



Tutoring Finnish Exchange Students in Zambia

Experiences of Clinical Tutors

Degree Programme in Nursing
Bachelor of Health Care
Final Project
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<p>Abstract</p> <p>The purpose of this descriptive study was to explore the experiences of clinical tutors that were involved with tutoring incoming international exchange students from Finland in Zambia, and to find out what their views are on the development of clinical tutoring in their own institutions by using the following research Questions: 1) What kind of experiences do the teachers/tutors have while tutoring foreign exchange students in the university teaching hospitals? 2) What issues are related to these experiences? 3) What kind of development challenges do they identify for future tutoring of Finnish exchange students in their institution?</p> <p>The participants were five clinical teachers and nurse tutors who were employed by the Lusaka School of Nursing, and who were involved with the tutoring of incoming exchange students from Finland. Themed interviews took place and were digitally recorded on the premises of the Lusaka School of Nursing and the University Teaching Hospital. The interviews were transcribed and the data was analysed with the content analysis method. The theoretical background of this study was based on a nursing research methods text book.</p> <p>There were three main themes that surfaced from the data. The first theme was Experiences of the Participants while Tutoring Finnish Exchange Students, with the sub themes: Behaviour and Attitudes, Interaction and Language Barrier, and Living Arrangements. The second theme was Issues Related to the Participant's Experience, with the sub themes: The Working Environment, Planning the Schedule and Clinical Supervision, Clinical Instruction, Counselling, and Specific Issues that have Srisen from Previous Exchanges. The third theme was Development Challenges with the sub themes: Present and Desired Outcomes, Desired Changes and Desired Outcomes of Research and Development.</p> <p>The experiences of the participants while tutoring Finnish exchange students were: that the students often had a good attitude towards work and cooperation, were willing to learn and worked independently, and the language barrier sometimes affected interaction. Issues related to these experiences were concerns about the safety and coping abilities of the students in the work environment. Specific issues that were mentioned about past exchanges were the rural experience, ethical issues in participating in deliveries in the labour ward, and challenges concerning students' visa applications. The developmental challenges brought up by the participants were: Suggestions on how to improve the exchange programme, desires to continue the programme, and to learn more about research and development. Participants desired more dissemination of projects and research findings within their institution.</p>		
Keywords Zambia, Finland, clinical tutoring, clinical practice, exchange programme		

Koulutusohjelma Hoitotyö		Suuntautumisvaihtoehto Sairaanhoitaja	
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<p>Tiivistelmä</p> <p>Tämän opinnäytetyön tarkoitus on tutkia kliinisten ohjaajien kokemuksia suomalaisten vaihto-opiskelijoiden ohjauksesta Sambiassa ja selvittää, mitkä heidän näkemyksensä ovat kliinisen ohjaamisen kehittämisestä omassa koulussaan. Tutkimuskysymykset ovat: 1) Mitkä ovat opettajien/tuutoreiden kokemukset suomalaisten vaihto-opiskelijoiden ohjauksesta yliopistollisissa keskussairaaloissa? 2) Minkälaisia asioita heidän kokemuksiinsa liittyy? 3) Minkälaisia kehittämishaasteita he tuovat esiin suomalaisten vaihto-opiskelijoiden ohjauksesta tulevaisuudessa omassa koulussaan?</p> <p>Osallistujina oli viisi kliinistä opettajaa ja tuutoria, jotka olivat töissä Lusaka School of Nursing:ssa, ja olivat ohjanneet vähintään yhtä ryhmää opiskelijoita Suomesta. Teema haastattelu tapahtui eri opettajien huoneissa ja toimistossa sekä koulun että sairaalan tiloissa. Digitaalinen nauhuri oli käytössä. Haastattelut litteroitiin ja litteroinnit analysoitiin sisällön analyysin metodilla. Opinnäytetyön teoreettinen osa perustuu hoitotieteen tutkimus käsikirjaan.</p> <p>Löydöksissä oli kolme teemaa: 1) Osallistujien Kokemukset Suomalaisten Vaihto-opiskelijoiden Ohjauksesta. ala-teemat olivat: Käytäntö ja Asenne, Vuorovaikutus ja Kieliero, ja Asumissuhteet. 2) Asiat, jotka liittyvät osallistujien kokemuksiin, ja ala-teemat olivat: Työolosuhteet, Aikataulun Sunnitteleminen ja Kliininen Ohjaaminen, Kliininen Opetus, Työnohjaus, ja Tietyt asiat, joita tuli esiin aikaisemmissa vaihdoissa. 3) Kehittämisen Haasteet, ja ala-teemat olivat: Nykyiset ja Toivotut Lopputulokset, Toivotut Muutokset, ja Toivotut Lopputulokset Tutkimus- ja Kehitystyössä.</p> <p>Osallistujat kokivat, että suomalaisopiskelijoilla on hyvä asenne työskentelyyn, he ovat yhteistyökykyisiä, halukkaita oppimaan sekä osaavat työskennellä itsenäisesti. Välillä kielierot aiheuttivat ongelmia vuorovaikutuksessa. Asiat, mitkä liittyivät heidän kokemuksiinsa, olivat: Huoli opiskelijoiden työturvasta ja kyvystä sopeutua työympäristöön. Erityisiä asioita, jotka oli mainittu aikaisemmista vaihdoista, olivat maaseutukokemus, eettiset kysymykset opiskelijoiden osallistumisesta synnytyksiin synnytyssaleissa, sekä ongelmat liittyen maahanmuuttovirastoon ja viisumihakemuksiin. Kehittämishaasteet, joita tuli esiin, olivat suosituksia vaihto-ohjelman parantamiseksi, vaihto-ohjelman toivottu jatko, ja innokkuus oppia lisää tutkimus- ja kehittämisperiaatteista. Osallistujat toivoivat lisää projektien ja tutkimuslöydösten hyödyntämistä omassa koulussa.</p>			
Avainsanat Sambia, Suomi, kliininen ohjaaminen, työharjoittelu, vaihto ohjelma			

1 INTRODUCTION

This project is part of the greater collaborative effort, 'Developing Clinical Tutoring in Malawi and Zambia' (DeCliTu, 2008). Each year The Metropolia University of Applied Sciences (Previously known as The Helsinki Polytechnic Stadia) sends nursing students on exchange programmes in countries such as Malawi and Zambia to learn how nursing is done in those parts of the world. After passing through months of negotiating and planning, the students arrive at their destination and are stationed in clinical areas such as hospitals for minimum periods of three months. The training in such clinical settings is termed as clinical practice. To facilitate the student's clinical practice, a registered nurse is assigned to supervise the student who thus becomes student's tutor. The tutor nurse looks after the student by providing guidance and teaching skills when ever necessary.

Clinical tutoring is a vital part of the education and training of nursing students (Häggman-Laittila et al, 2007). Clinical tutors have a responsibility to provide a supportive environment where the student nurse is able to make progress in developing clinical skills. If this development is somehow stalled or inadequate, problems will be encountered in the working field when the student has graduated, and thus the patients will be those affected (Krichbaum 1994).

Kevin (2006) in Australia is of the opinion that clinical tutoring comprises an essential part of nursing education, which means that possibly a large part of the development of a nursing student's professional career depends on the tutoring received during these clinical practices. The ward managers usually appoint clinical tutors from the registered nurses. The roles of a clinical tutor differ depending on the setting of the training. The tutor's role, in such settings, is expanded from clinical work to organising tuition, guiding students and evaluating their performances. Registered nurses therefore need to be extensively educated and trained in order to become good tutors (Häggman-Laittila et al, 2007).

Clinical tutoring in Malawi and Zambia has been on the Malawi-Zambia-Finland health care project (MaZaFi) agenda since the year 2008. This gave rise to further developments

in the name of a new project entitled Developing Clinical Tutoring in Malawi and Zambia (DeCliTu).

The purpose of this descriptive study is to explore the experiences of clinical tutors that were involved with tutoring incoming international exchange students from Finland in Zambia, and to find out what their views are on the development of clinical tutoring in their own institutions.

2 COLLABORATION BETWEEN MALAWI, ZAMBIA AND FINLAND

The history of international collaboration between Malawi, Zambia and Finland (MaZaFi project document) started when the Helsinki Polytechnic Stadia initiated an exchange programme with the Malawian institutions in 1998. In 2004 The Lusaka School of Nursing joined the network to form the Malawi-Zambia Health Care Project, which the North Karelian University of Applied Sciences (NKUAS) joined later in autumn 2007. The MaZaFi project became part of the North-South-South Higher Education Network Programmes, which receives financial support from CIMO (Centre for International Mobilization) under the foreign ministry of Finland.

2.1 The MaZaFi Health Care Project

During the years 1998-2007 the project mainly consisted of student and teacher exchanges. By the end of 2008 a total of 52 Finnish students completed their exchanges in Malawi and Zambia. By the end of the year 2008, Metropolia University of Applied Sciences (MUAS) and NKUAS received 14 students from Malawi and Zambia. The students participated in theoretical studies and did clinical practices in different Helsinki or Joensuu Hospitals and also attended study visits to organizations and clinics.

A total of 12 teachers have visited Finland from Malawi and Zambia, who held courses, lectures and participated in the MaZaFi network scheme planning. 6 Teachers from MUAS

and 2 teachers from NKUAS have visited in turn Malawi and Zambia for network meetings and teacher exchanges.

Feedback from the exchange programme thus far had been drawn from student reports of their clinical practices abroad. According to the results stated in MaZaFi project document, students told of their experiences of becoming more aware of cultural differences, respect of human beings and rights, as well as increased cultural sensitivity.

2.2 The DeCliTu Sub-Project

The DeCliTu sub-project was initiated during the network meeting in Zambia 2008 when it was reported that clinical tutoring of international exchange students in Malawi and Zambia is lacking in quality and efficiency, which may have been due to lack of financial resources, lack of staff and lack of organised transport (Ahokas and Koski, 2008). The overall objective of the project is to improve the quality of the international student's clinical tutoring system through improved cooperation and participatory planning (MaZaFi project document, 2009).

In order to move forward, it is necessary to examine the past, and to learn from it. Based on success and failure one can gain a more thorough understanding of the bridges and gaps between these countries, and what course of action can be implemented to ensure a more successful collaboration in the future.

3 KEY CONCEPTS AND EVIDENCE IN LITERATURE

The main concepts of this final project are Clinical Tutoring and supervision, International Exchange Student, and Culturally Competent Care.

3.1 Clinical Tutoring and Supervision, International Exchange Student and Culturally Competent Care

Clinical tutoring is an intensive form of teaching and supervising students in different types of clinical settings in small groups or on a one-to-one basis (DeCliTu project document, 2008). In this project the terms clinical tutoring and clinical supervision are used interchangeably.

An International exchange student is a student who travels to a foreign country through an exchange programme that is hosted by two or more institutions of education. The exchange program is usually part of a collaborative organisational effort for the purpose of furthering the development of certain educational programs. In this case, the Metropolia University of Applied Sciences is collaborating with several other institutions, including those in Malawi and Zambia through the North-South-South Higher Education Institution Network Programme. Teachers and students from each institution visit the other institutions in order to exchange knowledge and information for certain periods of time. (MaZaFi project document, 2009)

Culturally competent care according to Leninger (Transcultural Nursing Society) is defined within the context of culture and ‘...can only occur when culture care values are known and serve as the foundation for meaningful care’. It is known that the greatest barriers of transcultural collaboration are cultural differences and language barriers. By understanding the differences one is able to concentrate of the common goal. There are very obvious cultural differences between Finland and the African countries. Shedding light on the cultural competence of the parties involved would reveal cooperative levels and abilities.

3.2 Clinical Tutoring in Zambia and Finland Compared

The Concepts regarding clinical tutoring are defined according to the terms used in the 2008 DeCliTu project document and according to a study by Häggman-Laitila et al in 2007.

In Zambia, clinical teachers teach only a bit in class and spend most of their time on wards, working closely with the students by instructing skills and procedures as well as supervising the students while they work on the wards. They also spend some of the time teaching pre-clinical skills in the classrooms. Ward managers, matrons and registered nurses also supervise students in the clinical areas. A nurse tutor, or tutor is a registered nurse with at least a Bachelor's degree who has background experience within his/her field of expertise. Tutors are employed by the institute of education to lecture in classes and to follow up the students during their clinical practice periods in the hospital. However, they spend more hours in the classrooms than in the clinical area (DeCliTu 2008).

In Finland, nursing teachers teach theory in classes and clinical skills in pre-clinical laboratory classes. Nursing teachers also follow up on students who are doing clinical practices on wards by meeting with the student and appointed tutors.

Tutors in Finland are registered nurses who are employed full time by the hospitals that are appointed by their ward managers to supervise and provide guidance to student nurses. Their respective wards or hospitals are paid by the education institutions to provide tutoring for the students. A tutor's role comprises of being a role model, clinical supervisor and instructional leader and scholar. (DeCliTu project document, 2008).

In this project, the Zambian clinical teachers and nurse tutors are collectively termed as supervisors when mentioned in the context of tutoring or supervising Finnish exchange students in the Lusaka School of Nursing.

3.4 Database Search and Review of Literature

According to the first database search performed, there were a few articles discussing the collaborative efforts between Finnish and African institutions. There were some articles that were written by African researchers that describe experiences of international collaboration, despite the lack of research in this field. Only articles with full texts were chosen.

Keywords used were 'International collaboration', 'nursing in Africa', 'Clinical tutoring in Africa', 'Nursing in Finland', 'Cultural competence'. These keywords were combined with each other and with other subheadings such as 'education', 'clinical mentoring', 'Nursing', 'Africa', 'Transcultural Health'. The limit for the oldest article was set to the year 2000.

There were two articles (Ekman, Emami, 2007 and Koskinen, Jokinen, 2007) that originated from Scandinavian authors (Finnish and Swedish). Although they are not specifically about collaboration between African and Scandinavian institutions, they did provide an insight into the general transcultural competence in Scandinavia. Ekman and Emami in a guest editorial entitled 'Cultural Diversity in health care' evaluated transcultural competence in Sweden by analysing different theories and concepts of transculturalism according to several theorists such as Papadopoulos and Leininger. Papadopoulos and Gerrish (1999) describe transcultural care in the following statement: 'Nurses need to be aware of how historical, political, social and economical factors influence ethnic minority groups'.

Ekman and Emami concluded their paper with the following statements about transcultural care: 'Health care services need to be adjusted to the needs of the culturally diverse patients instead of the other way round' and 'In order to provide culturally sensitive and appropriate care, we need to develop educational programmes that provide nurses with adequate knowledge and skills in transcultural care'.

Articles discussing clinical tutoring, or preceptorship, aimed to create a model for clinical supervision and to investigate the direct effects of clinical tutoring on nursing students (Häggman-Laitila et al, 2007; Cassimjee and Bhengu, 2006; Cele et al., 2002). Clinical tutoring has been a long-term development in Finnish universities of applied sciences, to the point that they reach international standards (MaZaFi project document 2009). Several Articles originating from South Africa were explored, which all commonly revealed that clinical tutoring in South African teaching hospitals is severely compromised by lack of funding, resources and education. Some studies mentioned that there seemed to be a

reciprocal effect of compromised clinical tutoring on the behaviour and attitudes of nursing students, manifesting in late coming, absenteeism and lack of motivation.

One Irish article (Thompson et al, 2000) was a quantitative study of the experiences of Irish students who participated in international exchange programmes. This was particularly useful as it compared those students that practiced in developed countries with those that went to developing countries, amongst which were both Malawi and Zambia.

The Findings showed that students who went to developing countries were more confident when faced with patients from different cultures in Ireland, and subsequently scored higher in cultural competence tests.

4 PURPOSE AND RESEARCH QUESTIONS

The purpose of this descriptive study is to explore the experiences of clinical tutors that were involved with tutoring incoming international exchange students from Finland in Zambia, and to find out what their views are on the development of clinical tutoring in their own institutions.

The research questions are as follows:

1. What kind of experiences do the teachers/tutors have while tutoring foreign exchange students in the university teaching hospital?
2. What issues are related these experiences?
3. What kind of development challenges do they identify for future tutoring of Finnish exchange students in their institution?

5 DATA COLLECTION AND ANALYSIS

5.1 Data Collection

The main data collection phase took place in Zambia during my international exchange through the North-South-South Network. The exchange lasted for 3 months in the spring of 2009 (21.3.09-21.06.09). I travelled also to Malawi to take part The MaZaFi network meeting was held on the 30th and 31st of March 2009. In Malawi I had the opportunity to meet up with my supervisors from The Metropolia University of Applied Sciences and with the remaining DeCliTu project members from the North Karelia University of Applied Sciences, the Kamuzu College of Nursing, The Malawi College of Health Sciences and the Lusaka School of Nursing. Though the original purpose of this project was to include participants from Malawi, insufficient time and funds made it impossible to travel back to Malawi to collect data there, and thus permission was only obtained to collect data in Zambia.

The participants were 5 registered nurses were chosen from a population of all nurse tutors and clinical teachers employed by the Lusaka School of Nursing who were involved with the guidance and supervision of Finnish exchange students completing their international exchange through the MaZaFi exchange network. Inclusion criteria for the participants was prior experience of tutoring at least one group of Finnish exchange students.

A thematic interview plan was drafted before the departure to Zambia (See Table 1). The thematic interview, based on the grounded theory methodology, was chosen because it is considered to be a reliable and flexible method of gaining insight into the human experience, and is easy to use when targeting for general and specific information (Polit and Beck, 2004; Bluff, 2005).

The interviews were conducted in the facilities of the Lusaka School of Nursing and the University Teaching Hospital (Tutor's and teachers offices). The interviews were recorded using a digital recorder from which data was transferred by transcribing into verbatim.

TABLE 1: Interview Schedule

Research questions	Themes	Interview questions
1) What kind of experiences do the teachers/tutors have while tutoring foreign exchange students in the university teaching hospitals?	Experiences	1. Describe your experiences while tutoring international students from Finland.
2) What issues are related these experiences?	Situation where experiences arise	2. Give some reasons why you experienced tutoring as you did, and why.
3) What kind of development challenges do they identify for future collaboration between the Finnish institutions and their institution?	Direction of development	3. How do you see the development of tutoring in the future?

5.2 Data Analysis

Transcription of all the interviews was completed during my remaining time in Africa and upon my return to Finland in the summer of 2009. The Analysis was completed in autumn of 2009.

The data from the interviews was transcribed manually in exact verbatim and the content categorization analysis process was followed according to the methodology textbook by Polit and Beck (2004). The transcripts were read through thoroughly and paragraphs were categorized with headings. Key words and sentences were then underlined and coded according to emerging themes. The headings and themes were then copied into a table along with the corresponding key words and phrases. Similar headings were grouped together into topics, which later became sub-themes. The headings along with the corresponding key words were then organized into the narrative order as presented in the findings section, and the sub themes grouped into four main themes. For example: Key phrases "Looked to be understanding and cooperative; wanted to learn." Were given the

heading "Attitudes" which later was included in the sub theme "Behaviour and Attitudes" and from that the main theme "Experiences of the Participants while Tutoring Finnish Exchange Students".

5.3 Application for Ethical Approval for Proposed Research involving Human Participants

In views of the rules and guidelines set by the University of Zambia Research Ethics Committee, it was necessary to apply for ethical permission to collect data at the Lusaka School of Nursing. In order to facilitate the process for ethics application the final project was attached to the Lusaka School of Nursing and M. N. Tolosi agreed to supervise the project data collection in Zambia. The Ethics Committee granted permission on June 4, 2009. Conditions for the permission were as follows:

- The approval was based strictly on the submitted proposal. Any changes or modifications in the design of the study need clearance from the Research Ethics committee.
- A mandatory detailed progress report needs to be submitted every six months and a final copy of the report to be handed in at the end of the study.
- Any serious adverse events must be reported to the Research Ethics Committee.
- The approval expires in one year (3 June, 2010). Renewal for the approval must be requested if needed, which must be accompanied by a progress report.

Permission was obtained from all participants who signed an informed consent form that contained information about the project and about my studies, my contact details as well as those of my supervisors and the Research Ethics Committee (See Appendix 2). The consent form also informed the participants of their right to withdraw permission without consequence. The identities of all the participants were protected in that only I had access to the audio files, transcriptions and the consent forms. The voice recordings from the

interviews were destroyed after transcripts had been written, and once the project is completed, the transcripts will be destroyed as well.

6 FINDINGS

From the content analysis emerged three main themes, and eleven sub-themes. The four main themes were: 1) Experiences of the Participants while tutoring Finnish exchange students, 2) Issues related to the Participant's experiences and 3) Development Challenges. Table 2 shows the main themes along with the corresponding sub themes.

TABLE 2: Main Themes and Sub Themes of the Findings

MAIN THEMES	SUB THEMES
1 Experiences of the Participants while Tutoring Finnish Exchange Students	Behaviour and Attitudes
	Interaction and Language barrier
	Living arrangements
2. Issues related to the Participant's experiences	Issues concerning the working environment
	Planning of the schedule and Clinical supervision
	Clinical instruction
	Counselling
	Specific Issues from Previous Exchanges: (Rural experience, Labour ward, Immigration and Visa issues)
4. Development of the exchange programme	Present and desired outcomes
	Desired changes
	Desired outcomes of research and development

6.1 Experiences of the Participants while Tutoring Finnish Exchange Students

One of the most predominant themes in all the interviews was the impression the Finnish exchange students had on the participants. Further sub-themes explored were the behaviour, attitudes of the Finnish students, issues concerning the living arrangements of the students and language barrier and interaction with the Finnish exchange students.

6.1.1 Behaviour and Attitudes of the Finnish Exchange Students

All participants commented that the Finnish exchange students tend to be very straightforward and determined to achieve their goals. They also felt that they were cooperative and easy to get along with. The participants felt that it was important, that the students come well prepared with objectives for their clinical practice. A participant commented that the Finnish students accommodated well to the Zambian culture, and were willing to learn during their exchange. Unlike some students from other countries, who dismissed the knowledge that the Zambians offered.

Most participants mentioned that they were impressed by, and admired the Finnish working culture, commenting that the Finnish students were hardworking, punctual, dedicated and spent a lot of hours on the wards. It was also acknowledged that in the Finnish culture, understanding of time and keeping appointments is different than in the Zambian culture. A participant was of the opinion that an attitude towards work emphasizing punctuality and dedication could help to improve the general working standards in the hospital.

6.1.2 Issues Concerning the Living Arrangements of the Students

The teachers and tutors feel strongly for the protection of their students and especially incoming exchange students, because of several reasons. The public transport system in Lusaka is made up of taxis and minibuses, which are only readily available up to a certain point. After dark, transport becomes more difficult and less safe, and therefore having the students live nearby on the hospital property solves many problems concerning the safety and transport of the students. The hostels are guarded by 24-hour security and the gates close by 21:00. This makes the staff at the school feel at ease, knowing that the students are safe. The participants acknowledged that the sudden difference in living arrangements, amongst other factors could have an influence on the certain issues that arise during the three-month exchange period of the students. Even though the students themselves tend to follow their own rules, the participants do not feel comfortable with students venturing out at night.

6.1.3 Language Barrier and Interaction with the Finnish Exchange Students

The language barrier was mentioned several times, causing a communication gap between the teachers, tutors, nurses and the exchange students. English is the language of instruction in the Lusaka School of Nursing, whereas most of the Finnish students going on exchange in Zambia come from programmes where the language of instruction is Finnish. All exchange students coming into Zambia do however have at least a basic grasp of the English language. Misunderstandings do sometimes happen, between the students and their supervisors, and on the wards with the staff and patients. Although English is the main language in Zambia especially in the Lusaka area, there are 72 other languages, and it does occur that some patients do not speak English. In these cases the staff and local nursing students reportedly help the Finnish students out by interpreting whenever necessary.

When interacting with the Finnish students, it was mentioned that the level of their knowledge of the Finnish culture enabled the teachers and tutors to communicate and behave in a more culturally sensitive way towards the students. Participants who felt they had a deeper understanding of the Finnish culture relate to the Finnish students differently and therefore do not treat them in the same way as they treat the Zambian students. For example, they felt they could not speak in the same tone or treat them with the same authority as they were used to when speaking with the local students.

In the interviews where this topic was raised, the participants told of their knowledge of how the youth in Finland have specific rights concerning parental discipline. Therefore, they believe that most Finnish students come from a background where they have autonomy to make their own decisions from an early age, and are independent by the time they graduate from high school, where they are treated as equals by adults and the teachers in their institutions. For example a participant had experiences where Finnish students had voiced their opinions and challenged or question their supervisors. The participant thought this was an admirable characteristic and was enriched by these experiences.

6.2 Issues Related to the Participants' Experiences

The clinical practice of the Finnish exchange students was a theme that also surfaced in all interviews. Sub-themes were issues concerning the work environment, planning of the schedule and clinical supervision, clinical instruction, counselling and specific issues from previous exchanges.

6.2.1 Issues Concerning the Work Environment

The conditions of the working environment caused some concern for the students amongst the participants. The University teaching hospital is one of the biggest and most extensively specialised hospitals in Zambia. It is however, severely underfunded and understaffed. Compared to Finnish hospitals, the nurse staffing levels in Zambian hospitals are very low, where only a handful of nurses take care of very full, often overcrowded wards. Sometimes there are not even enough beds on the wards, and patients have to make do with floor beds. There is also a very high prevalence of HIV/AIDS and other infectious diseases, and often the wards run out of basic equipment such as gloves.

The participants also admitted that even though they have fewer resources, and less staff, yet they still try their best to cope with the situation of having to teach large groups of students. The clinical teachers work closely with the students on the wards, where they are taught most of their practical skills. The participants felt that they have achieved very good results with the local students, as well as with the incoming exchange students despite the lack of resources.

6.2.2 Planning the Schedule and Clinical Supervision

The participants admitted that the environment is daunting even for their own students, and were especially worried of foreign students who were not used to working in such an environment. However, despite these concerns, the Finnish exchange students seemed to get along well with the staff and other students on the wards. Often the Finnish students needed some time to adjust, the first two weeks being usually the most difficult, during which they would often ask questions and advice from the teachers and tutors about the

hospital culture and other issues concerning the different cultures in Zambia. Thereafter, the students were usually found to be working independently, needing less supervision on the wards. Some participants found this to be a positive attribute, because they had more confidence in the students' abilities and this put them at ease. However, other participants felt like their counsel was disregarded, and they felt left out.

Another point that came up in more than one interview was that the independent nature of the Finnish exchange students caused a slightly negative reaction from some of the participants. The participant felt that the Finnish students were being disrespectful, especially when sometimes it seemed like the students would start to make decisions about their schedule and clinical practice without consulting the supervisor, which sometimes caused conflicts.

Nursing students at the Lusaka School of Nursing are expected to adhere to strictly set guidelines, programmes and timetables, and negligence of such can be punishable by expulsion. In contrast, nursing students in Finland are allowed more flexibility concerning their studies, and are expected to be more independent and self motivated to adhere to programmes and timetables. These timetables and programmes are flexible to a certain degree, depending on the subject and the policies of individual teachers.

Upon the arrival of the exchange students in Zambia, the appointed supervisors, comprising of teachers and tutors, plan the clinical practice together with the students and together they also draft a schedule for their three-month long stay. Some of the participants felt that the Finnish exchange students should adhere to timetables and school rules in the same way as the Zambian students. Other participants, however, allowed students some flexibility in choosing how to adhere to their schedules, and to change placements according to their interests. As mentioned earlier, all participants mentioned that punctuality and conscientiousness were important attributes in a student. They also felt that it was important that the students arrive at the school with pre-planned objectives, and that they plan their schedules together with the supervising teachers or tutors as well as inform the supervisor of any desired changes.

In some of the interviews, it was mentioned that those teachers or tutors that have been on exchange in Finland or Sweden have afterwards learnt how to understand the needs and behaviour of the Finnish students, and therefore allow more flexibility when planning the schedules and placements for clinical practice.

6.2.3 Clinical Instruction

The Participants who had followed up the students on the wards during their clinical practices, said that the Finnish students were active in participating in the discussions, procedures and teaching activities on the wards. The participants also mentioned that they have had to teach the Finnish students when they were unsure of certain skills and procedures. Suturing and cannulation were apparently the most commonly taught procedures, especially when the students worked in the casualty (trauma) department. Those teachers who taught the Finnish students in such instances felt that it was good that the students came forward when they were unsure of their skills, and plan to encourage future incoming exchange students to do the same.

6.2.4 Counselling

Some participants mentioned that they felt it was important that Finnish students are oriented and prepared for the difference in the working environment, as well as to have some knowledge of the Zambian culture and environment before they come to Zambia. Students that had been properly prepared for the environment and culture, tended to need less counselling. Apparently in the past there have been instances where the students could not cope with the working environment, and needed to be counselled.

Those participants that had experience with counselling explained how they contacted the students, talked with them and explained certain issues to them concerning the culture and the situation at the hospital. Apparently there had only been a few incidences, and to the participants it seemed like the Finnish students needed less counselling compared to students from other countries.

6.2.5 Specific Issues from Previous Exchanges

In certain interviews three specific issues surfaced concerning the exchanges of previous groups from Finland. All three topics, rural experience in Kafue, labour ward issues, and immigration issues, were mentioned in at least three different interviews.

Rural Experience in Kafue

Zambian nursing students complete an obligatory month-long rural experience training, where they live and work in the district of Kafue, about one hour south of Lusaka. During this period they spend some time in a rural village, Chanyanya. Exchange students in the past had expressed interest in joining the local students during their time in Kafue. The participants mentioned that they had at first concerns about how the students would be able to cope living in the rural setting, where there was no electricity, and no running water. Despite their concerns however the rural experience proved to be a success with exchange students from different countries, including Finland.

Supervising teachers and tutors therefore had started to either highly recommended the rural experience to the incoming exchange students while planning their schedules, or automatically included it in their schedules. The clinical teachers would then follow up on the Finnish students while supervising local students during their practice in the village to make sure they achieve their goals and that they were coping with the living arrangements.

Positive aspects about the experience that the participants mentioned were that most of the Finnish students were eager to explore the rural setting, and earnestly tried to learn more about the Zambian culture. There had been a previous incident though where students went to the village, and found that they did not like it there. Apparently the students left the village by themselves without informing their supervisors. This shocked the teachers and tutors, who were very worried for the safety of the students. One participant told that the issue was sorted out with the students by talking and explaining the situation, and there were no similar incidents thereafter.

Labour Ward Issues

Another issue brought up by the participants was the interest the Finnish exchange students expressed in wanting to observe in the hospital's labour (delivery) ward. It was reported that many groups had spent time working in the labour ward, and that the students enjoyed their time there the most because they were given an opportunity to participate in 'hands on' learning experiences, meaning that sometimes they were given a chance to assist during deliveries. However, most of the Finnish exchange students in Zambia are nursing students, meaning they have little or no prior training in conducting deliveries when they arrive in Zambia.

Exchange students from Finland that are midwife students are directly attached and handed over to the Lusaka School of Midwifery. It seemed that none of the participants had any experience in supervising Finnish midwifery students. In all interviews where this issue was brought up, the participants told that the Finnish nursing students were only supposed to observe while working in the labour ward, because women giving birth is apparently a sensitive area in the Zambian culture, and it is therefore unethical for students to participate in deliveries without proper training. However, other participants did admit that they were lenient with the students, who under supervision and instruction of the clinical teachers, were allowed to participate in deliveries.

Immigration Issues

The issue of visa applications and immigration was also mentioned several times in the interviews, that it threatened to compromise the exchange programmes between the Lusaka School of Nursing and its international partnerships. Students, when entering the country, are automatically marked as 'business visitors' at the border, meaning they have to pay for expensive visas if they stay longer than a certain amount of days. The Lusaka School of Nursing has been negotiating with the immigration authorities concerning the visas, arguing that the Zambian government should support the exchange programmes and the incoming exchange students by not charging them for business visas, which are more expensive than visitor's visas. The participants have shared that their argument to the immigration authorities was based on the fact that when the Zambian students and teachers

travel to Finland, the Finnish government pays for their travel expenses, visas and accommodation. Negotiations have in the past proven to be successful, and the immigration authorities have agreed to allow the incoming exchange students to stay in the country with visitor's visas, which are valid for ninety days, catering for the standard exchange period. Problems continue to surface however when the coordinators of the school find they have to renew their efforts to negotiate the on same issue, due to changing staff at the immigration office.

The participants want to urge future exchange students to be cautious, and thorough when it comes to getting their passports stamped at the correct time. Negligence of such has resulted before in a student being asked to leave the country, which the tutors and teachers found to be an unpleasant experience.

6.3 Development Challenges

This fourth theme, concerning the development of the MaZaFi exchange programme was prevalent in all of the interviews, particularly with the third interview question:

"How do you see the development of tutoring in the future?"

Topics under this theme were present and desired outcomes, desired changes and the desired outcomes of research and development.

6.3.1 Present and Desired Outcomes

Participants told of their general experiences from the past years since the exchange programme has started. Positive outcomes were that they had learnt a lot, and that their perspectives in nursing practice and intercultural skills had broadened by the Finnish students practicing in Zambia, and also by travelling to Finland. They also feel that supervision of Finnish exchange students will be more efficient and beneficial if the teachers and tutors continue to go on exchange in Finland, and so hope to learn more of the Finnish culture and vice versa. Another positive outcome was that strengths and weaknesses had been revealed in their own institution through the exchange process. Participants also hoped that the incoming exchange students would influence the local

students by mingling with them and living together with them in the hostels. As mentioned earlier, all participants were in favour of the working culture that the Finnish students displayed while working in the hospitals, and most participants expressed their hopes that their own students would be inspired by the behaviour and attitudes of the Finnish students towards work.

Participants hoped to impart to the Finnish students the Zambian social culture, particularly skills in social interaction, acceptance and friendliness. One participant mentioned how Zambian students learn to work under pressure due to the structure of their curriculum, meaning that the outcome of their entire school career is based on the results of their end exams. Though the participant admitted that there are weaknesses to the curriculum with respect to the final examinations, the stress and pressure demanded by the situation has positive outcomes as well, because it teaches the students necessary coping skills for when they enter the working field. This is because in real circumstances they will be alone responsible for their patients, leaving no room for error. The participant felt this was something that the institutions in Finland could learn from them.

6.3.2 Desired Changes

The timing of the exchange periods was one issue that some the participants felt needed to change. The Finnish exchange students, when coming to Zambia always experience some form of culture shock, and it understandably takes time for them to adjust to the new culture. Though the participants mentioned that the students adapt reasonably well to the environment, they feel that they leave too soon once they have adapted. One participant felt that the exchange would be possibly even more beneficial to the Finnish students if they were allowed to stay for longer periods of time, as long as six months up to a year.

Another participant felt that the exchange for the Zambian students would be more beneficial if it were possible for them to travel to Finland before they graduated. Zambian nursing students study at the Lusaka School of Nursing in a very tight three-year programme, with few holidays in-between the terms and academic years. At the end of the three years they write their final exams, and when they pass, they will be allowed to attend

the graduation ceremony half a year later. During the half-year between the final exams and the graduation ceremony they leave the hostels and enter the work field. The participant suggested that if the exchange were to take place before the final exams, the Zambian students returning from Finland would be returning to the hostels, where they would have more opportunity to mingle again with the other students and to disseminate their experiences from the exchange.

Some of the participants expressed desire to take the whole exchange programme further, to a higher level. One Participant explained that with the current structure of the exchange programme the Zambian students go to Finland they learn many things by attending courses and practicing in the Finnish hospitals. However, they do not write any exams and neither do they receive any certificates or proof of their activities during their exchange period. The participant mentioned that in Zambia certification is very important in order to advance in the working or academic area, and therefore believes that the exchange would be more beneficial to the Zambian students if their exchange in Finland would be more structured, leaving with certified proof of all their achievements and experiences learnt during their stay there.

Another participant expressed a wish that it be made possible to pursue a bachelor's degree in Finland through the exchange programme, because in Zambia registered nurses graduate from school with diplomas, and bachelor's degrees can only be pursued as a post basic study at university level. Another wish that turned up in one of the interviews was that because supervisors often spend a lot of extra time with the students, instructing, planning and assisting with practical matters, that there should be some form of compensation for their efforts. Compensation has apparently not yet been offered to the teachers or tutors who have been appointed to supervise the exchange students. Another suggestion from a participant was that the Finnish exchange students should be tutored by one specifically appointed tutor or teacher, who then alone undertakes the task of supervising and assisting the students. The participant argued that this would make it easier for the supervisor to monitor the student's progress and to allow debriefing and counselling to take place more often.

6.3.3 Desired Outcomes of Research and Development

Research and development had only recently been introduced in the curriculum of the nursing programme at the Lusaka School of Nursing. All participants expressed keen interest in learning more about research and development methods, and desired that there be more research activity and dissemination thereof within their institution and collaboration with partner institutions. They were particularly interested in finding out the results from this project, and requested that they would be disseminated at the Lusaka School of Nursing. Participants were also interested in developing and participating in collaborative research in the future.

7 DISCUSSION

7.1 Discussion Concerning the Findings

Even though the findings were so diverse, a few issues and comments were present in all of the interviews, which was a noteworthy occurrence. Another interesting occurrence in the findings were a few individual comments that were mentioned in separate interviews, that raised some questions concerning ethics, culture differences and on issues concerning the exchange programme.

7.1.1 Experiences of the Participants

A significant finding concerning the experiences of the participants was the comment concerning the Finnish student's attitude towards work. All spoke highly of the Finnish work ethic, and that they were conscientious while working on the wards. It seemed as though the participants wanted the Zambian student nurses to adopt some aspects of the Finnish working ethic because they believe it could be more beneficial to them when they are working as nurses.

Most of the participants mentioned that the language barrier was sometimes a factor affecting communication, which is not a new issue in Zambia, where there are 72 spoken

languages. Another finding, which seemed to have an effect on communication between the participants and students, was that some participants admitted that they spoke to the Finnish students differently, compared to how they speak with the *Zambian* students. This was due to culture differences, instead of language, with regard to how the Finnish students behave differently than the *Zambian* students towards their parents and teachers.

7.1.2 Issues Related to the Participants' Experiences

Most participants felt that it was important for students to come to *Zambia* prepared, especially for the culture and the working environment. The participants also appreciated it when the students came prepared with their objectives. The more prepared students were, the participants found that they had fewer problems during the exchange period.

One issue that seemed significant was about the students practicing in the labour ward. Most of the participants thought that by being lenient, the experiences of the Finnish students on the Labour ward were beneficial, because they were allowed to participate in deliveries instead of only observing as they were supposed to. However, other participants were of the opinion that this practice is unethical, and that the Finnish students should not be allowed to practice in the labour ward. This could perhaps indicate the need to discuss the matter further, so that the teachers as tutors become aware of the ethical issues surrounding the labour ward and that they come to an agreement concerning the boundaries of leniency, if needed.

7.1.3 Development Challenges

All of the participants were interested and motivated to develop their skills and understanding in clinical tutoring and research. The findings from this study should be disseminated in a way that will allow all the tutors and teachers at the School of Nursing to reflect and evaluate what these findings mean, and how they can be utilized within their institution.

A comment about the possibility to pursue degree programmes in Finland through the exchange programme brought up the question concerning the ethical questions surrounding

international collaboration. One of the primary aims of the MaZaFi Health Care Project is to promote growth and development in the partner institutions and in nursing practice in general. According to the project document, the idea behind collaboration is for the Finnish institutions to provide sufficient support so that the Zambian and Malawian institutions can develop, without the Finnish institutions imposing on the process. This is also one of the aims of the North-South-South higher education exchange network ('South-South' referring to increase in collaboration between institutions in African countries).

The wish to use the exchange programme for the purpose of furthering their education is understandable, because personal development is and should be encouraged. However, the opportunities and support provided by the project should be utilized to develop the Nursing School's own programme so it would be possible for nursing students to pursue a degree at nursing school level in Zambia, just as it has become possible to do so in Finland since about a decade ago. This is perhaps an indicator that the MaZaFi Network members need to disseminate either more clearly or more widely the actual purpose, structure and goals of the project, and particularly to make sure that also the rest of the staff at the Lusaka School of Nursing gets an opportunity to become more acquainted with the project.

7.2 Assessment of Quality

The assessment of quality in this study was assessed using the terminology for qualitative research according to Polit and Beck (2004). The terms are transferability, dependability and credibility.

7.2.1 Transferability

As stated earlier in the purpose, this project investigated only the experiences of Zambian tutors and teachers. Therefore, the findings pertain only to the Lusaka School of Nursing. However, the project can be of some use to the Malawian institutions as well. Malawi is a neighbour country to Zambia, and though the cultures do have some differences, there are some similarities as well, such as some common languages, and similarities in the nursing

education. During the MaZaFi network meeting, which took place in Malawi, the plan for this project was presented to both the Zambian and the Malawian institutions.

The Malawian teachers and lecturers, can use these findings to reflect upon and to evaluate them according to their own experiences with Finnish exchange students. The purpose of self-reflection and evaluation is to develop, and hopefully these findings can help to develop clinical tutoring not only in Zambia, but also in Malawi. These findings can also be used to help develop other similarly structured exchange programmes as well.

7.2.2 Dependability

Although measures were taken to ensure that the interviews took place in an environment with as little noise and other disturbances as possible, almost every interview was interrupted, either by someone entering the room or offices or by the participants themselves who had to attend to other matters while the interview took place. Most of the interruptions were not significant and most lasted from a few seconds while longest lasted a few minutes. Those interviews that took place in the offices in the hospital had more significant noise levels. The noise did not cause any significant problems during transcription because the digital recorder had very good sound quality.

During the interviews certain issues, terms and phrases were checked and confirmed with the participants. Questions such as "Did you mean...?" were asked occasionally, and sometimes the participant was asked to elaborate on statements and opinions. Some of the participants also admitted that the Finnish students are sometimes similar to the Swedish exchange students, which may have caused difficulties in setting the two different groups apart. Unfortunately, due to the prolonged process of applying for ethical permission, not much time was left at the end of the exchange period to do the interviews. It was therefore not possible to do any member checks after the interviews with the participants.

Another factor that could have affected the participants' responses during the interviews were the circumstances in which the interviews took place. June 2009 was a month of unrest in Zambia and at the University Teaching Hospital (UTH) because widespread

disgruntlement was surfacing among the health and education workers. Nationwide strikes were organized, teachers being one of the first groups to boycott the government. Then, the junior doctors at the UTH went on strike due to separate issues, followed soon by the nurses and the entire hospital staff at the UTH. The safety of substitute workers was under threat of violence and rioting, and so there were guards and police protecting the hospital premises, entrances to the wards and the student hostels. During this time the students along with the teachers of the Lusaka school of Nursing were working full time to substitute the missing nursing staff. By the time I was trying to ask the teachers and tutors to participate in my project, they were very busy, and under pressure because of the situation at the hospital. Intruding on the busy schedules of the participants proved to be challenging, especially to maintain sensitivity, and thus a lot of flexibility was necessary in order for most of the interviewing sessions to take place.

The findings did cover the research questions, with some of the findings in the themes overlapping with each other and the different questions (See Appendix 2). Although the number of participant was very small, the data collected from the interviews was quite extensive and thus served the purpose of this project.

7.2.3 Credibility

By the time the interviews took place, as discussed earlier on, the exchange was coming to an end, and I had almost completed my clinical practice at the UTH. The tutors and clinical teachers of the Lusaka School of Nursing were also involved with my clinical practice and with the practical matters concerning my exchange in Zambia. Through these circumstances I had an already established relationship with most of the participants. To some extent, it can be said that there was maybe greater trust between the participants and myself, than had I been a complete outsider. Knowing the participants and having just gone through a clinical practice myself made it possible to have deeper insight during the interviews, making it much easier to interpret the participants' use of language and the meanings behind certain phrases and words.

My abilities in the English language were developed by my studies in an English nursing degree programme. I started to learn the language in the Republic of South Africa, where I was born, grew up and attended an English high school. Although admittedly South Africa is culturally very different from Zambia, it is not entirely removed from other African cultures and I therefore had already some knowledge of Africa and its many diverse cultures before coming to Zambia. Being a native South African allowed me to share some common ground with the participants, if not, at least that we all came from the same continent.

Through the reflection process, I realized that my own background and personal connections with the participants could have influenced the findings in a positive way, in that a deeper insight was gained into the experiences of the participants. On the other hand, it could have compromised the neutrality of the findings, such as by the leading nature of some of the follow-up questions during the interviews, or that my view of the findings reflected some personal bias because of my own experiences concerning the subject matter.

8 CONCLUSION

The three themes covered the three research questions, which were about the experiences of the participants, issues related to these experiences and the developments challenges identified by the participants. The experiences of the participants while tutoring Finnish exchange students were the behaviour and attitudes of the students pertaining to work, cooperation, culture issues, living arrangements and the language barrier. The issues that were related to the participant's experiences were: Concerns about work environment and ability to cope, independence of the students, counselling, adherence to the schedule, rural experience, labour ward and immigration issues. The development challenges that were brought up by the participants were the need for continued teacher exchanges to improve cultural awareness and certain suggestions to develop the structure of the exchange programme so that it may be more beneficial for the Zambian students. All participants were interested in learning more about research and development, and expressed their desires for further cooperation and dissemination to take place within their institution.

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APPENDIX 1: Informed Consent Form

"TUTORING FINNISH EXCHANGE STUDENTS IN MALAWI AND ZAMBIA:
EXPERIENCES OF CLINICAL TUTORS."

Dear Participant,

I am currently in the process of completing my final project as part of my Bachelor of Nursing degree through a qualitative descriptive study. Metropolia University of Applied Sciences requires that permission be obtained from all participants, including clinical teachers/tutors. This letter is to request permission to conduct interviews within the premises of Kamuzu Colledge of Nursing in Lilongwe, Malawi and Lusaka School of Nursing in Zambia.

The Study is part of the developmental project, which is under the Malawi-Zambia-Finland Health Care Project, called 'Developing Clinical Tutoring in Malawi and Zambia (DeCliTu)'.

The purpose of this descriptive study is to explore the experiences of clinical teachers that are involved with tutoring incoming international exchange students in Malawi and Zambia, and to find out what their views are on the development of clinical tutoring in their own institutions.

All information on interviewees will be anonymous and permission may be withdrawn without penalty at any time. The interviews will be digitally recorded, the sound files will be destroyed after transcription has been completed, and once the Project draft is completed and disseminated, the transcripts will be destroyed.

I thank you for the opportunity that your permission offers and appreciate your contribution to the success of the MAZAFI student exchange programme and the DeCliTu project. If you have any questions, you may contact my lecturer or me at any time.
Sincerely,

Anja Seppä	Mwinga N. Tolosi	Pirjo Koski
Main investigator	Supervisor/Tutor (Zambia)	Advisor/Lecturer (Finland)

I have read and understand the information about "Tutoring Finnish exchange students in Malawi and Zambia: Experiences of clinical tutors." I give consent to participate in this study. I understand that this consent is voluntary and can be withdrawn without penalty at any time.

Full name of participant _____

Participant signature _____

Date _____

APPENDIX 2: Table: Research Questions and Main Findings Compared

Research Questions Vs. Findings	1. What kind of experiences do the teachers/tutors have while tutoring foreign exchange students in the university teaching hospital?	2. What issues are related to these experiences?	3. What kind of development challenges do they identify for future tutoring of Finnish exchange students in their institution?
1) Experiences of the Participants while tutoring Finnish exchange students	Experiences, opinions, first impressions, behaviour and attitude, interaction.	Cases, culture, attitudes, different curricula, language barrier, living environment.	
2) Issues related to the Participant's experiences	Concerns about work environment, teaching skills, counselling.	Work environment, adherence to schedule, rural experience, labour ward, immigration issues.	Lack of resources.
3) Development Challenges		Transcultural competence.	Timing of exchange, structure of the Programme, expectations, research & development.