LAB University of Applied Sciences

Multicultural nursing students' challenges at clinical placements

Literature review

Abstract

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Title of the thesis
Multicultural nursing student challenges at clinical placements

Degree and field of study
Bachelor of Nursing (UAS)

The purpose of the thesis was to describe challenges faced by foreign language nursing students in Finland during their guided clinical placements. The research examined the main barriers that hinder the effective and successful completion of clinical placement by foreign-language students.

The main aim of this thesis was to collect evidence-based information on the topic and describe, highlight and clarify the key challenges faced by the foreign nursing students during their internships at various clinical placements.

A literature review method was selected for this thesis, because it helped to identify the knowledge in particular research topic and interpret it with respect to pre-existing propositions, theories, methodologies and findings. The data for the thesis was collected from reliable evidence-based articles and research works related to the topic. All the data was analysed by the means of inductive content analysis.

The results of the thesis showed that there are various barriers faced by the foreign-language students and their mentors during clinical placements. These barriers are cultural and linguistic, discrimination, social barriers, barriers imposed by clinical placement supervisors, barriers related to foreign language students itself, unsupportive clinical placement environment, ineffective support from educational institutions, and finally, future career perspectives. Thus, the ways of training of the new clinical placement mentors and developing the overall communication culture at the clinical placements should be further studied and developed both by universities of applied sciences and institutions organizing clinical placements for foreign-language nursing students in Finland.

Keywords
Clinical placement, cultural barriers, foreign-language student, multiculturalism

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1 Introduction

According to the State Center of Statistics in 2019 there were 50 100 foreign students in post-primary education which is about 7% of all students in Finland. A foreign student means a person whose citizenship is other than Finnish. In 2019, 78 200 foreign language students studied in post-primary education which is 11 % of all students. A foreign-language student means a person whose mother tongue is other than Finnish, Swedish or Sámi. Foreign- language students accounted for 7 % in upper secondary education, 13 % in vocational education and 10 % in both universities and universities of applied sciences. (Tilastokeskus 2020.)

At the moment, there are 11 universities of applied sciences that provide registered nursing education in English language in Finland. The number of foreign students looking for registered nursing studies and career in Finland is constantly increasing. The degree programme consists of the studies or 210 ECTS credits and lasts for 3.5 years (Finnish Nurses Association 2021). Clinical placement is an integral part of the program which is 65 ECTS. Thus, every student is obliged to complete all the clinical placements successfully in order to graduate and get the registered nursing degree. In addition, the placements provide an excellent opportunity to practice clinical and communication skills and enhance the ability to speak Finnish language. As a matter of fact, foreign language students face a variety of challenges during their clinical placements in Finland. These difficulties are mainly related to language, cultural and religious barriers. These barriers may inevitably cause miscommunication and an unhealthy working environment during clinical placements. (Pitkäjärvi et al. 2012, 16.)

The purpose of this thesis is to describe challenges faced by foreign language nursing students in Finland during their guided clinical placements. The main aim of the thesis is to collect evidence- based information on the topic and describe, highlight and clarify the key challenges faced by the foreign nursing students during their internships at various clinical placements. With this information it is possible to help both clinical placements and UAS to prepare international students for effective work at placements.

2   Key concepts of the thesis

The main concepts of the thesis are clinical placement, cultural barriers, foreign student, foreign language student, language skills and multiculturalism.

Clinical placement is a clinical site (a hospital, elderly care unit, home care, outpatient clinic etc.) that provides an opportunity to practice skills for nursing students. (Jonsén et al. 2012.)

Cultural barriers are special elements of culture that complicate and, in extreme cases, significantly challenge relationships and social contacts of representatives differing in culture, relations, religion, outlooks, environment and other cultural background. (Pitkäjärvi et al. 2012, 16.)

A foreign student means a student whose citizenship is other than Finnish. (Tilastokeskus 2020.)

A foreign-language student means a person whose mother tongue is other than Finnish, Swedish or Sámi. (Tilastokeskus 2020.)

The term "foreign-language student" was selected as a main term utilized in relation to the nursing students in this thesis, because it addressed to the target group of students selected for the research work.

According to Collins dictionary, language skills are the ability to use language. (Collins 2017). Language skills are skills of communication that define one's ideas. Language skills are considered to be the skills of handling linguistic material outside the conditions of verbal communication based on rules. This comprises a reasonable combination of speech and thinking. Language skill is a rule-like operation based on generalized connections. The main goals of language skills are mindfulness and communication between individuals. They are formed with the conscious mastery of linguistic means of communication (phonetics, lexis, and grammar). The presence of language skills, which serve as a means of self-control, is a guarantee of the correct structuring of ideas and thoughts in a foreign language. (Husain 2015.)

Multiculturalism is one of the aspects of tolerance, which consists in the requirement for the parallel existence of cultures for their mutual penetration, enrichment and development in the universal mainstream of mass culture. (Zarate et al. 2011.)

3   Nursing education in Finland for foreign language students

In Finland registered nurses are in high demand. Following Keva retirement municipal sector report, in 2010-2030 about 322 000 nurses working in the municipal sector will go on retirement. Depending upon a region the nursing retirement rate may exceed 70% in such places as Northern Finland, Lapland or Kainuu region. The retirement of ward nurses and home care nurses is going to approach almost 80% by 2030 (see table 1). (Halmeenmäki 2009.)

	Number of people in 2008, permanent employees	Number of pensioners 2010-2030, people	Number of pensioners 2010-2030, percentage
Basic and Practical Nurses	45707	27642	60,5
Registered Nurses	41352	20547	49,7
Hospital and Care Assistants	13246	10180	76,9
Personal Assistants	13442	7320	54,5
Home Care Nurses, Assistants	8724	6504	79,1
Public Healthcare Nurses	6453	3973	61,6
Ward Nurses	5110	4079	79,8

Table 1. The retirement of nurses in the municipal sector in 2010–2030 (Halmeenmäki 2009).

On the one hand, according to the Occupational Barometer, in September 2021 there was a significant shortage of nurses in different parts of Finland. There were 5 483 open nurses' vacancies. (Te-palvelut 2021.)

On the contrary, nurses' employment rate in the country if relatively high. The high employment rate of nurses may be related to the fact that nurses rarely switch their field of occupation. Following the Finnish Centre of Statistics only 0,7% of nurses were trained in another field in 2010-2018, while the corresponding figure for other degrees was 5,4%. Similarly, community nurses and primary care nurses received new training less often than other

people who received a bachelor degree at the universities of applied sciences (Tilastokeskus 2020.)

Finnish standards of nursing education are very high in comparison to many countries around the world. A nurse in Finland works with patients of different ages, supporting their health and well-being, as well as treating their sicknesses. It is a work in multidisciplinary, cross-occupational, national and international environments. (Sairaanhoitajat 2021.)

All registered nurses in Finland get their bachelor degree at the universities of applied sciences. Midwives, public healthcare nurses and paramedics undergoing further training and they are also qualified as registered nurses. The English-language degree in nursing at various universities of applied sciences is the Degree Program in Nursing. The English language Bachelor Nursing Degree is provided by eleven universities of applied sciences. The number of international students applying for this degree programme is increasing every year. (Sairaanhoitajat 2021.)

The English language Bachelor Nursing Degree is corresponding to the original Finnish language degree Sairaanhoitaja AMK. The scope of the studies is 210 credits and the duration is 3.5 years. The overall number of credits includes 135 credits with mandatory basic and advanced nursing competences like surgical nursing theory, pharmacology and anatomy. As for the practical training, 75 credits or about 1400 hours of clinical placement are included in the studying programme. (Sairaanhoitajat 2021.) These 1400 hours of clinical practice work at clinical placements are an integral and important part of nursing education. The clinical placement means the whole of the planned clinical experiences identified for the student such as basic nursing, medical, surgical, mental health, occupational health and advance clinical practice placement (Nursing 2021.)

4   Multicultural students in Finland

The demand for healthcare personnel in Finland is growing, leading to a more international workforce as institutions welcome an increasing number of nursing degree students from abroad (Korpela 2008).

Internationalization and internationality have always been and is an integral part of the educational field in Finland. The Ministry of Education and Culture (2009; 2017) has outlined in the 21st century that the studies of every Finnish university and university of applied sciences should include some kind of mobility or internationalization into their programmes. In Finland foreign-language students are considered to be key to internationalization and multiculturalism of vocational education. (Vaarala & Kyckling 2017.)
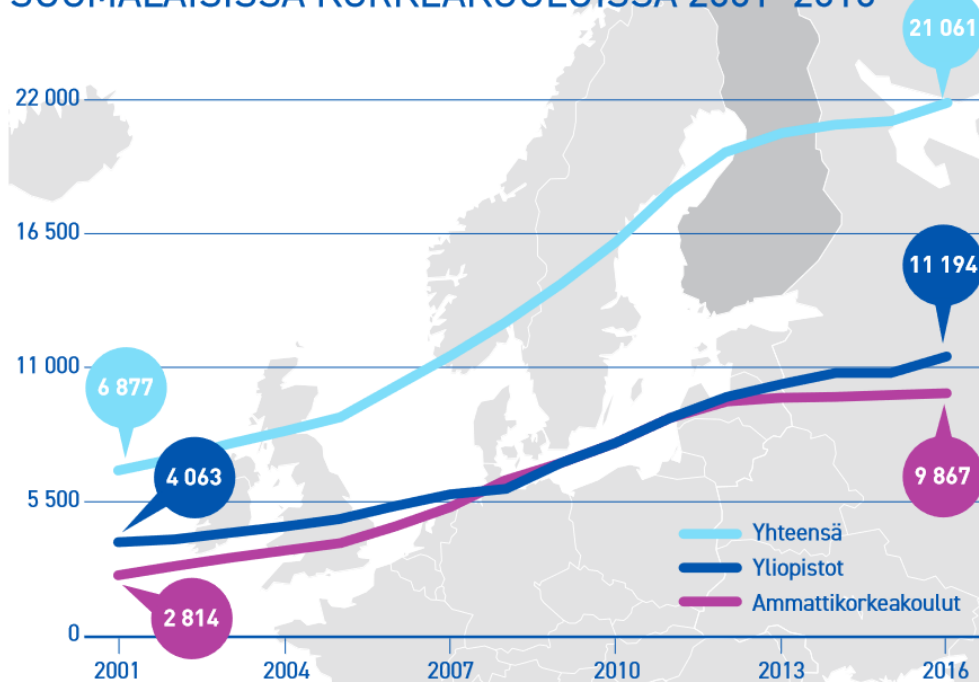
According to the Finnish Centre for Statistics, the number of foreign students enrolled in Finnish universities of applied sciences in bachelor degree programmes was 3482 in 2003: 2,7% of the total student population in the mentioned universities. In 2007 the number reached 5336: 4,1% of the total student population in University of Applied Sciences enrolled in lower bachelor degree programmes. In 2007 of these were 5 336 foreign students, 725 were enrolled in bachelor degree programmes from social and healthcare sector. (Luokkola 2020.)

In total, 134,500 degrees were completed in Finland in 2015, of which about 10000 were students with foreign backgrounds. Of those who completed a vocational degree, 6 per cent (4,800 degrees) and 8 per cent (5,360 degrees) had a foreign background. (Luokkola 2020.)

Following the statistics provided by the Ministry of Education of Finland, in 2016 more than 21000 foreign-language students studied at different higher educational institutions in Finland. This number multiplied during the past decades. There was a significant growth in 2006–2011. In 2012-2017 the number of students has remained flat. Foreign degree students are distributed between universities and universities of applied sciences. In 2016, were 9 867 foreign-language students receiving their education at universities of applied sciences. (Opetushallitus 2017.)

According to the Finnish National Centre of statistics currently 7% of all the students at the universities of applied sciences are foreign students (Opetushallitus 2017.)

ULKOMAALAISTEN TUTKINTO-OPISKELIJOIDEN MÄÄRÄ SUOMALAISISSA KORKEAKOULUISSA 2001–2016

Legend:
- Yhteensä
- Yliopistot
- Ammattikorkeakoulut

Data points: 21 061, 11 194, 6 877, 9 867, 4 063, 2 814

Picture 1. Number of foreign degree students at the universities of applied sciences in 2001-2016 (Opetushallitus 2017).

The purple line in diagram shows the number of foreign degree students at the universities of applied sciences in 2001-2016. The dark blue line in diagram reflects the number of foreign degree students at the universities in 2001-2016. The blue line in diagram shows the number of foreign students at the universities and the universities of applied sciences altogether in 2001-2016.

		Ammattikorkeakoulut	Yliopistot
Russia	Venäjä	2 011	948
Vietnam	Vietnam	1 895	621
China	Kiina	565	1 223
Nepal	Nepal	846	320
India	Intia	94	685
Pakistan	Pakistan	132	580
Estonia	Viro	406	289
Iran	Iran	65	559
Germany	Saksa	242	379
Bangladesh	Bangladesh	194	425
Nigeria	Nigeria	301	269
The USA	Yhdysvallat	242	379
Sweden	Ruotsi	204	223
Great Britain	Britannia	144	203
Ghana	Ghana	160	178
Italy	Italia	63	264
Spain	Espanja	74	249
Kenia	Kenia	243	53

Picture 2. Distribution of foreign-language degree students in Finland by nationality in 2016 (Opetushallitus 2017).

The picture 2 shows the distribution of foreign-language degree students in Finland by nationality in 2016. The dark blue colour was used for universities and the purple one for the universities of applied sciences.

According to the statistics by the Finnish Mistry of Education in 2016 there were 6013 foreign-language students who started their first year of education. 9,4% of all the new students were the foreign students getting their higher degree: 7,8% at the universities of applied sciences and 11,7% at the universities, respectively. 77% of the foreign degree students came from the countries outside the EU / EEA: among them 81% are the students from the universities of applied sciences and 74% studied at universities. The most significant number of the students were from Asia (45%) and Europe (39%) and only 10% were Africans. During the last two decades the proportion of Asian and European students has significantly increased and the percentage of African students, on the contrary, has decreased. (Opetushallitus 2017.)

By analysing the presented statistical data, one can see that the major number of students arrived from Russia, Vietnam, China and Nepal. It is important to note that Russian, Vietnamese and Nepali students mainly selected to study at the universities of applied sciences, while most of Chinese students usually selected universities. (Opetushallitus 2017.)

For a long time, Chinese students used to be the largest group of foreign-language students getting their degrees at the Finnish universities. In 2012, there were 2177 students from China in Finland at the universities of applied sciences, but after 2012 the number of Chinese students started to decrease. (Opetushallitus 2017.)

Study field	Number of students	Percentage of students, %
Trade, administration and law	3633	36,8%
Technical and engineering	1947	19,7%
Information technology and data processing	1868	18,9%
Healthcare and wellbeing	1192	12,1%
Hospitality and services	901	9,1%
Humanitarian sciences and fine arts	257	2,6%
Education	33	0,3%
Natural sciences	28	0,3%
Agriculture and forestry	8	0,1%
Social sciences	1	0,0%
Total	9867	100%

Table 2. Foreign degree students at the universities of applied sciences, according to the field of study in 2016 (Opetushallitus 2017).

The largest group of foreign-language students in Finland study technology as well as data processing and telecommunications. At the universities of applied sciences most of the foreign-language students study trade, administration and law. In both the share of foreign students in the sector of data processing and telecommunications is almost the same. Different sectors have a slightly different profile for different countries. At the universities of applied sciences in all areas Russian and Vietnamese students were a dominating group in 2016. (Opetushallitus 2017.)

According to the statistics presented in 2017 the exception is the field of healthcare and well-being in which most of the students from Kenya, China, Russia and Estonia. Chinese students are top ranked in almost every field, the same applies to Russians, Pakistanis and Vietnamese. (Opetushallitus 2017.)

Based on the results provided in the table 2 we can see that the number of students who are getting a degree in the Healthcare and wellbeing is quite significant in comparison to the other study fields. 12% of the total number of foreign-language degree students receive their higher education in this field at the universities of applied sciences (Opetushallitus 2017.)

5 Cultural aspects. Hofstede theory

5.1 Cultural dimensions according to Hofstede theory

Nowadays, global migration and internationalisation also relates to the higher education. Students all over the world have a chance to apply for a higher degree programme in different countries. It is stated that international student education brings benefits to the all stakeholders, including students themselves, international institutions, as students pay tuition fees for their education, and countries that provide these educational opportunities. (A Lee et al. 2019.)

Korhonen et al. (2019) also states that a number of international students is steadily growing in Europe. Therefore, mentors and supervisors at clinical placements should obtain sufficient knowledge and skills, in order to be able to provide effective knowledge and training to the international students. (Korhonen et al. 2019.)

Thus, in order to increase the understanding of the nature of international students that come to study to Finland, the Hofstede cultural dimension theory was chosen as a tool for analysis.

Hofstede's cultural dimensions theory is the most know around the world. (Zainuddin et.al 2018). The main idea that Geert Hofstede introduced in his theory is that variety of culture aspects of different countries and nations are described through several cultural dimensions. Each country is characterized by the score that it gets in a particular dimension. Hofstede introduced four cultural dimensions in 1980 (Hofstede 2011): Power Distance, Uncertainty avoidance, individualism versus collectivism, masculinity versus femininity and individualism versus collectivism. Later on two more dimensions such as long term versus short term orientation, indulgence versus restraint were also developed and added in 2010. (Hofstede 2011.)

There are also other culture dimension theories, developed for instance by Ronald Inglehart (US sociologist), Shalom Schwartz (Israeli psychologist), and Robert House (Global Leadership and Organizational Behaviour Effectiveness (GLOBE). The Hofstede theory is still the most utilized one due to the number of reasons. The major one is the fact that Hofstede's cultural dimension theory is the most comprehensive and holistic. (Zainuddin et.al 2018.) The following paragraph justify the main points of cultural dimensions.

Power distance is a dimension that describes how less powerful members of society assume unequal allocation of power (Hofstede 2011). It proposes inequity from bottom to up.

According to Hofstede, all societies are unequal, but the level of inequity varies in the regions around the world (Hofstede 2011). Table 3 presents the features of societies where the power distance is high or small.

Small power distance	High power distance
Use of power should be appropriate. The criteria of good and bad	Power is natural for society. It is a fact. No discussion on its appropriate use.
Parents accept children as equals	Parents teach children good behaviour and respect of adults
Older people are accepted normally. No disrespect, fear or praising of adult	Older people are respected and feared
Student is a centre of educations	Teacher is a centre of education
Hierarchy is created only for convenience and role identification	Hierarchy presents inequality
Subordinates are consulted	Subordinates are told what to do
Democrat governments where the decisions are made by majority votes. The change of power is regular and peaceful.	Autocratic governments. The power changes due to revolutions.
Corruption rate is very low as well as political scandals that end political careers.	Corruption rate is very high. The scandals are hidden from the society.
Income of different society members is relatively equal	Huge differences of income levels among different society groups
Religion possesses equality in believes	Religion possesses hierarchy of priests

Table 3. High and low power distance features

The next dimension is uncertainty avoidance. It describes the readiness of society to accept double-meaning. It is not the same with avoidance of risks. Besides, it describes how society members accept unexpected situations, how they feel in these situations. Moreover, these situations are new, unusual and unpredictable. (Hofstede 2011.) The table 4 presents features of uncertainty avoidance dimension.

Weak Uncertainty Avoidance	Strong Uncertainty Avoidance
The uncertainty in life natural. Every day is accepted as it is.	The uncertainty in life is accepted as continuous threat that should be overcome. People fight for the future.
Low stress, joy, self-control, low level of anxiety	High level of stress, exhausting emotional atmosphere, anxiety
High standard level on health and wellbeing	Low standard level on health and well- being
Tolerance of unusual and strange people. They cause curiosity.	Intolerance of unusual and strange people. They are accepted as danger.
Accept normally chaos and uncertainty of meanings	Need clear answers and structures
Teachers might not have answers for all questions	Teachers are obligated to have answers for all questions
Changing job freely if it does not bring pleasure	Stay at job even if do not like it
Do not like both written and unwritten rules	Adore rules, laws. There is an emotional need for them, even though these rules are not followed.
Citizens are accepted and feel as competent towards authorities	Citizens are accepted and feel as incompetent towards authorities
In religion, philosophy and science: relativism and empiricism	In religion, philosophy and science: absolutely undoubtable belief in fundamental truths, grand theories

Table 4. Features of uncertainty avoidance dimension

In the countries where uncertainty avoidance is low and accepted, the society members are tolerant to the opinions of other members of that society, even though it can be different. Members of these societies are more phlegmatic and are not tend to demonstrate their emotions. In the countries where uncertainty avoidance rate is high, behaviour of society members is regulated more by limbic nervous system, i.e. more emotional. (Hofstede 2011.)

The next dimension is individualism and collectivism. The core idea of this dimension is to describe the attitude of society members towards forming groups. According to Hofstede (2011), in some societies people value their personal space, time and interests. There is a certain distance between society members. These societies are more individualistic. On the other hand, there are societies where people are tend to gather in groups, form and join these groups, live in extended families. The core feature of collectivism societies is absolute loyalty of members to their group. (Hofstede 2011.) Table number 5 below represents the main characteristics of individualism and collectivism societies.

Individualism	Collectivism
Everyone takes care of themselves and their immediate family members	People live in extended families where these families take care of them. Besides, these families expect absolute loyalty and respect in return.
"I"- is centre in society	"We"- is centre in society
Right for privacy	Stress on being part of the group
Expressing thoughts, ideas and opinion is considered healthy	Balance should be maintained
Others are accepted as individuals	Others are accepted as members of some other group
Normal to express personal opinion. It is waited	Opinions are defined and regulated by a group
Breaking of norms causes a feeling of quilt	Breaking of norms causes a feeling of shame
The word "I" is irreplaceable in language	The word "I" is avoided
Education focuses on learning how to learn	Education focusing on learning how to do
Task overcomes relationships	Relationships overcome the tasks

Table 5. Main characteristics of individualism and collectivism societies

According to Hofstede (2011), the index of individualism versus collectivism was calculated for 76 countries. As a result, Western countries have a higher index of individualism, when Eastern countries are more collectivist (Hofstede 2011).

The next dimension is masculinity versus femininity. This dimension describes how society values are allocated between genders. In the feminine countries women possess the same attentive, sympathetic and understanding feelings as men. In the masculinity countries women possess perseverance and ambitiousness, but in lesser extent than men. These countries introduce a significant difference in the values among genders. (Hofstede 2011.) Table 6 below highlights differences between masculine and feminine societies.

Femininity	Masculinity
A low level of social and emotional role differentiation among genders	A high level of social and emotional role differentiation among genders
Both men and women should be caring, attentive, understanding, modest.	Men should possess perseverance and ambitiousness. Women also can, but it is not necessarily.
There is balance between work and personal life	Work is more important than personal life
Compassion to the weak	Adoration of the strong
Both men and women cope with facts and feelings	Men cope with facts, women cope with feelings
Both boys and girls can cry and fight back.	Girls can cry, but do not fight back; boys should fight back, no crying for them
Women make decisions on the amount of children	Men decide on the amount of children
Women elected and involved in political life quite often	Women are rarely elected and involved in political life
Religion is aimed on the other people	Religion is aimed on God/God
Sex is not a taboo topic, it is a norm of life and a way of interaction between people	Sex is taboo, moral attitudes, sex is a part of family life

Table 6. Differences between masculine and feminine societies

Masculinity/femininity dimension covers sensitive values in some countries that are avoided to be discussed due to traditions. The index score of that dimension is counted for 76 countries. According to Hofstede (2011), masculinity index is high in German speaking countries, in Mexico and Italy. The score is moderately high in Western English speaking countries. It

is low in Nordic countries, in some Western Europe countries (France, Spain, and Portugal) and in some Asian countries (Korea, Thailand). Hofstede (2011.)

The fifth cultural dimension focuses on long and short term orientation features of societies. Preparation and concentration on the future is more typical for societies with long- term orientation. Living in the present moment is more typical for societies with short- term orientation. (Hofstede 2011.) The table number 7 below introduces features of long and short-term societies.

Short- term orientation	Long- term orientation
Important evets have happened already or happening now	Important events are going to happen in the future
A good person is always the same	A good person is able to adopt to the changing environment and circumstances
There are absolute rules on what is good or bad	In depends on situation what is considered good or bad
Traditions are absolutely valued	Traditions are adoptable and depend on situation
Family life is managed by obligations and orders	Family life is managed by equal division of tasks and responsibilities
Should be proud of their country only	Try to get the best from other countries
To serve to others is an important aim	Economy and insistence are important aims
Spending-consuming society	Savings and investments are available
Students associate success and failure as matter of luck	Students associate success and failure as a matter of effort
Poor and slowly developing countries	High- speed economically developing countries

Table 7. Features of long and short- term societies

The last sixth dimension added by Hofstede (2011) in his theory is indulgence versus restraint. This dimension describes the attitude of societies to enjoyment of live. In indulgence society satisfaction of basic and natural human desires, enjoying life is free from norms and
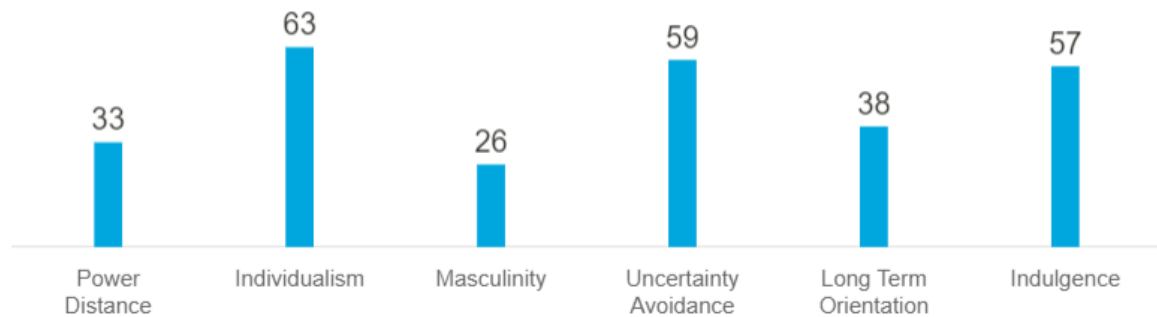
regulations. On the other hand, in restraint society these natural desires of fun and enjoy-ment are regulated by strict norms. Hofstede (2011.) The table 8 below shows differences between indulgence and restraint societies.

Indulgence	Restraint
High amount of people consider them-selves as happy	A low number of people consider them-selves happy
A feeling of control and management of personal life	A feeling of helplessness. No control upon personal life.
Freedom of speech is very important	Freedom of speech is not a main concern
A high importance of leisure activities	A low importance of leisure activities
Concentration on positive emotions	Concentration on negative emotions
Higher birth-rates among educated popula-tion	Lower birth-rates among educated popula-tion
High percentage of obese people among countries with enough food	Low percentage of obese people among countries with enough food
More people are involved in sport	Less people are involved in sport
In prosperity countries sexual norms are more free	In prosperity countries sexual norms are strict
Keeping order within nation is not a main priority	A high number of police per 100 000 of pop-ulation

Table 8. Differences between indulgence and restraint societies

5.2   Cultural features of Finland according to Hofstede theory

Finland was analysed by Hofstede through cultural dimensions described in previous chap-ter. The results are published on the web- site Hofstede Insights. Below picture 3 highlights Finland in the line of Hofstede's theory. (Hofstede Insights 2022.)

| 33 | 63 | 26 | 59 | 38 | 57 |
| Power Distance | Individualism | Masculinity | Uncertainty Avoidance | Long Term Orientation | Indulgence |

Picture 3. Finland in the line of Hofstede theory

According to Hofstede insights (2022), power distance score, which describes how less powerful members of society assume unequal allocation of power, is quite low (33) in Finland (Hofstede insights 2022.) It means that hierarchy in the society is created only for the convenience, managers take in consideration and rely on subordinates' experience, opinions. Being independent, being consulted on work- related matters if needed is considered appropriate. Direct, open and informal communication with a manager is normal. There is a coach- management style within organizations. (Hofstede insights 2022.)

The individualism/ collectivism dimension describes the attitude of society members towards forming groups. The individualism score is 63 in Finland. It means that Finnish society is individualistic. People take care of themselves and their inner families. Possible conflicts and offences cause a feeling of quilt and, issues with self- esteem. Management and work relationships are based on contracts. Hiring and promotion decisions are based only on professional qualifications, achievements and results. (Hofstede insights 2022.)

Masculinity/ femininity dimension describes the attitude of society towards competition, success and achievements. Finland has a low score in this dimension (26). It means that people in Finland prefer to concentrate on their own quality of life rather than achieving career goals and look for success in society. (Hofstede insights 2022.)

Finland has a score of 59 for uncertainty avoidance dimension. It means that Finnish people prefer to be ready in advance for any circumstances that might occur in their lives. People prefer to avoid any surprises and unexpected events. That is why there are rules that have been developed by society, for instance, being punctual, respecting the rules and laws. Personal security is one of core values in Finland. (Hofstede insights 2022.)

As for long- term orientation, it shows the attitude of people to the past events and how people are coping with current and future life situations. Finland has a low score in this dimension (38). It means that people in Finland are concentrated on current life and events.

Besides, the society is regulated by rules and norms. Peoples' thinking is based on rules and norms possessed in society. Additionally, people have a great value of traditions and avoid changing them a lot. (Hofstede insights 2022.)

Finally, indulgence/ resistance dimension reflects peoples' ability to control and satisfy own needs. The score is 57 in Finland. It is considered as quite high and describes Finland as indulgence society. People prefer to express and satisfy their desires, spend money on the things they like, value free time and leisure activities. People in Finnish society prefer to enjoy life and the opportunities for fun it gives.

5.3   Cultural features of the regions from where international students come to study to Finland according to Hofstede theory

According to statistics, obtained from Opetushallitus (2017), the most significant number of international students applying for higher education in Finland comes from Russia, Vietnam, China and Nepal. As for African countries, the most significant number of students arrive from Nigeria. The number of international students applied for degree programmes in healthcare field reached 1192 people in 2016. It means that approximately 12,1% of all the international students applied for a degree programme in this sector. (Opetushallitus 2017.)

Therefore, Russia, Vietnam, China, Nepal and Nigeria as one of the African countries are further analysed in the line of Hofstede cultural dimension theory. The main purpose of this analysis is to increase understanding of student characters, behaviour, nature and decision-making processes.

There is a picture below that represents the analysis and figures of the countries according to Hofstede theory. Russia is presented in a separate picture as the programme allows to analyse only four countries simultaneously.
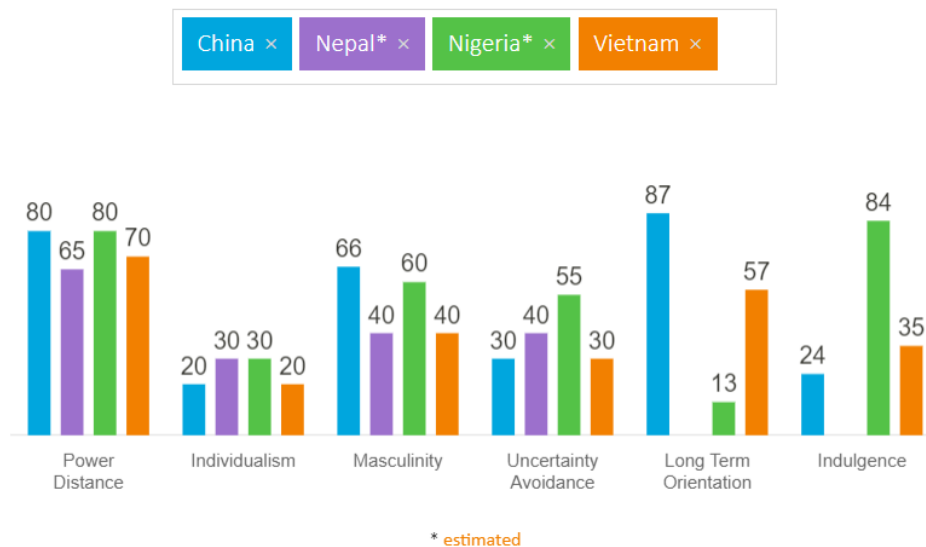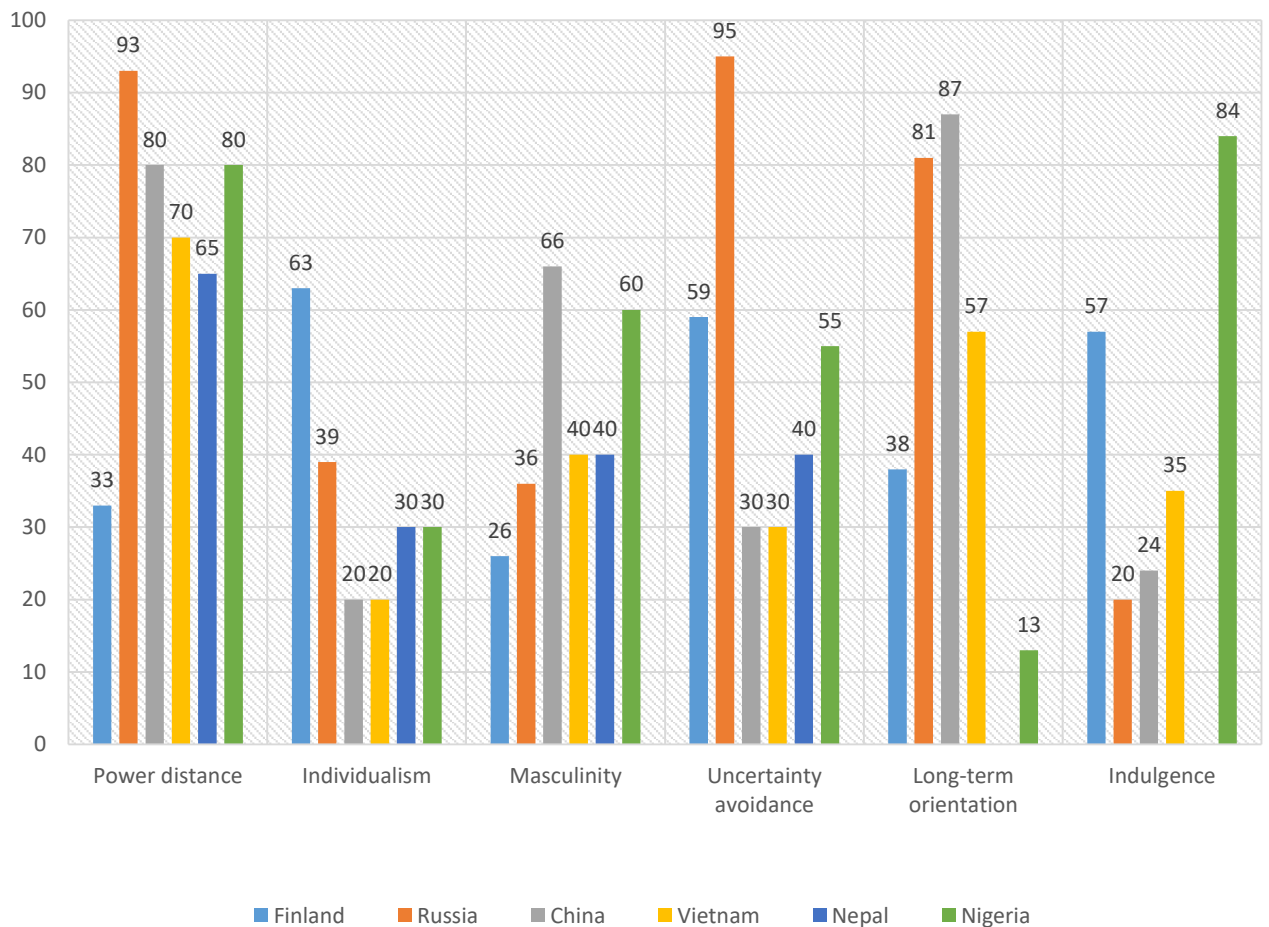
Picture 4. Countries in the line of Hofstede theory
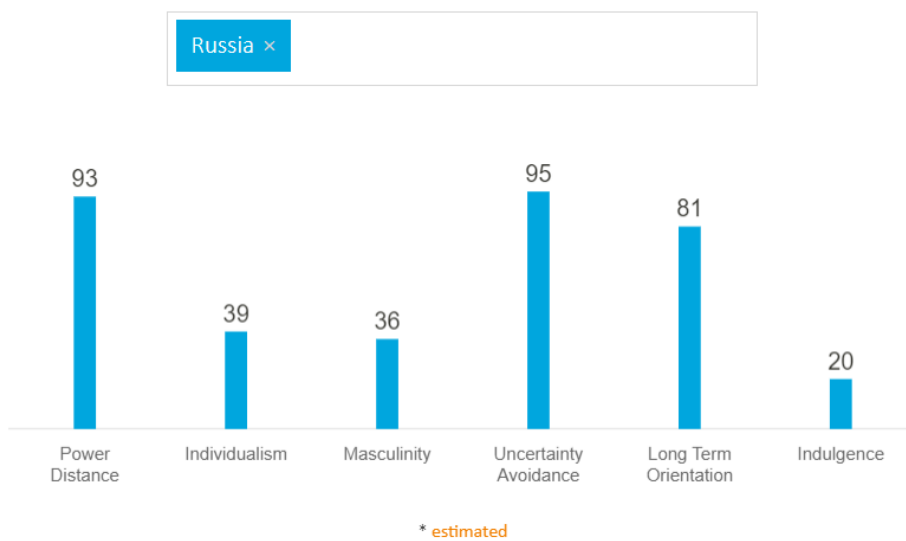
Picture 5. Russia in the line of Hofstede theory

Based on the information provided on the Hofstede insights web- site, a chart that combines all the countries in question was generated and represented below along with analysis.

Picture 6. Countries in question according to Hofstede theory

The chart represents six cultural dimensions according to Hofstede theory, countries from where the most significant amount of international students arrive to study and index scores on each dimension. Finland is also included in this chart and is put on the first place in order to have better understanding of similarities and differences between countries.

Power distance in all five countries from where international students arrive to study in Finland is high. Russia has the highest index- 93. It means that societies in these countries accept unequal division of power, accept that power is concentrated and belongs to a particular group. There is a strict hierarchy and status is very important in the society. These features are accepted as a norm. Besides, people expect to be told what to do, for instance at work the particular tasks are assigned by a higher manager or CEO. (Hofstede insights 2022.)

The next dimension is individualism/collectivism. Finland has a high score of 63 and is considered as highly individualistic country. China and Vietnam have a same score of 20 which characterizes these countries as highly collectivistic. Russia (39), Nepal (30) and Nigeria

(30) have a bit higher score, but are also considered as collectivistic societies rather than individualistic. Therefore, the main features of collectivistic societies are belonging to a group, put the interests of a group above personal ones, identification of oneself as a part of a particular group ("we" instead of "I"), taking responsibility of the other member of a group, reflecting a group opinion, not individual. Insult, humiliation and violation cause a feeling of disgrace. Moreover, people in collectivistic societies demonstrate a deep engagement and loyalty to the organization, but not necessarily to the people in this organisation. Besides, leaving in extended family and taking care of the members of the family is very common. Finally, the most significant feature of collectivistic society is absolute importance of personal relationship that is valued higher than a work task. (Hofstede insights 2022.)

Masculinity scores are the highest in China (66) and Nigeria (60). It means that these societies are based on high level of competition between its members, for instance at school, college, work and career. The conflicts if they occur are solved through direct argument of the opponents. People constantly try to achieve success in their lives. Work is more important than family and free time. As for the students, they are concerned a lot about their studies and try to perform as best as possible. (Hofstede insights 2022.)

Nepal and Vietnam have the same score of 40. This score describes these societies as feminine. People in these societies value balance between working and private life, conflicts are resolved by discussion and negotiations. The main focus is on the quality of life rather than on status and achievements. (Hofstede insights 2022.)

Russia has a score of 36 that characterises this society even more feminine than countries above. Even though the country has a high score in power distance dimension, in general people in the society live quite ordinary life, a feeling of understanding and compassion is common. A dominant behaviour is considered appropriate from a higher status person, for instance a higher rang manager within organization, but absolutely unacceptable between friends and people of the same status. (Hofstede insights 2022.)

As for uncertainty avoidance dimension, Russia has the highest score (95). China (30), Vietnam (30) and Nepal (40) have approximately the same index which is low than in Finland (59) and Nigeria (55). It means that people in Russia are frightened by inconclusive and double- meaning situations. Thus, Russia has one of the highest level of bureaucracy in the world. Besides, on the one hand Russian can be very prepared, for instance, for negotiations, providing detailed information with background facts, but on the other hand, they can be not ready at all. In this situation the focus is made on personal relationships. Moreover, the high index of uncertainty avoidance characterizes Russians as people that

prefer to have background information, context and precise details in certain situations. Additionally, formality in communication is considered as a sign of respect, but can be accepted by others as being distant. (Hofstede insights 2022.)

China, Vietnam and Nepal have a low index of uncertainty avoidance. It means that people in the society are quite comfortable with double- meaning situations. For instance, there are a lot of quotations in Chinese language that have double meaning and are difficult to comprehend by people from Western countries. The rules and laws can be adjusted to the particular situation, time and circumstances. Chinese people are pragmatic and can easily adopt to changing situations. (Hofstede insights 2022.)

Uncertainty avoidance index is low in Vietnam. It means that people in the society are ready and not eager to avoid uncertainty. Double- meaning laws and rules can be changed if necessary, demanding and hard work can be fulfilled if it is really needed, timetables are flexible and punctuality is not a common practice. As well as in Vietnam, society in Nepal also has a low index of uncertainty avoidance. People are generous, compassionate, kind and opened to the new ideas. The whole world is seen through this perspective. Negative emotions are not demonstrated openly. As it was mentioned above, flexibility of rules and laws is normal in the societies with a low uncertainty avoidance index. (Hofstede insights 2022.)

It is significant to mention, that Nigeria (55) has a transitional index of uncertainty avoidance. Thus, it is not possible to characterize the society according to uncertainty avoidance dimension. (Hofstede insights 2022.)

Long- term orientation index is significantly high in Russia (81) and in China (87). It is also high in Vietnam (57). This means that societies in these countries are characterized as very pragmatic in general. The truth depends on the situation, traditions and habits are easily adjusted and changed according to the context. People in the society are tend to save and invest money for the future. However, the long- term orientation index is quite low in Nigeria (13). It means that society is tend to norms, regulations, especially in behaviour, rather than being pragmatic. Truth and establishing absolute truth is very important for people in the society. Moreover, traditions a highly valued, followed and respected. People are target to achieve short- term results and are not eager to save money for the future. (Hofstede insights 2022.)

Since there is no information on long- term orientation dimension for Nepal, it is not possible to characterize the society according this dimension (Hofstede insights 2022).

The last dimension in Hofstede theory is indulgence. However, there is no information on Nepal in the context of indulgence. The indulgence index is extremely high in Nigeria (84). It means that people in the society tend to enjoy life and their free time, express openly emotions and feelings, satisfy own desires and spend money with pleasure. On the contrary, the indulgence index is low in Russia (20) and a bit higher in China (24) and Vietnam (35). Therefore, these societies are considered as restrained. These societies possess pessimism towards life. The life and behaviours are regulated by social norms, the importance of leisure time and activities are considered as inappropriate. (Hofstede insights 2022).

5.4   Comparison of cultural features of Finland with countries from international students come to study to Finland according to Hofstede theory

To sum up, based on the information provided in previous chapters is possible to conclude that Finnish society differs a lot from the societies of Russia, China, Nepal, Nigeria and Vietnam. Thus, students that come from these countries have different behavioural norms, traditions, learning habits, attitude towards life and communication.

Finnish society is regulated by laws and rules that should be followed unconditionally. On the other hand, in Vietnam rules and laws can be adjusted if needed. Punctuality is one of the key features of Finnish society, while being late is considered appropriate in China, Vietnam or Russia.

Finnish people value a lot own private life and leisure time. On the contrary, people in Russia, China and Vietnam are more concentrated on their work and achievement of success. In general, Finnish students do not stress a lot on their study performance, while students from China are eager to have the best performance as possible. Teachers in Finland are considered more as mentors. In the countries mentioned above teachers are accepted as gurus that teach and tell what to do. Finnish students express their opinions and show initiative in studying situations, while students from China expect to be told what to do.

Therefore, the following chapters of the thesis identify and introduce key challenges that international students experience at clinical placements.

6   Purpose, aims and a research question

The purpose of this thesis is to describe the key challenges faced by the foreign language nursing students during their internship at various clinical placements. The aim of this thesis is to provide latest evidence- based information on chosen topic. With this information it is possible to help both clinical placements and UAS to prepare international students for effective work at placements.

There is one main research question in this study:

1. What kind of challenges are faced by foreign-language nursing students during the clinical placements?

7 Implementation and methodology

7.1 Literature review

A literature review is a type of a comprehensive study and interpretation of literature that relates to a specific topic (Aveyard 2014). There are different types of literature reviews, such as a systematic, a narrative, a descriptive literature review, etc. A descriptive literature review has been chosen as the most suitable research method for this thesis report.

According to Paré & Kitsiou (2017), the main purpose of descriptive literature review is to identify the knowledge in particular research topic, interpret it with respect to pre-existing propositions, theories, methodologies and findings. Descriptive review follows a systematic and transparent procedure, including research, screening and classifying studies. This structured search method is used to form a representative sample of a larger group of published works. Certain characteristics of interest, such as publication year, research methods, data collection techniques and research outcomes, for instance, positive, negative or non- significant, are defined and chosen. These results are formed in frequency analysis in order to produce quantitative results. (Paré & Kitsiou 2017.)

Each study included in a descriptive review is a unit of analysis. All the published literature provides a database from which identification of materials and overall conclusions on propositions, methods of findings, existing conceptualizations is made. (Paré & Kitsiou 2017.)

According to Snyder (2019), there are three main stages of conducting a literature review process. They are designing the review, conducting the review, analysis and writing up the review (Snyder 2019). On the other hand, Paré & Kitsiou (2017), propose more detailed steps of conducting a literature review that are:

- formulating the research question(s) and objective(s),

- searching the extant literature,

- screening for inclusion,

- assessing the quality of primary studies,

- extracting data, and

- analysing data. (Paré & Kitsiou 2017.)

Formulating research questions and objectives is the most crucial step in the research process. It helps to identify the need for the research, proper sources for the information search, and guide or orient the subsequent analysis (Paré & Kitsiou 2017). Usually, the re-search

questions in descriptive literature review are generic and relate to publication models and trends (Paré & Kitsiou 2017).

The next step in the research process is a search of literature and making decisions on suitability of material for the review. Then, evaluating the applicability of the identified material is performed. After the materials are chosen, the screening on the relevance of material is implemented. There should be criteria on suitability of material discussed in advance. The material is assessed on scientific quality of selected studies. The next stage involves collection of applicable information from each primary study included in the sample of chosen studies. This information should be relevant to the problem of interest. (Paré & Kitsiou 2017.) The type of data that should be recorded mainly depends on the initial research questions (Paré & Kitsiou 2017). Important information may also be gathered about how, when, where and by whom the primary study was conducted, the research design and methods, or qualitative/quantitative results (Paré & Kitsiou 2017).

Finally, the last stage of the literature review process is to collect, summarize, organise and compare the evidence- based information withdrawn from the studies included. The withdrawn data should be presented in a certain way and propose a new contribution to the extant literature. There are different methods and techniques for summarizing qualitative evidence (Paré & Kitsiou 2017). The content analysis was chosen as a tool for this thesis.

7.2   Data search and collection

The following databases were obtained for the information search: PubMed, EBSCO- CINAHL, EBSCO- Academic search Elite, Medic, Cochrane Library Databases and Google Scholar.

The relevant study material and retrieval has been started from winter 2021. Therefore, by the end of the February 2022 the scientific search process, selection of the suitable studies and drafting was conducted. The analysis of chosen studies was performed during March 2022.

All the research studies and articles were selected based on the inclusion and exclusion criteria. The feasibility process of selection was performed by checking the years of publication, names, abstracts as well as full texts of the studies. There are following inclusion criteria: year of publication from 2011, English or Finnish languages of the article, free full-text of the research article should have been available. Besides, the full- text had to address the research questions.

The research material was collected mainly based on the newest and most current data, so that the information provided in the articles should be up-to-date, relevant and evidence-based. The inclusion and exclusion criteria are presented in table 9.

Inclusion criteria	Exclusion criteria
Studies published between 2011-2022	Study published before 2011
Languages English or Finnish	Languages other than English or Finnish
Full text is available, free articles, paid	Full text is not available
Studies related to the research question	Studies that are not related to the research question

Table 9. Inclusion and exclusion criteria

Information retrieval words and phrases and combination of those were based on the research questions. Boolean Operators such as AND and OR were utilized for the search of appropriate data.

Search words and phrases utilized for obtaining information from EBSCO- Academic search Elite database were foreign language student challenges AND practical training OR placement practice placement OR placement. The search result consisted of 46 studies, from which only one was chosen for further research. The chosen article was in English language, full text available and published in 2020.The order of search words was changed to foreign language nursing student challenges AND practical training OR placement practice placement OR placement. This word order provided 164 results, but none of the studies were chosen for further analysis as they failed to meet research question criteria.

One more database linked to EBSCO was CINAHL database. The following expressions and phrases were utilized for the database: international students, nursing, Finland. In total there were 21 articles available and 9 were chosen for this literature review. After that the first data search word combination was changed to foreign language students and as a result 14 articles met the search criteria, but only 3 were selected later on based on inclusion and exclusion criteria used in this work.

The next database chosen for data retrieval was PubMed. The following phrases and combination of phrases was applied: international nursing students, clinical placement challenges. Altogether 36 articles were available, but only one was chosen for further research. Then the word combination was changed as following: culturally diverse students AND clinical placement. As a result, there were 17 scientific works available and three of them were

chosen for this thesis report. It is important to note, that one paid article was obtained from this data base.

Medic database was obtained according to inclusion and exclusion criteria. The combination of search words as Monik* AND Opisk* provided 14 results from which none of the studies were chosen for further analysis. Then, search words were changed for Opisk* AND harjoittelu* and the search provided 80 results. Therefore, one study was chosen for further analysis.

Additionally, Google Scholar was obtained for additional research articles and other scientific works concerning the topic. The search words were used as follows: foreign language nursing student challenges at placements. Inclusion criteria were applied during search process. Thus, as a result, there were more than 17 000 research works found, but only one was included in further research. There were two articles related to the topic, but only one had free of charge full text available. It is important to note, that articles obtained from previously mentioned databases were also available during search in Google Scholar.

Finally, Cochrane Library Databases were utilised for information search. As this database contains information related to medical subjects only, there were no any articles found concerning the topic in question.

Databases	Search words	Delimitations	Results	Selected articles
EBSCO- Academic search Elite	foreign language student challenges AND practical training OR placement practice placement OR placement	English, free full text, 2011-2021	46	1
	foreign language nursing student challenges AND	English, free full text, 2011-2021	164	0

	practical train-ing OR place-ment practice placement OR placement			
PubMed	international nursing stu-dents clinical placement chal-lenges	English, free full text, 2008-2022	36	1
	culturally di-verse students AND clinical placement	English, free full text, 2008-2022	17	3
Medic	Monik* AND Opisk*	English/ Finnish, free full text, 2011-2021	14	0
	Opisk* AND harjoittelu	English/ Finnish, free full text, 2011-2021	80	1
Google Scholar	foreign lan-guage nursing student chal-lenges at place-ments	English, free full text, 2011-2021	17000	1
EBSCO-CINAHL	International students AND nursing AND Finland	English, Finnish, Full text, 2011-2021	21	9
	foreign lan-guage student AND	English, Finnish, Full text, 2011-2021	14	3

	nursing AND Finland			
Total				19

Table 10. Database search

After obtaining 19 articles, 6 articles were excluded from further literature review due to the repeated information and correlation with more up-to-date articles. Therefore, 13 articles were chosen for further analysis.

7.3   Content analysis

The content analysis was chosen as a tool for this thesis. According to Elo & Kyngäs (2007), content analysis is utilized as a tool or method to analyse qualitative and quantitative data using inductive or deductive approach. The core idea of this method is to create a model that defines the phenomenon in a conceptual format. (Elo&Kyngäs 2017.)

The concepts are defined and retrieved from the data when utilizing an inductive approach. On the other hand, deductive content analysis is based on previous knowledge. Therefore, in inductive analysis the process of analysis moves from specific concepts to general, meanwhile deductive approach uses previous knowledge and moves towards more specific concepts. (Elo&Kyngäs 2017.)

Inductive and deductive approaches for data analysis consist of three main stages: preparation, organizing and reporting. The preparation phase is the same in both approaches. There are no specific rules for data analysis. During preparation stage is important to choose units for analysis from a significant number of available materials. In order to succeed in this stage, it is important to address to the main research question while choosing units for further analysis. (Elo&Kyngäs 2017.)

Organization of qualitative data is the next step in inductive content analysis. It consists of code opening, creation of categories and abstraction. Code opening means writing notes and headings while reading the text of the unit for analysis. Then a text is read once again and notes or headings are gathered in margins that describe all features of the text content. After that the headings are collected and categories are created. (Elo&Kyngäs 2017.)

The categories are grouped under greater headings. The core idea of this stage is to decrease a number of categories by grouping them in greater once by their similarity or difference. This is crucial as this process provides an opportunity for further description of the

whole phenomena, improves awareness and creates new knowledge. The data is organized as suitable or unsuitable for a particular greater group. (Elo&Kyngäs 2017.)

During abstraction stage overall description of the research topic is conducted by creating main categories (Elo&Kyngäs 2017). Each small category is named by content- specific words. Then subcategories that are unified by same occasions, characteristics etc. are formed as categories. Finally, these categories are formed in main categories. (Elo&Kyngäs 2017.)

8   Results

The most common challenges that foreign language nursing students face in Finland during their clinical placements are: cultural and language, discrimination, social barriers, barriers imposed by clinical placement supervisors, barriers related to foreign language students itself, unsupportive clinical placement environment, ineffective support from educational institutions, and finally, future career perspectives.

8.1   Cultural and language barriers

Insufficient Finnish language skills or the lack of them was closely associated with stress and unsatisfaction with the clinical placement among the foreign-language nursing students in Finland. It has been pointed out that modern students worldwide tend to seek for new opportunities to gain their degree abroad. Most of them choose English speaking countries, but those who choose Finland may face some obstacles related to their level of Finnish language in case if they have to go to their clinical placement. Nursing work is stressful and a new clinical placement is challenging even for the local students. Thus, for the foreign-language nursing students it increases the level of stress and unsatisfaction, because they always face the language barrier in the course of communication with patients and hospital staff. (Mitchel et al. 2017.)

Despite the increasing demand for nurses in Finland, level of Finnish language and the language skills had a shown a strong influence on the results of clinical placement and further employment. In the course of the study conducted by the Finnish Ministry of Health and Social Development in 2018, it was estimated that 45 percent of future foreign nurses were in a state of stress and uncertainty due to insufficient knowledge of the language, which is very important in their future profession. (Lehtoaro et al. 2018.)

The immense role of Finnish language skills was shown in another research. It points out the shared responsibility of mentors and nursing students in studying Finnish language (Kehus et al. 2020).

Additionally, is important to mention that poor language skills were the reason that restricted foreign language students' ability of effective learning during placement, had negative influence on interaction with patients and created stressful situations. Moreover, it inhibited the opportunities for development of professional competences and reaching personal learning objectives. (Korhonen et.al 2019.)

Some studies reported that poor language skills of foreign language students , including accent, had negative influence on communication in general and on documentation process as well as on oral reports at clinical placements. (Atrill et al. 2016.)

8.2   Barriers imposed by clinical placement supervisors

The role of Finnish mentors at the universities of applied sciences as well as at the clinical placements was mainly discussed in the cultural context. It has been revealed that mentors are greatly responsible for understanding the cultural peculiarities of the future clinical placement for foreign students. Close partnership and communication on cultural matters was drawn as a major factor to success and satisfaction by clinical placement and the results. (Jokelainen 2013.)

Studies reported that mentors at clinical placements have significant impact on the learning outcomes of foreign language students. However, mentors' own attitude on guiding foreign language students was identified as a key barrier for foreign language students at clinical placements. For instance, some studies reported that first of all, clinical placement mentors have insufficient knowledge, training on guiding foreign language and culturally diverse students. Secondly, clinical placement mentors own willingness on guiding foreign language students is defined as one more obstacle. Thirdly, studies describe additional workload, more time consumption for clinical placement mentors' as additional challenge. Furthermore, it was mentioned that there is no financial motivation for mentors during guidance of foreign language students. Fourthly, mentors' perceptions and prejudice concerning culture, learning and interaction abilities of foreign language students are crucial factors that create barriers on effective guiding of linguistically and culturally diverse students. (Atrill et al. 2016.)

The importance of building effective and supportive relationship between mentors and foreign students was identified as a main key to success of culturally and linguistically diverse students during their clinical placements (Korhonen et.al 2019).

8.3   Unsupportive clinical placement environment

Unsupportive clinical placement environment was identified as one of the key challenges for foreign language students. Therefore, studies report that foreign language students were abundant from active participation in meaningful learning situations. Presence at the sight and observation was mostly used as a leaning tool for these students. (Pitkäjärvi et al. 2012.) Moreover, studies report inequality in attitude of clinical placement staff towards foreign language students in comparison with local nurse students. Foreign language students

experienced being untrusted, avoided, isolated, neglected and lonely. The clinical placement staff did not show readiness and willingness to communicate with foreign language students due to the students' poor language proficiency in local language. (Pitkäjärvi et al. 2012.)

One of the studies confirms mistreatment of foreign language students at clinical placements. For instance, in some cases clinical placement mentors were rude, shouted, refused to help and allow foreign language students to do anything during their practice. Such behaviour of the staff and mentors caused depression and increased level of stress for culturally and linguistically diverse students. (Korhonen et.al 2019.)

Moreover, studies describe challenges for foreign language students in adapting to the Western cultural norms of behaviour, clinical facilities, service design and provision. Foreign language students experienced difficulties in adopting approaches of communication with clinical placement supervisors and patients. This caused additional stress and communication problems for both parties. (A Lee et al. 2019.)

8.4   Discrimination

Discrimination was reported to be one of the most significant challenges for foreign language students during clinical placements. Studies show that foreign language students faced discrimination and sexual harassment due to their cultural background, ethnicity and nationality both from clinical placement staff and patients. (Korhonen et.al 2019.)

8.5   Social barriers

All the studies utilized for this thesis describe social barriers that are imposed on foreign language students. The main reason of social isolation, neglecting and avoiding of interaction is due to the lack of language proficiency in local language. Studies conclude that foreign language students are excluded from communication and interaction during clinical placements. Therefore, this has negative influence on foreign language students' confidence and performance during clinical placements. (Korhonen et.al 2019.)

8.6   Barriers related to foreign language students itself

Cultural and educational background, communication and interpersonal skills, financial situation have significant role on foreign language performance during placements (Attrill et al. 2015). The barriers mentioned above influence on students a lot. Some of foreign language students can adopt and overcome the challenges they face, others fail to accomplish their clinical placements. Studies describe that culturally and linguistically diverse students

experience higher high workload due to insufficient language skills in local language, understanding of learning expectations from their mentors. Besides, lack of confidence, problem- solving skills, ability to work independently were reported to be a reason of poor performance and learning experience during clinical placements. (A Lee et al. 2019.)

8.7   Ineffective support from educational institutions

Some of the studies reported inadequate support from educational institutions. For instance, A Lee et al. (2019) state that educational institutions, both clinical placements and schools were not ready to provide support both to foreign language students and clinical supervisors due to the lack of financial and time resources. (A Lee et al. 2019.)

Moreover, Korhonen et al. (2019) note that higher educational institutions need to create models that provide acceptable time and competent mentors for culturally and linguistically diverse students in order to reach their learning objectives during clinical practice (Korhonen et al. 2019.)

8.8   Future career perspectives

Career opportunities and future career development is also one of the barriers that is linked to a clinical placement of foreign-language nursing students in Finland. Lack or insufficient Finnish language skills are closely linked to this issue. According to the research published by the Department of Health and Welfare of Finland THL in 2018, language is the most significant factor preventing employment, especially among nurses and medical doctors in Finland. The importance of sufficient language skills at work is emphasised in the healthcare industry and it has been established that the lack of language skills can complicate the working life and cause a lot of problems in the sphere of healthcare and patient safety. In addition to the lack of language skills, other obstacles to employment and participation in working life were the foreign-language nurses' own fears and misunderstanding of the local cultural peculiarities. (Lehtoaro et al. 2018.)

Another research found out a link between the students' further career plans and the study of Finnish language. Those students who had plans to stay and work in Finland after completing their degree were highly motivated to study Finnish and their language skills also developed. On the contrary, students who intended to leave Finland after graduating as a nurse often had a weak motivation to study Finnish. (Kehus et al. 2020.)

9   Conclusion

Based on the results of the thesis it can be stated that language barriers, mentors' willingness, ability and competence to guide foreign language students, cultural peculiarities together with knowledge of applicable legislation and local legal requirements had the most significant impact on the success at the clinical placement by foreign-language students. Besides, it is also influenced on their further decision to stay and work in the country.

Many researchers point out the importance of collaboration between students, clinical placement staff and school mentors in order to prevent misunderstanding between students and clinical placements. Therefore, it helps to improve the level and results of the clinical placement. It has been shown that there is a strong connection between the students' attitude and clinical placement feedback. Besides, the level of mentorship both at schools and clinical placements shows mutual responsibility and shared contribution to development of clinical placement opportunities for foreign nursing students in Finland in the nearest future.

Based on the research results, it can be noted that language skills play a major role in successful accomplishment of clinical placements and general satisfaction by the placements among foreign-language nursing students practicing in Finland. In addition, the level of Finnish language has been the key element increasing or, on the contrary, diminishing stress during the clinical placement. Level of language skills influenced the further decision to stay in Finland and continue the nursing career.

It was interesting to find out that foreign-language students tend to point language skills and cultural aspects in nursing placements as an area for discrimination and stressful misunderstanding. Contrary to the students, clinical placement staff often believe that lack or insufficient language skills may threat to the patients' safety and sustainability of the working process.

In general, it can be concluded that day-to-day professional interactions could be easier and the cultural challenges could be significantly diminished if the foreign-language students could get more information about the culture and stick more to learning Finnish language before their placements. That is why it is important for mentors both at clinical placements and at the universities of applied sciences to start clearly explaining all the cultural, language and legal peculiarities to students arriving from foreign countries to study nursing in Finland. Thus, Geert Hofstede cultural dimensions theory can be utilized as one of the tools that increases cultural awareness among clinical placement mentors and foreign language students that come to study in Finland.

Providing comprehensive information about Finland and its culture is undoubtedly beneficial for the new nurses. It will support their adaptation to a new culture, upgrade their professional skills, career and help them to find own place in a new cultural environment.

10 Discussion

10.1 Review of the thesis results

The purpose of this thesis was to describe the key challenges faced by the foreign-language nursing students during their internship at various clinical placements. The aim of this thesis is to provide latest evidence- based information on chosen topic.

The research question of this thesis was "What kind of challenges are faced by foreign-language nursing students during the clinical placements?" The aims of the work were fulfilled and the answers to the research question could be found out from the results of the literature review.

Various research works prove the importance of mentor's role at the clinical placement. Moreover, effective mentorship increase the level of the undergraduate nursing education and additionally has a long-term effect on transferring of the future nurses to real practice after their graduation. (Mikkonen et al. 2021.)

Nevertheless, many nursing mentors reported about feeling uncomfortable and unsafe while working with culturally and language diverse students rather than with the local once. Some research works prove the importance of providing additional training and education to the clinical placement nursing mentors as a tool for successful work with foreign-language nursing students. (Lee et al. 2020.)

Linguistic and cultural difference were underlined as two major barriers that may negatively influence the atmosphere and add additional stress to the working environment at clinical placement both for foreign-language students and their mentors. (Mikkonen et al. 2018.)

On the other hand, Mikkonen et al. (2018) highlights the role of a nursing student at the clinical placement. According to the research work, the student's role in his or her own learning included the student's commitment to clinical practice, perception of clinical practice and the lack of language skills. Student commitment to clinical practice was also described by satisfying study motivation as well as motivation in Finnish language learning. Foreign-language nursing students were generally well motivated to study and learn Finnish language. A significant number of these students was intended to find a nursing job in Finland after their graduation. (Mikkonen et al. 2018.)

The organization of clinical practice and cooperation between working life and the universities of applied sciences was proven to be an important part of preparing for clinical placement. Many research works have shown that it is possible to overcome language, cultural, discrimination, social and other barriers with a motivation and comprehensive preparation

to the clinical placement by universities of applied sciences, clinical placement mentors and students. Arranging guidance at the placement is an integral part of the organization, which involves language and social training, motivation and experience. (Mikkonen et al. 2018.)

10.2 Ethics and reliability

Research ethics is aimed at covering ethical milestones of the research work. Research ethics is the professional ethics of a researcher who conducts research, who must keep the research professionally conducted. It covers quality, reliability of the data provided, clear and honestly presented information, which is validated by the researchers and can be reproducible. (TENK 2021.)

The research for this thesis has been conducted in a responsible and trust-worthy manner. Different research methods, such as citing and referencing, careful and accurate information collection and processing, clear and trustworthy representation of the accumulated data, were utilized for the study. Since the research does not require external participants, there was no need to gain any research permits for the work. (TENK 2021.)

The mostly up-to-date information was searched and collected from credible databases such as PubMed, Medic, EBSCO- CINAHL, EBSCO- Academic search Elite, Cochrane Library Databases and Google Scholar. All the listed sources of provided data were clear, trustworthy and evidence-based.

Validity, reliability and consistency of the research works analysed in this literature review was checked and clarified. The most recent and up-to-date evidence-based information was obtained as a result of a long-term data search. The research work answered the research questions and provided more ideas for the further studies in the field. Information collection and processing were done in a responsible and open manner in order to get answers for the research questions, the provided data is reliable and trustworthy.

Joanna Briggs Institute (JBI) critical appraisal tools were applied to assess the research quality and increase the reliability of the research. The JBI has got 13 checklists for systematic reviews and research syntheses (Appendix 3), text and opinion papers (Appendix 4), qualitative research (Appendix 5), and analytical cross-sectional studies (Appendix 6). All these four checklists were utilized for quality assessment of each scientific work selected for review in this Thesis. JBI critical appraisal tool contains questions about research congruity, quality and reliability and it also address the question of possible bias in design, analysis and the research in general (TENK 2021). Every selected study was examined by the JBI tool. The examination was done by two appraisers. The results of the quality assessment are presented in the Appendix 6.

Quality assessment was based on the type of the research, so for systematic reviews and research syntheses, quality assessment was calculated on a scale of 1-11 points, for text and opinion papers on a scale of 1-6 points, for qualitative research on the scale of 1-10 points and for analytical cross-sectional studies, quality assessment was calculated on a scale of 1-8 points, respectively. The quality review and assessment were done separately and independently. For the quality assessment, a total of 13 studies were selected and assessed based on different criteria. The scores of the quality assessment are presented in the Appendix 9. If the criterion was met, 1 point was awarded to the scientific work, if the criterion was not fully met or was unclear, then the work received 0 points. The points were calculated according to the fulfilment of the criteria. The purpose of the check-up was to ensure that the scientific works met the inclusion/exclusion criteria and they have the highest possible quality of terms of scientific research. For this thesis 70% was a minimum percentage of quality considered sufficient. The quality assessment was performed separately. If the study or research work was unclear the assessment was done again.

10.3 Further research

Since the thesis results demonstrated the importance of mentors' role in foreign-language nurses' education during clinical placements, it would be beneficial to study the ways of training new clinical placement mentors on cultural awareness. How do they guide foreign-language students and what are the factors hindering the effective communication between foreign language students and clinical placement mentors?

Furthermore, conducting a research on development of the overall effective communication between clinical placements, educational institutions and foreign language students would be beneficial for all the parties.

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Appendix 1. Studies included in the literature review

Authors, Publication, year	Purpose of the study	Research design	Main results
A Lee, D.-Ch. Haines, T.P. Maneephong, S. Zeng, Q. Barriers to fieldwork placements for international higher degree students: A systematic literature review. 2019.	The purpose of the study is to identify supervisors' experience and perceptions concerning issues on guiding of CALD students in comparison with domestic students, and to identify key factors that eliminate the willingness to mentor CALD students at placements	A systematic literature review, a thematic-synthesis method utilised for qualitative data analysis	The study presents six main factors that decrease the willingness of supervisors to provide placement opportunities for CALD students. These factors are: 1. Anxiety on supervising of international students (workload, time, pressure for supervisors) 2. International students communication skills 3. Adjustment of international students 4. Student anxiety and confidence 5. Stereotyped beliefs of supervisors on international students 6. Lack of support both from universities and clinical setting There were several positive features of CALD students mentioned by supervisors. They are hardworking, knowledgeability and politeness of CALD students.
Attrill, S. Lincoln, M. McAllister, S.	The purpose of the study is to conduct qualitative description	Focus group interviews, interview data	As a result, all the answers of the participants were divided in

Supervising international students in clinical placements: perceptions of experiences and factors influencing competency development. 2016.	of supervisors' experiences of preparing international students for clinical practices and highlighting their teaching strategies applied at clinical placements.	were analysed thematically	several topics that summarize mentors' experiences on supervising CALD students. These themes are: 1. Complex teaching and learning relationships 2. Conceptions of students as learners 3. Student communication skills for professional practice 4. Positive mutual learning relationships Overall, the study results reveal that supervising CALD students increases pressure and workload on supervisors. Additionally, the study provides strategies for supporting CALD students during their placements.
Attrill, S. Lincoln, M. McAllister, S. International students in speech- language pathology clinical education placements: Perceptions of experience and competency development. 2015.	The purpose of this study is to identify CALD student experiences and perceptions about clinical placements and compare these results with experience of domestic students at clinical placements.	Focus group interviews, interview data were analysed thematically	The researchers conclude CALD students have more communication, cultural and contextual challenges during clinical placements. These factors increase learning requirements. Besides, the study states that clinical placement environment should be more attentive to the learning needs of CALD students. Additionally, the study provides strategies for all students to facilitate adjustment to clinical placement in order to fulfil professional and learning expectations.

Kehus E., Kyngäs H., Kääriäinen M., Mikkonen K., Hoitotyön opettajien kokemuksia kansainvälisten tutkinto opiskelijoiden kliinisestä harjoittelu. 2020	To summarize the experience and describe the feedback from nursing program teachers in Finland in regards to international degree nursing students` clinical practice.	Qualitative inductive content analysis based on interview of the nursing programs teachers.	The role of the clinical practice supervisor is very important because it affects the whole period of clinical practice. Finnish language skills were one of the barriers to successful accomplishment of the clinical practice by nursing students whose native language was other than Finnish.
Korhonen, H. Tuomikoski, A.-M. Oikarainen, A. Kääriäinen, M. Elo, S. Kyngäs, H. Mikkonen, K. Culturally and linguistically diverse healthcare students' experiences of the clinical learning environment and mentoring: A qualitative study. 2019	The main purpose of the study was to highlight students' experiences of clinical learning environment and mentoring.	A qualitative research design, inductive content analysis.	As a result, the study reviled challenges that culturally and linguistically diverse (CALD) students face during their clinical placements. The main challenges experienced by students were: social isolation, discrimination both by staff and patients at clinical placement, bullying, bad attitude due to poor language skills, lack of mentors' and universities of applied science involvement into the students' learning process.
Lehtoaro, S. Hietapakka, L. Kaihlanen, A. Heponiemi, T. Aalto, A-M. Ammatillinen koulutus ja kielikoulutus edistävät ulkomaalaistaustaisten hoitajien ja lääkäreiden työllistymistä Suomessa. 2018	To find out the factors preventing and promoting employment and participation in working life in Finland for nurses and doctors with a foreign background.	Quantitative study based on the results of questioners. The research was done in Finland. The survey was answered by 219 nurses, public healthcare nurses or midwives.	Nurses and doctors with a foreign background worked largely in the municipal sector, such as health centres and wards. Lack of language skills was the top barrier to employment and participation in working life. Vocational trainings for freeing health care job seekers promoted employment. Both nurses and physicians felt that reconciling work and family

			hindering employment.
Merry L. Vissandjée B. Verville-Provencher K. Challenges, coping responses and supportive interventions for international and migrant students in academic nursing programs in major host countries: a scoping review with a gender lens. 2021	The purpose of the research work was to find out challenges and possible supportive interventions that could be applied to the foreign-language nursing degree students' programmes.	Literature review which includes a peer-review or any design.	The research concluded that the future possible interventions that could be utilized for academic nursing education shall focus on the aspects of gender, sexual orientation, foreign-born status and complexity of immigrant's life in general.
O'Reilly, Sh. Milner, J. Supporting culturally and linguistically diverse students during clinical placement: strategies from both sides of the table. 2015	The main purpose of the project was to bring together students and clinical placement mentors for a discussion in order to detect the main challengies that are faced by both parties and create the effective ways for overcoming those challengies.	Focus groups discussions, thematic data analysis	The main result of this project is the identification of three main groups of challenges that CALD students face during clinical practice. They are: placement planning and preparation, teaching, assessment and feedback; cultural and language problems. Both students and placement mentors also provided suggestions on situation improvement.
Pitkäjärvi, M. Eriksson, E. Pitkälä, K. The diversity Issue Revised: International Students in Clinical Environment. 2012.	The purpose of that scientific work was to study CALD student experiences at clinical placements and compare them with the experiences of native Finnish students.	A cross- sectional survey was chosen as a method for this article.	The main results that research has revealed are following: 1. International students were welcomed and met warmly at placements as native Finnish students. 2. International students had a feeling that atmosphere at clinical settings was not supportive. 3. Communication difficulties with other staff at clinical settings

Mikkonen K. Tomietto M. Tuomikoski A.-M. Kaučič M. B. Riklikiene O. Vizcaya-Moreno F. Pérez-Cañaveras R. M. Filej B. Baltinaite G. Cicolini G. Kääriäinen M. Mentors' competence in mentoring nursing students in clinical practice: Detecting profiles to enhance mentoring practices. 2021	The purpose of the scientific work was to describe different nursing mentors' profiles and their competences at clinical placements.	A cross-sectional research design was selected for this work.	The main results of the research were the following: 1. All the mentoring profiles have shown different values significantly different values (p < .001) across all seven areas of mentoring competence. 2. Older mentors had more working experience and thus showed the higher capability to successfully accomplish all the mentor-specific trainings.
Lee D.-Ch. A. Newton F. Yu M.-L. Morphet J. Grieve A. Haines T. P. Supervisors' experiences in supervising higher education students from culturally and linguistically diverse backgrounds during work-integrated learning of health and non-health courses. 2020	The purpose of the scientific research was to compare and quantify the fieldwork supervisors' perceptions of CALD (culturally and linguistically diverse) versus non-CALD students' performance during placements and also the areas and levels of concern they experience in providing this supervision.	A cross-sectional survey was chosen as a method for this scientific research.	The main results of the research were the following: 1. Significant difference was found out in the supervisors' perception of CALD and non-CALD students. 2. Supervisors of CALD students have highlighted the following areas of difficulties related to the mentoring CALD students: speaking English at the working place, writing in English in workplaces, adapting to culture of workplaces, seeking clarification from supervisor/team members, putting theory into practice.
Mitchell C. Fabbro L. Shaw J. The acculturation, language and learning experiences of international	The main aim of the study was collection and analysis of international nursing students learning and acculturating experiences in order to identify opportunities	A qualitative analysis was chosen as a method for this scientific research.	In comparison to domestic students, international nursing students experienced more stress and negative experiences at clinical placements. The major issues at

nursing students: Implications for nursing education. 2017	to improve and develop teaching and learning process of international nursing students.		the clinical placements for international nursing students were mainly related to communication issues. The study revealed that the opportunity to speak English at the clinical placements raised the risk of being identified as lacking language proficiency or being clinically unsafe. In addition, international students have also identified racial discrimination as a key element leading to their unsatisfaction by the clinical placement.
Jokelainen M. The elements of effective student nurse mentorship in placement learning environments. Systematic review and Finnish and British mentors´ conceptions. 2013	The research aimed at clarifying the nursing students' mentoring on the bases of a systematic review of nursing student's mentorship in Finland and Great Britain. In addition, the purpose was to create a conceptual framework for efficient nursing students mentoring at clinical placements in both countries.	A systematic review was chosen as a method for this scientific research.	The research work came to the conclusion that mentors in Finland and Great Britain quite similarly perceived the student mentorship. The results showed the necessity appreciation and giving feedbacks, systematic approach as well as close and intensive collaboration between students, healthcare organizations and educational institutions.

Appendix 2. Example of inductive content analysis

Simplified phrases	Sub category	Upper category
- Cultural roles - Cultural norms - Cultural-based expectations - Cultural diversity - Cultural behaviour - Cultural demands on clinical placement - Wearing ethnical clothes - International students - Cultural difference of the host country	Cultural barriers	Cultural and language barriers
- Language barrier - Linguistic diversity - Strong accents - Understanding students - Misunderstanding - Miscommunication due to level of Finnish language - Assessing language ability of students - Low level of language - Language skills that compromise the safety - Lacking of language proficiency - Lack of confidence in communication - Difficulties in communication with patients	Language barriers	
- Sex-based discrimination - Foreign-born male nurse - Opposite-sex care provision - Gender identity/sexual orientation - Bullying - Sexual harassment - Mistreatment	Discrimination by sex	Discrimination
- Country of origin - Migrant students - Low-income countries - Countries with low level of education	Discrimination by ethnicity	
- Discrimination based on national clothes - Being constantly discriminated	Discrimination based on prejudices such as religion, clothes or country of origin	

• Communication in clinical placement • Relationship with peers • Communication skills • Language barrier • Unwillingness of staff to communicate	Lack of communication	Social barriers
• Being ignored • Being neglected • Being mistrusted • Depression due to rejection • Finding own place • Feeling isolated • Financial difficulties	Isolation	
• Clinical education • Mentors' motivation • Mentors' prejustice on CALD (culturally and linguistically diverse) students • Additional workload, time and pressure for clinical supervisors • Additional preparation and exploration to CALD students • Complex teaching relationships with international students • Perception of poor performance of CALD students • Mentors' stereotypes on CALD students • Mentors' beliefs about CALD students • Unwillingness to guide CALD students • Ineffective reflection during mentoring • Enthusiasm and pedagogical proficiency of mentors	Mentor's personal qualities and attitude	Barriers imposed by clinical placement mentors
• Mentor's competence • Mentor's age • Lack of experience on guiding CALD students • Frequency of mentoring • Goal-oriented mentoring • Learning expectations • Non-effective student nurse mentorship • Need for additional skills of supervisors to guide CALD students	Mentor's experience	
• Students' relationships with clinical educators • Understanding of learning expectations	Students' motivation	Barriers related to CALD students

• Student motivation		
• Students' personal learning • Ability to learn • Host country culture awareness • Understanding of learning service contact and expectations • Higher workload on students due to the language skills • Cultural background	Students' personal qualities and attitude	
• Patients' safety • Facilitation of placement learning • Unfamiliar placement settings • Lack of resources at clinical placements for CALD student guidance • Adjustment to clinical placement facilities • Threat to the safety	Clinical placement	Unsupportive clinical placement learning environment
• Professional competencies at placements • Unfamiliar placement relationships • Unfamiliar service delivery context and placement settings • Unsupportive learning environment • Unwillingness of clinical placement staff to communicate with CALD students	Clinical placement atmosphere	
• Lack of student support from own school • Ineffective communication between clinical placements and educational institutions	Barriers between institutions	Ineffective support from educational institution
• Future nursing career • Getting a job • Fear of losing a job • Fear of being discriminated as a foreign job seeker • High professional requirements to foreign nurses and doctors	Barriers imposed on job seeking	Future career perspectives

Appendix 3. JBI Critical Appraisal Checklist for Systematic Reviews and Research Syntheses

JBI CRITICAL APPRAISAL CHECKLIST FOR SYSTEMATIC REVIEWS AND RESEARCH SYNTHESES

Reviewer_____ Date_____

Author_____ Year_____ Record Number_____

		Yes	No	Unclear	Not applicable
1.	Is the review question clearly and explicitly stated?	☐	☐	☐	☐
2.	Were the inclusion criteria appropriate for the review question?	☐	☐	☐	☐
3.	Was the search strategy appropriate?	☐	☐	☐	☐
4.	Were the sources and resources used to search for studies adequate?	☐	☐	☐	☐
5.	Were the criteria for appraising studies appropriate?	☐	☐	☐	☐
6.	Was critical appraisal conducted by two or more reviewers independently?	☐	☐	☐	☐
7.	Were there methods to minimize errors in data extraction?	☐	☐	☐	☐
8.	Were the methods used to combine studies appropriate?	☐	☐	☐	☐
9.	Was the likelihood of publication bias assessed?	☐	☐	☐	☐
10.	Were recommendations for policy and/or practice supported by the reported data?	☐	☐	☐	☐
11.	Were the specific directives for new research appropriate?	☐	☐	☐	☐

Overall appraisal: Include ☐   Exclude ☐   Seek further info ☐

Comments (Including reason for exclusion)

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_____

Appendix 4. JBI Critical Appraisal Checklist for Text and Opinion Papers

JBI CRITICAL APPRAISAL CHECKLIST FOR TEXT AND OPINION PAPERS

Reviewer_____Date_____

Author_____ Year_____ Record Number_____

	Yes	No	Unclear	Not applicable
1. Is the source of the opinion clearly identified?	☐	☐	☐	☐
2. Does the source of opinion have standing in the field of expertise?	☐	☐	☐	☐
3. Are the interests of the relevant population the central focus of the opinion?	☐	☐	☐	☐
4. Is the stated position the result of an analytical process, and is there logic in the opinion expressed?	☐	☐	☐	☐
5. Is there reference to the extant literature?	☐	☐	☐	☐
6. Is any incongruence with the literature/sources logically defended?	☐	☐	☐	☐

Overall appraisal: Include ☐   Exclude ☐   Seek further info ☐

Comments (Including reason for exclusion)

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Appendix 5. JBI Critical Appraisal Checklist for Qualitative Research

JBI CRITICAL APPRAISAL CHECKLIST FOR QUALITATIVE RESEARCH

Reviewer_____Date_____

Author_____ Year_____ Record Number_____

	Yes	No	Unclear	Not applicable
1. Is there congruity between the stated philosophical perspective and the research methodology?	☐	☐	☐	☐
2. Is there congruity between the research methodology and the research question or objectives?	☐	☐	☐	☐
3. Is there congruity between the research methodology and the methods used to collect data?	☐	☐	☐	☐
4. Is there congruity between the research methodology and the representation and analysis of data?	☐	☐	☐	☐
5. Is there congruity between the research methodology and the interpretation of results?	☐	☐	☐	☐
6. Is there a statement locating the researcher culturally or theoretically?	☐	☐	☐	☐
7. Is the influence of the researcher on the research, and vice- versa, addressed?	☐	☐	☐	☐
8. Are participants, and their voices, adequately represented?	☐	☐	☐	☐
9. Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?	☐	☐	☐	☐
10. Do the conclusions drawn in the research report flow from the analysis, or interpretation, of the data?	☐	☐	☐	☐

Overall appraisal: Include ☐   Exclude ☐   Seek further info ☐

Comments (Including reason for exclusion)

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Appendix 6. JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies

JBI CRITICAL APPRAISAL CHECKLIST FOR ANALYTICAL CROSS SECTIONAL STUDIES

Reviewer_____Date_____

Author_____Year_____ Record Number_____

	Yes	No	Unclear	Not applicable
1. Were the criteria for inclusion in the sample clearly defined?	☐	☐	☐	☐
2. Were the study subjects and the setting described in detail?	☐	☐	☐	☐
3. Was the exposure measured in a valid and reliable way?	☐	☐	☐	☐
4. Were objective, standard criteria used for measurement of the condition?	☐	☐	☐	☐
5. Were confounding factors identified?	☐	☐	☐	☐
6. Were strategies to deal with confounding factors stated?	☐	☐	☐	☐
7. Were the outcomes measured in a valid and reliable way?	☐	☐	☐	☐
8. Was appropriate statistical analysis used?	☐	☐	☐	☐

Overall appraisal: Include ☐   Exclude ☐   Seek further info ☐

Comments (Including reason for exclusion)

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Appendix 7. Evaluation of the quality of studies

Study	Type	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Total
Mikkonen et al. 2021	%	Y	Y	Y	Y	Y	U	N					6/8
Jokelainen 2013	@	Y	Y	Y	Y	Y	Y	Y	Y	Y	U	Y	10/11
Mitchel et al 2017	¤	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		10/10
Attrill et al. 2015	¤	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		10/10
Merry et al. 2021	@	Y	Y	Y	Y	Y	N	Y	Y	U	U	Y	7/11
Lehtoaro et al. 2018	¤	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		10/10
Kehus et al. 2020	¤	Y	Y	Y	Y	Y	Y	Y	Y	U	U		8/10
O'Reilly, Milner. 2015	¤	Y	Y	Y	Y	Y	Y	Y	Y	N	U		8/10
Attrill et al. 2016	¤	Y	Y	Y	Y	Y	Y	N	Y	N	U		7/10
Lee et al. 2019	@	Y	Y	Y	Y	Y	Y	U	U	Y	N	N	7/11
Korhonen et al. 2019	¤	Y	Y	U	U	Y	Y	Y	Y	Y	Y		8/10
Pitkäjärvi et al. 2012	¤	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		10/10
Hyvärinen et al. 2017	@	Y	Y	Y	Y	Y	Y	Y	Y	U	N	Y	9/11

Q = question, Y = yes, N = no, U = Unclear, JBI critical appraisal checklist for qualitative research (¤) / text and opinion papers (#) / analytical cross-sectional studies (%) / systematic reviews and research syntheses (@)