isoaho et al. 2022).

2.1 Definition of Concepts

This section describes the key concepts used in this thesis. Clear definitions are needed to keep the discussion consistent and to explain how the main terms are used in the Centria UAS context.

2.2.1 Culturally linguistically Diverse (CALD) students.

The term culturally linguistically diverse is used for students who are studying outside the country of origin and are culturally diverse. In this thesis at Centria UAS, CALD refers to nursing students whose native language is neither Finnish nor Swedish. These students must integrate into the complex Finnish educational and clinical norms. (Gholami et al., 2020).

2.2.2 Clinical Placement and Professional Competency (CALD)

Clinical placement, which CALD students often refer to as job placement in universities of applied sciences (UAS), is a compulsory part of nursing education and constitutes approximately 50% of the programme. After completing theoretical lectures, students must apply their knowledge in real healthcare settings. At this stage, success depends not only on clinical competence but also on advanced communication and language skills—areas where CALD students often encounter challenges (Martikainen et al., 2024; Grevtceva & Khevavasam 2022, Wang 2021).

2.2.3 Evidence-based practice (EBP)

According to the Jonna Briggs Institute (JBI)'s approach, evidence-based practice in healthcare is distinctive because it supports decision making using the best available evidence .It help practitioners judge making whether a health care practice uis feasible, appropriate, meaningful, and effective for clients and practice, based on the FAME framework.In this thesis, the video based educational intervention was

developed by following the JBL Model of Evidence based Healthcare. The coping strategies presented are based on the best available evidence and current literature to ensure they are in accordance with the FAME approach for the student wellbeing (*JBL Model of EBHC*).

2.2.4 Stress Management for CALD Nursing Students

CALD nursing students experience stress from the start, admitted into UAS for getting permit, academic, financial demands, sociocultural apartment which is called acculturative stress (Wong, 2021). As stated in the video manuscript, despite ongoing mitigation efforts, these issues continue to accumulate relentlessly, posing significant challenges to the sustainability of the proposed framework.

2.2.5 Coping Strategy

The project is designed with three main evidence-based coping strategies that to address the challenges identified. The three are network building and peer support. There is an emphasis on strong social and professional relationships to help eliminate cultural isolation (Wong 2021). The strategy in the video will discuss about actively involved and engaging with both the local community and international peers, and the internal community and global peers and their circle. Participating in study groups foster cordial relationships and provides accessible support systems. (Sevalneva 2020).

Secondly, accessing institutional support when the need arises such as the proactive visit of Centria's counselling mentorship and administrative and academic support services for clear ways to address financial difficulties and ways to avoid extra payments, educational and psychological difficulties. The project touches on abstract support system into concrete and accessible steps to address possible mental health problem occurrence and critical information and accessing the FSHS and ways to support student status by paying the dues on time (student healthcare fee, KELA).

Lastly, language and cultural competency by accepting the Finnish language and culture by adapting the culture of Finnish people and starting to speak the language. Although it may be a challenge, continuing speaking even when imperfectly can significantly enhance confidence and facilitate smoother integration into society. According to Pitkäljärvi et al. 2012, this will significantly enhance the chances of getting part-time or full-time job to ease financial burden. This strategy encourages CALD students to overcome fear of failure and anxiety. The use of basic Finnish language expressions from the beginning of the study while the lectures give healthcare terms in both English and Finnish together. With the Finnish for

foreigners' lectures boost confidence during clinicals and enhance chances for successful completion of studies and getting a job on the field of study (Lappalainen, 2019).

2.2 Cultural expectations in healthcare

Nursing encompasses various aspects, and one critical component is the ability to interact with others and demonstrate cultural sensitivity. Most of the time, conflicts arise with the CALD student's cultural values. CALD nursing students in the early stages of their studies feel confused and uncomfortable when the cultural values do not match. By using the concept of intracultural communication, the students can first reflect on and navigate the communication norms and values within their own cultural context, which helps them better understand their reactions and adapt more effectively when engaging with different cultural perspectives in clinical and academic settings (Idrinstitute, 2019). Finland is part of the Western world, which adopts a patient-centered approach to healthcare. This approach is often diverse from the cultural norms of CALD students, many of whom originate from developing countries (Martikainen et al., 2024; Pitkäljärvi et al., 2020). Cultural disparities in communication during lectures, workplace interactions, clinical practice, and socialization in Finland contribute to feelings of homesickness, loneliness, and stress among these students (Li, 2025; Shali et al., 2024).

CALD students often lack familiarity with the cultural practices of their host nation. Although the medium of teaching at universities is English, many textbooks are authored in Finnish. Additionally, most online study platforms, such as Duodecim, are primarily available in Finnish and Swedish, therefore limiting access to essential learning resources and hindering academic progression (Pitkäljärvi et al., 2020; Martikainen et al., 2024; Egbete, 2025). Achieving professional experience and competence goes beyond mastery of nursing skills but also includes ability in the language, ethical decision-making, cultural fluency, and knowledge of digitalisation, which provide a challenge for CALD students (Pitkäljärvi et al., 2012). Evidence-based practice is the use of modern best evidence in taking decisions for a client and case.

2.3 Discrimination and Bias

Language barriers and lack of competence often lead to limitations in clinical placements. Certain clinical wards limit the number of English-speaking students or entirely prohibit placements. Which altogether, diminishes opportunities for experience in specialised clinical areas. This hinders skills learning and future employment opportunities (Kamau, 2025, KulttuuriOsaja, 2022). Furthermore, reoccurring

errors in nursing, especially during clinical practice, may have consequences of affecting patient care and safety errors. To avoid this may lead to fear and anxiety. Many CALD students exhibit cultural traits that emphasize self-reliance and reservation, which often results in hesitance in voicing their opinion in academic or clinical settings. This communication pattern may inadvertently lead to misunderstandings, discrimination, and bias from peers and staff (Tseng et al., 2025; Chu, 2025; Nolan et al., 2021).

2.3.1 Financial and economic challenges

In addition to those many challenges, CALD students face significant financial and economic hardship. These students pay tuition fees ranging from 8,000–12,000 euros per year, while EU/EEA students study tuition-free (studyinfo.fi, 2025). This imposes a considerable emotional and financial burden on many CALD students. The living costs in Finland are high; rent, food, and other basic amenities are expensive for people from developing countries, especially during the first year of studies without a job and financial support. The state support for students, administered by Kela, comes with rules. CALD students who just recently arrived for studies do not qualify to apply for the benefits since they do not meet the strict conditions needed for the aid (Kela, 2025)

2.3.2 Mental health and wellbeing concern

Culturally and linguistically diverse (CALD) students in Finland face multiple challenges that substantially increase their risk of mental health problems. Culturally and linguistically diverse (CALD) nursing students often face multiple challenges, including language barriers, cultural differences, difficulties during clinical placements, and limited social integration. Adapting to new teaching techniques is an academic educational need creating stress. According to the surveys conducted between 2018 and 2022, individuals from CALD backgrounds experience vulnerability and psychological distress compared to the general population (Robertsson et al., 2023; THL, 2023). Acculturation, language proficiency requirements, and social isolation further worsen mental health issues, frequently leading to anxiety, depression, and reduced academic performance. The findings suggest requiring specific mental health services to enhance their wellbeing and academic performance for CALD nursing students. Mental health assistance and culturally sensitive interventions are needed to enhance the wellbeing and academic achievements of CALD students in Finnish higher education (Zambetakis 2025).

Furthermore, due to the Finnish nature of the culture, most CALD students feel loneliness, study-related stress, and seasons such as winter, which have long dark and cold, contribute to mood changes and a

lack of social engagement in Finland. These factors, together with other existing factors, may trigger mental health challenges, especially among those who lack local social networks (Student surveys, Kiviruu et al. 2024). Furthermore, due to sensitive nature of mental health issues, most international students fear to report or may report inaccurately mental health challenges due to stigma and fear of discrimination and bias (Poyrazli and Lopez 2007).

Again, research conducted by the National Union of University Students in Finland (SYL, 2025) clearly indicated that low, insecure jobs contribute to poorer mental well-being among students in Finland. The research acknowledges that addressing these issues is important for improving mental well-being. However, CALD students face high tuition fees, a high cost of living, and a lack of income and study support (study in Finland, 2025; Hussein and Coleman, 2024). Pressure from family back home demanding money, lack of rest due to working after school and work ends contributes to mental health challenges. The elevated stressor together with lack of information, academic pressure such as assignments deadlines, exams, class attendance contributes greatly to mental health problems and unsatisfactory academic performance (Helsinki times 2024; Erodela 2024).

Lack of access of information may contribute to these shortfalls. Students must pay a health care fee to KELA to qualify for free student health care, but due to a lack of information, some students do not pay, so when the need arises, they find it difficult to access free health care (student healthcare fee, Kela). The common mental health issues which CALD nursing students face are stress, anxiety, depression and burnout due to the lack of awareness about the cultural diversity and lack of mentorship and support. (Rekar Abdulhamed et al. 2023).

3 PURPOSE AND OBJECTIVES

The main purpose of this thesis was to create an evidence-based educational video for CALD nursing students that focuses on improving coping skills in acculturation process during the first year of nursing education. The objective of this project is to identify the challenges and factors that are affecting the mental wellbeing of the CALD nursing students. The project addresses the specific difficulties these student encounter within the Finnish education and health care system, including linguistic obstacles, acculturative stress, financial burdens, clinical placements difficulties and social isolation.

This well-paced manuscript video with the author's personal experience demonstrates and gives more ideas on how to cope with difficult situations as a CALD nursing student. Most students prefer to watch videos instead of reading, while those with reading difficulty can watch this effective educational and orientation video to know the challenges ahead and effective solutions before even the beginning of the studies. Other CALD students, both in Centria UAS and CALD nursing students around Finland UAS, can access the video, which will help them strategies and do proper consultations and adjustments before and during studies and clinicals. The educational video allows students to watch conveniently by promoting flexibility and reducing time spent on traditional orientation sessions. This enhances efficiency outcomes and improves professional proficiency.

Additionally, the educational video seeks to enhance accessibility in both gaining and acknowledging the diverse learning preferences of people. Some learners thrive with written knowledge, while some grasp concepts more effectively via visual and audio modalities. Studies mention that many students find it convenient to grasp new concepts through videos rather than by reading text only. For example, students with reading or learning difficulties often get substantial advantages from video-based instruction. Video and image-supported communication have been shown to enhance the accessibility of educational content (Saavutettavuus 2022). Audio-visual and supplemental resources have been recognised as efficient instruments for improving comprehension and retention at the university level (Rasul, Bukhsh and Batool, 2011). The video will include subtitles in compliance with WCAG 2.1 Guidelines to enhance inclusiveness for the student with hearing or visual impairments. Subtitles enhance learning in

settings while audio is impossible to hear, whether due to noise or the need for quiet, therefore guaranteeing that all users can completely interact with the content.

This lesson plan draws on key educational and mental health theories. Constructivist Learning Theory, as discussed by Piaget (1964) and Vygotsky (1978), underscores the value of active participation and learning within real-life contexts. These principles guided the integration of interactive activities and reflective exercises to deepen understanding and promote meaningful engagement. Constructivism supports the premise that CALD students acquire knowledge most effectively when they can connect the latest information to their cultural and personal experiences (Loveless, 2023). Humanistic Theory by (Maslow 1954) underlines the significance of addressing psychological needs such as belonging and self-esteem before higher-order learning can occur.

This principle emphasises the necessity of establishing a supportive classroom environment that fosters inclusion and psychological safety (Simpson 2025). Peplau's Interpersonal Relations Theory provided a framework for understanding the significance of therapeutic communication and relationship-building in promoting mental well-being. This theory concept highlights the role of nurse-educators in cultivating trust and mitigating anxiety among CALD students (Connor 2025). Leininger's Culture Care Theory guided the cultural competency aspect of the lesson plan, ensuring that the strategies incorporated were respectful of and aligned with students' cultural values and beliefs (Bush & Van Der Like 2023).

The Health Promotion Model by Pender guided the incorporation of resilience-building strategies and coping mechanisms, prioritising proactive mental health approaches over reactive interventions (Connor, 2025b). These theories collectively make the lesson plan a complete tool that covers cognitive and emotional, including cultural and dimensions.

Several critical insights emerge during this process, Thorough preparation is necessary in developing a clear ethical foundation, and structured content was key for success. Writing a clear script and aligning activities with learning objectives ensures coherence and effectiveness. Collaboration and communication matter to effectively coordinate with peers and mentors, enriching the project. Feedback helped to refine the lesson plan and highlighted the importance of teamwork in educational design.

Likewise, Mental well-being as a shared responsibility reinforced the project, though not solely an individual concern, but an institutional and pedagogical obligation. Educators must actively create environments that support psychological resilience and cultural adaptation. Balancing the practical challenges

requires creative solutions to align professional duties with academic work, "which was demanding; perhaps it taught to prioritise tasks and maintain focus. Overcoming camera anxiety during a video presentation requires preparation, confidence-building, and stress management techniques such as deep breathing and short breaks.

4 PROMOTING MENTAL WELLBEING AND ADAPTATION

4.1 Student support system in Finland

The video is thoroughly set in Finland's current student support system, that shows the important resources of the video pursue to prove and focus for CALD students, understanding and effectively using these systems are significant for adaption and wellbeing. (Pulkkinen & Ristolainen 2018).

4.1.1 Review of Centria's student counselling, monitoring and FSHS Services

Centria UAS provides various types of support to help students handle students' social and health-related needs. Guidance for different factors on study progression, practical placements, management of time and career planning through the student counselling; linking between the student and university resources (Finnish Ministry of Education and Culture 2020). Added support networks are often organised by student clubs and peers. This can effectively help overseas students with their sociocultural integration and reduce feelings of loneliness (Gholami et al 2020).

FSHS stands for Finnish Student Health Care System, is the absolute student health support in Finland, a primary healthcare provider. It offers general, oral and mental health support to all enrolled in higher education and paid the health fee (FSHS 2023). The video supports the function of FSHS by providing information of its accessibility and services, importantly mental health aid and counselling, which is crucial for students coping in a new land, having to deal with the environment, the education system and overall stress.

4.1.2 Mental health and cultural adaptation programme

The support plan promotes the inclusion of the mental health and cultural adaptation programmes with the aim to extend the focus beyond simply addressing stress, long-term coping and adaptation. These programmes emphasise that a sense of culture and social connectedness is critical for the wellbeing of CALD nursing students (Alharbi et al., 2021). Universities help by offering language instruction and information on sensitivity of culture and cultural shocks. COPSA is the student union advocacy body at Centria UAS, representing students' interests and ensuring that their perspectives are considered in institutional decision-making. It plays a key role in organising wide range of social and cultural events to

blend culturally and diversely (Gabienu & Quansah 2024). Finding the challenges within these experiences and providing appropriate support for seeking help and practising the language. (*Student Union COPSA - Centria University of Applied Sciences*). The video directly supports the idea and simplifies the process of adaptation.

4.2 Coping Strategies

The orientation video content gives students beneficial advice based on wellbeing research about coping methods that work well for managing academic, cultural and environmental stress. The video highlights information about social support, language immersion, cultural competence, time management, and physical activities. Focusing on coping methods to transition students from passive, preventive responses to active, solution-orientated strategies, the video suggests countable, evidence-based coping mechanisms. From passive, preventive responses to active, solution-orientated strategies, the video suggests countable, evidence-based coping mechanisms (Lazarus & Folkman 1984).

Developing strong relationships is one of the safeguarded factors against anxiety and depression among international students (Wong 2021). Learning the host country's language (Finnish) not only helps educational accomplishments but also minimises linguistic stress and improves job prospects. To reduce possible conflicts and misunderstandings in medical practices, it is a good help adapting to Finnish education (Pulkkinen & Ristolainen 2018). Furthermore, time management enables students to effectively balance their study requirements, clinical placements, and work commitments (Alharbi et al.). According to Kilic and Derya (2022), blending physical activity with mindfulness practice can help calm stress, anxiety, and depression while boosting resilience.

4.3 Educational Media Role

The project-based thesis choice consists of a video as the thesis product based on the known effectiveness of educational media in improving learning performances, particularly in complicated and practice-orientated subjects like nursing. Audio-visual learning has many advantages, including accessibility, engagement and inclusion. Videos are more effective than presenting words for addressing language and literacy problems because they provide both visual and audio aids.

The dynamic presentation holds learners' attention, which is useful for conveying sensitive, complex material (Rasula et al., 2011). Likewise, hearing from peers promotes a sense of inclusiveness and cultural relevance, allowing material to reach a wide audience (Gholami et al., 2020). The video also stimulates introspection and greater understanding. (Kilic & Derya 2022). The video purposefully uses narration to foster empathy and understanding. By including Bonica's personal story, the video uses storytelling learning as an educational approach to help students connect emotionally with the subject, strengthening comprehension and practical applications (Wong 2022). The student narrators' candour and vulnerability serve as excellent role models, emphasising that seeking assistance is a sign of endurance and promoting benefits viewers' mental health.

5. PROJECT IMPLEMENTATION

This is a special project that has a beginning and end. The production of the educational video and its handover to the responsible lecturer mark the end of the project. After the thesis group was formed, the topic was decided, and the planning phase of the project start-up decision was made. Ensure the plan and resources are accurate before initiating the implementation plan. At the start of the project implementation phase, a meeting was held to decide the objectives, and a task allocation was made. (Kettunen 2009, 156). The method of project development is a video script, which serves as support for video content (Centria UAS 2020).

5.1 Operational Environment

This thesis was carried out at the Centria University of Applied Sciences, located in Kokkola, in the Central Ostrobothnia region of Finland. This study was performed on the campus of the university of applied sciences, where two nursing students worked together to make a video for their thesis. External participants were involved in this study for the video production, including a camera operator and other students who reviewed the product and provided feedback, as well as the supervising lecturer, Pia. The intended audience for this thesis is the CALD nursing students at Centria UAS, as the video will function as both an orientation and instructional resource specifically tailored for the educational needs of new CALD nursing students at the university. The supervisor and the two researchers diligently developed the product to address the educational needs.

5.2 Project Management

The development of this thesis began in September 2024. During the Research and Development course, our research group was set up, and we later selected a topic addressing a mental health challenge that influences the academic performances of CALD nursing students, especially beginners. Initially, the proposed topic focused on the first assessment of a mental health patient. However, during discussions with the supervisor, she stressed the need for changes and adjustments. The chosen topic was made more relevant to CALD students practising in the context of Finland, and CALD students practised.

Considering her feedback, we asked for her guidance; she suggested a new topic applicable to mental health and its practical importance to international students in Finland, especially nursing students. Video for CALD nursing Students' orientation was recommended. After considering her guidance, we

decided to start the thesis plan and incorporate the video, ensuring our thesis delivers an important contribution to both successful academic and practical nursing education. In this, both researchers were responsible for completing the work for the study, creating dialogues, and playing roles as CALD students.

A videographer assigned by the institution aided the filming. As our supervisor, lecturer Pia mentored us throughout the thesis and offered criticism to ensure the project met academic requirements. The CALD nursing groups in Centria University, especially Finnish freshers, were the target group. We designed the project to educate; the project was designed with the objective of educating nursing students about mental health assessment.

In this thesis, the project plan included four distinct stages that are discussed in the next sub-chapters (Townsend 2020).

5.3 Project Planning Phase

The planning phase commences once the topic receives acceptance. During this phase, our team worked both virtually and in person. Gathering credible materials for research and other reliable sources and writing a thesis were the first steps. Writing was done under the supervision of the respective supervisor to meet the educational expectations. When the writing was completed, a manuscript was created, specifically an educational video based on research findings. Drafts, scripts, dialogues, and structured documents were prepared to guide the creation of the video. We addressed possible difficulties by applying risk management tactics to ensure keeping of deadlines and maintained frequent communication with our supervisor to fulfil all learning requirements. We also established a contingency plan to handle any unforeseen issues.

5.3.1 Implementation Production Phase

For the implementation of our plan, we gathered reliable materials from various places, including journals, books, and credible online sources, to prepare our thesis under our supervisor's guidance. We aimed to meet academic standards and submitted the thesis for multiple inspections and modifications. After finishing the thesis, we shifted our attention to creating an educational video that offers a summary of the research result. The implementation process consisted of writing a script, crafting dialogue, and compiling a comprehensive document to guide production. An essential part, the goal of the process was to minimise risks by allocating sufficient extra hours for editing, ensuring deadlines were met, and

maintaining frequent contact with the supervisor. The editing was completed by using an app called Cap cut, voice recording done with iPhone voice recording tool and related pictures extracted via AI such as Google Gemini and ChatGPT. The goal was to minimise risks by allocating enough sufficient extra hours for editing. Ensuring deadlines were met and maintaining frequent contact with the supervisor. Furthermore, a backup plan was prepared to handle any unexpected difficulties if required. Continuous improvement throughout the process was also carried out.

5.3.2 Review Phase

In this review phase, the learning videos and the thesis objectives were met. To bring the thesis aligned with academic standards, a thorough review and editing in response to supervisor comments were held. The draft manuscript was assessed by the supervisor for visual and audio quality, subtitle spelling, and content accuracy. Adjustments were guided by feedback from peers and supervisors. Before the submission, final part transitions were adjusted to ensure that the thesis and educational video meet their objectives.

The educational video was developed using technical concepts to ensure high quality and to meet accessibility standards. Language and subtitling in English narration and Finnish translated subtitles are used. The educational video promotes both Finnish and English language exposure. When considering production quality, the video utilises personal resources. A high-quality mobile phone lens has been used. The video makes use of UAS and Kokkola to enhance visual context for viewers. The editing process follows accessibility and ensures the video is usable by students with various hearing or learning impairments.

5.3.3 Closing Phase

In the closing phase, the final product, i.e. the thesis and the educational video, was ready for submission. Video went for final checks to follow academic standards and technical ability, respectively. Both outcomes were sent to the respective authorities

6 ETHICAL CONSIDERATIONS

The creation and implementation of the educational video were guided by strict ethical guidelines and focused on methodological dependability to ensure the product's reliability and safety for its intended audience. Moral conduct was needed from the start of the thesis process, when the content was being set up, to the end, when the video was being made. The project followed the Finnish National Board on Research Integrity (TENK) rules and the ARENE (2019) guidelines for the thesis work at the Finnish University of Applied Sciences (UAS) to the exacting standard.

The material was created ethically by focusing on general experiences rather than sharing confidential information, including ours. Every financial and psychological discussion was presented as a common, relatable problem, and personal information that could violate privacy was not shared, even though we are the subjects (TENK). We, as researchers, have confirmed and controlled the use of our own image. Because the target group was CALD students, they needed to know a lot about culture. The content was carefully reviewed to reduce personal information and stereotypes (Rai & Hedges 2021). The narrative format, which includes two students' perspectives, was deliberately designed to foster a sense of shared experience and togetherness rather than presenting a single, uniform view of the CALD student journey.

To support an outstanding level of Academic integrity, the video screenplay was based on scientific facts. These study findings, offered in the video (section 4.2), are based on Extensive academic literature, with special attention paid to accuracy (Tunturi & Leino-kilpi 2017). The thesis paper uses the Harvard reference style, providing the traceability and legitimacy of all listed sources. In applied thesis research, reliability and validity are proved through the coherence of the conceptual framework, the systematic production process, and the fitness for purpose (Kivunja & Kuyini 2017).

The audiovisual content validity was confirmed by its solid theoretical framework. The primary topic focused on acculturative stress, social support, and language barriers, which are directly derived from set up psychological and academic studies on the adaptation of foreign students (Berry 2016; Rai & Hedges 2021). The video message and the scientific literature are consistently linked, so ensuring the legitimacy of the provided guidance. A thorough monitoring and evaluation process verify that the prod-

uct was authentic and reliable overall the thesis supervisor consistently reviewed the content and structure, providing professional feedback to enhance its clinical significance and academic accuracy (Kivunja & Kuyini 2017).

The products were also identified as indicators of legitimacy, accessibility and inclusivity. The integrated approach ensured the video was technically sound and accessible to a broad range of users, including those with varying skills or technological constraints. This information shows that the video is educationally sound, culturally sensitive, and consistent with the purpose of nursing education.

7 REFLECTIONS

The lesson plan created to promote mental well-being among culturally and linguistically diverse (CALD) nursing students incorporates academic rigor. The plan also incorporates cultural sensitivity and personal development, thereby enhancing the significance of the learning experience. This section reflects the progression of the work, the challenges met, the theory that guided the project, and the implications for future practice. When we first chose our topic in November 2024, we projected to complete the project by the end of August 2025. However, due to some circumstances such as the exchange of internships abroad, clinical practices, and financial constraints, this timeline was significantly altered.

In February 2025, one author travelled to Belgium for an exchange programme for well over two months, while the other one travelled to Africa for Terve Africa programme from the middle of September to the middle of December, which caused this thesis to be completed virtually. These obligations delayed the project for nearly a year, and at times, we felt overwhelmed by competing priorities. Nevertheless, this experience taught us resilience, time management, and academic thesis ability, qualities that are essential for both nursing practice and academic work and have shaped us as we are preparing to enter the workforce.

Returning to the project after settling into the new role gave us a renewed perspective. Our experience of cultural adaptation and professional transition deepened our empathy for CALD students. We understood insights into stress, anxiety, and a sense of isolation that can arise with linguistic and cultural challenges. This personal experience strengthened our commitment to creating a lesson plan that is not only theoretically sound but also practical and empathetic.

8 CONCLUSIONS

The main purpose of this thesis was to create an evidence-based educational video for CALD nursing students that focuses on improving coping skills in acculturation process during the first year of nursing education. The produced educational video, "Coping and Thriving: Experiences of CALD Nursing Students in Finland" effectively integrates academic research on acculturative stress, coping strategies, and the efficacy of educational media with authentic peer narratives.

The research revealed substantial challenges for CALD nursing students, encompassing language barriers in clinical placements, financial obligations, and cultural isolation. Chapter two discussed the resulting mental health challenges. The video content is briefly based on well-known theories such as Lazarus and Folkman's stress and coping theory and Berry's acculturation psychology. Such an approach makes the video more than remarkably simple advice. As explained in chapter three, it offers practical, evidence-based approaches to exercise self-care, learn new languages, integrate socially, and utilize university resources.

The educational video format was identified as the most accessible and engaging medium for CALD students. Employing personal narrative and dual narration, personal and research frames not only explain but also inspire and mitigate the stigma associated with seeking assistance. This work extends to fulfilling academic requirements. This approach fosters important advancements in both personal and professional development. It helps improve our ability to create culturally relevant educational videos and learn about mental health. Through the application of educational and mental health theories, we cultivate skills essential for our future position as nurse educators advocates for the welfare of CALD nursing students.

Based on our experience, we propose preparing nursing students for diverse clinical environments. We also promote resilience and coping skills through lesson plans that include activities designed to build adaptability, such as mindfulness exercises and peer support groups. These activities allow students to gain confidence in their own identities and promote mental health discussions.

In conclusion, the video is an essential link between the theoretical support systems in Finland, including FSHS and Centria counselling, and the real, complex lives of CALD students. Centria UAS provides valuable, readily available tools for student assistance and study help, directly helping access information for international nursing students.

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STRUCTURE OF THE VIDEO

The Video is divided into five narrative parts, confirming students' struggles and then building their knowledge of coping mechanisms and the support provided/available. (Keskitalo & Hämäläinen, 2023).

Table 1. The video manuscript

Section	Time Code	Primary Content Focus
Introduction and context	00:00-01:20	An overview of the two aspects of stress and excitement. Dwells on the difficulties of working in multilingual groups, loneliness (Kama Kunnuas & Leppänen,2023) and the major financial strain and tuition fees.
Personal experience and storytelling	01:20-5:00	Bonica describes her journey, underlining challenges like adaption to culture, coping long Dark Finnish winters and overcoming the language barrier during clinical practices.
Overview of points	04:00-5:00	Eric by referencing on acculturative stress, academic challenges and communication hurdles among CALD nursing student's links to narratives to scientific literature.
Practical methods for coping	05:00-09:00	Network building, using UAS resources, language practicing, focusing self-care through FSHS. Describing the four main strategies is educational section.
Encouragement and key takeaways	09:00-10:00	Patience, support and resilience, overcoming challenges and motivation and accessible support resources play a key role in helping CALD nursing students thrive and succeed.