

samk



Satakunnan ammattikorkeakoulu
Satakunta University of Applied Sciences

MISPA MANGWI

International nursing students' experiences of the guidance during clinical practice

DEGREE PROGRAMME IN NURSING
2024

ABSTRACT

Mispa Mangwi: International nursing students' experiences of the guidance during clinical practice
Bachelor's thesis
Degree programme in Nursing
October 2024
Number of pages: 40

Clinical practice enables international nursing students to apply theoretical knowledge in a real-life environment and it is a relevant landmark in nursing education in Finland. Internationally oriented nursing degree programs now offer more opportunities for culturally and linguistically diverse students to pursue their nursing degrees in Finland.

The aim of this study was to examine international nursing students' experiences of the guidance during clinical practice. The objective was to generate relevant information that healthcare professionals can use to improve the support offered to international nursing students during clinical practices to enhance their learning. This was further guided by three research questions related to experiences with orientation programs, supervision/mentorship and feedback.

Quantitative method (survey) was employed in the study. Data was collected with an electronic questionnaire from nursing students (n=52) who had completed at least one clinical practice in Finland.

The results revealed that international nursing students generally were not satisfied with the orientation programs, supervision/mentorship and feedback during clinical practice. This influenced their learning and causing some not to achieve their expectations.

In conclusion, healthcare institutions could build a comprehensive orientation program in both English and Finnish language for international nursing students. This will enhance their understanding of the organisation's rules and regulations and other values that are relevant to students' learning as well as their Finnish language skills. Provide students with multiple interactive orientation sessions that give an overview of Finnish healthcare culture, communication styles and mode of conduct. This will make students feel comfortable and easily adapt to these settings. Regular training sessions could be provided for nurse mentors on intercultural competence, mentoring strategies and communication. A peer mentoring program can also be put in place where nursing students who have advanced with clinical practice can support new students. Lastly, a more enhanced feedback mechanism can be developed which is regular, specific and non-judgmental to motivate and build the confidence level of international nursing students.

Keywords: Clinical practice experience, international nursing students, orientation programs, supervision/mentorship, and feedback.

CONTENTS

1 INTRODUCTION	5
2 THEORETICAL BASIS OF THE RESEARCH	7
2.1 Conceptual framework.....	7
2.1.1 International nursing students.....	7
2.1.2 Clinical practice.....	8
2.1.3 Orientation programs	9
2.1.4 Supervision and mentorship	9
2.1.5 Feedback.....	10
2.2 Previous studies	10
3 THE PURPOSE, OBJECTIVE AND RESEARCH QUESTIONS OF THE STUDY	14
4 IMPLEMENTATION OF THE RESEARCH PROCESS.....	15
4.1 Description of the research method and justification for its choice	15
4.2 Target group and sample selection	16
4.3 Data collection.....	16
4.4 Data analysis.....	17
5 RESULTS	18
5.1 Demographic findings.....	18
5.2 Experiences with orientation programs during clinical practice	19
5.3 Experiences with supervision/mentorship.....	21
5.4 Experiences related to feedback during clinical practice	23
6 DISCUSSION.....	24
6.1 Considerations of results	24
6.2 Conclusion.....	25
6.3 Ethical viewpoints of the study	26
6.4 Reliability of the study.....	28
6.5 Limitations of the study.....	28
REFERENCES	29
APPENDICES.....	33

LIST OF ABBREVIATIONS

ECTS: European Credit Transfer System

EU: European Union

TENK: Finnish National Board on Research Integrity

SAMK: Satakunta University of Applied Sciences

UAS: University of Applied Sciences

UNESCO: United Nation Educational, Scientific and Cultural Organisation

1 INTRODUCTION

Internationalism is a rapidly expanding phenomenon that affects a variety of areas, including migration, multicultural societies, global health experiences, integration of international aspects into nursing curricula, mobility opportunities in professional education, and international aspects of nursing education (Bhopal, 2014; Visovsky, et al., 2016; Kohlbry, 2016). Internationally oriented nursing degree programs now offer more opportunities for culturally and linguistically diverse students to pursue their nursing degrees due to the rise in multicultural communities and migration (Pitkäljärvi, et al., 2013). Finland like many other countries is experiencing an increasing diversity in its healthcare workforce. This international nursing students bring important cultural and economic opportunities, support and diversify the nursing professional workforce thus contributing to the promotion of international higher education programs and the advancement of international research collaboration (Tallon, et al., 2021).

With the increasing demand for nurses in Finland, there are 11 universities of applied sciences (UAS) out of the 22 UAS that offer nursing degree programs in English (Ministry of Education and Culture, 2023). In accordance with EU guidelines, clinical placement accounts for about half of the curriculum (Directive 2013/55/EU). For instance, the Satakunta University of Applied Sciences (SAMK) consist of theoretical courses which sum up to 135ECTS and 9 practical training courses with 75ECTS, making a total of 210ECTS upon graduation as a registered nurse (SAMK, 2021). It is acknowledged that opportunities to apply theoretical knowledge to actual clinical settings are crucial to nursing students' development of the competencies required to deliver safe, effective, and high-quality patient care after graduation. (Mathisen, et al., 2023 p. 2.) The quality of the clinical learning experiences has been found to have an impact on nursing students' chances to meet their learning objectives and grow as clinically competent individuals (Mathisen, et al., 2023).

Based on the experiences of international students (Pitkäljärvi et al. 2012b) and teachers (Pitkäljärvi et al. 2011), clinical practice is frequently a significant difficulty in these programs, with a variety of factors influencing students' learning outcomes. (Mikkonen et al. 2016a, Mikkonen et al. 2016b.) Meanwhile clinical experiences in nursing education allow students to apply their theoretical knowledge in a practical setting, develop their nursing attitudes, and practice technical skills through patient and healthcare worker interaction (Mikkonen et al. 2016a, Mikkonen et al. 2016b).

Furthermore, it is an opportunity to prepare nursing students for work life and stimulate them to reflect on their own learning. (Gonzalez-Garcia, et al., 2020 p. 1.) Understanding the experiences of international nursing students during clinical practice can significantly contribute to the development of strategies aimed at better integrating and supporting diversity within the healthcare profession. This understanding not only improves cultural competence and fosters global collaboration but also enhances retention, job satisfaction, and necessitates policy modifications. Moreover, it elevates the Finnish health care global reputation and promotes the sense of belonging and well-being among international nursing students. Ultimately, this enhanced understanding and empowers these students to provide high-quality and culturally sensitive care, thus improving patient outcomes through enriched learning experiences. (Gonzalez-Garcia, et al., 2020 p. 1).

According to the Nursing Research Foundation (HOTUS), nurses in Finland believe that guidance for international nursing students during clinical practice should foster an interactive relationship, creating a permissive atmosphere conducive to student learning. This involves identifying the current level of competence of students and assigning responsibilities, accordingly, supporting the advancement of the nursing profession by aiding students in developing clinical competence, understanding the holistic nature of nursing and decision-making processes, and overall, supporting the learning process of students. (Tuomiskoski, et al., 2020). Therefore, the experiences of the guidance international nursing students received during their clinical practice will produce insights on how to achieve these. This study is done in cooperation with

the Satakunta well-being services county. The purpose of this study is to examine the experiences of international nursing students in relation to the guidance they receive during their clinical practice. The study will specifically focus on generating information that healthcare professionals can utilize to improve the support offered to international nursing students during clinical practices, with the aim of facilitating the students' learning process.

2 THEORETICAL BASIS OF THE RESEARCH

2.1 Conceptual framework

Generally, a collection of notions, theories, concepts, and presumptions that aid in the understanding of a problem under investigation in research is referred to as theoretical background. (Sreekumar, 2023.) It is a model that scholars use to create their own research questions. Hence, in research, a theoretical background aids in the planning, collection of data, analysis, and interpretation of the findings. It describes how variables relate to one another, points out knowledge gaps, and directs the formulation of research questions, objectives, hypotheses, and methodology to fill those gaps (Sreekumar, 2023). Therefore, the key concepts in this study include international nursing students, clinical practice, supervision and mentorship, orientation and feedback. These concepts are selected because they sum up to enhance students' learning outcomes.

2.1.1 International nursing students

According to the UNESCO Institute for Statistics' (UIS) Global Education Digest (2006), an international student is one who has left his or her country, or territory of origin, and moved to another country or territory with the aim of studying (Clark, 2009). However, considering that not all international nursing students left his or her country of origin with the primary aim of studying in another country, the definition for international nursing student in this work would be all students who are studying the nursing degree program in English

in the Satakunta region whose country of origin is not Finland. These students (Africans, Asians, Chinese and others) come from different backgrounds with diversity in cultures, language, prior education, motivations and career prospects. These influence their perspectives on healthcare, patient care and professional ethics.

2.1.2 Clinical practice

Nursing education is meant to equip students to acquire the necessary professional level of nursing competence before entering the nursing profession. As such, both theoretical and practical preparations make up the key elements of the nursing curricula (Immonen, et al., 2019). Clinical practice is a period for skill acquisition for nursing students. This enables students to apply theoretical knowledge in a real-life environment (hospitals, health centres, nursing homes, outpatient clinics). Thereby enhancing their technical skills through interaction with healthcare professionals and patients, developing of nursing attitudes and providing opportunity to reflect on their learning (Gonzalez-Garcia, et al., 2020).

Additionally, clinical practice comprises the development of knowledge, skills and attitudes by associating theory and practice, enabling nursing students to accomplish fully in the process of becoming a nurse and a professional, without putting patients at risk. It does not only include the performance of nursing procedures but the relationships with patients, patient's relatives and entire staff of the healthcare setting (Chiona, 2020.) Learning during clinical practices is a serious academic undertaking for the nursing students. This is a testing ground which gives students the opportunity to get into contact with real human beings and the reality of patient care (Chiona, 2020).

2.1.3 Orientation programs

Orientation program is an introduction of new employees (nursing students) to the healthcare setting, safety rules, procedures, workplace policies and the use of technologies. Therefore, it is crucial to explore ways of enhancing the orientation programs to ensure nursing students are successful during their practice period. In addition, the healthcare setting could adopt orientation programs that address the essential elements that contribute to the self-confidence and confidence of nursing students (Lalithabai, et al., 2021).

According to literature, nursing students mostly have high expectations, experiences of lack of self-confidence towards their skills even if they have sound knowledge. They also experience anxiety or variety of emotions in the new environment which may result to incorrect decision making, and feelings of insufficiency. Effective orientation programs during clinical practice prepares the nursing students to be successful, promote retention, ability to adapt in the healthcare setting, diversity, productivity and learning (Raju, Megahed & Chithra, 2017).

2.1.4 Supervision and mentorship

According to literature "Mentoring is a collaborative relationship that aims to promote learning, increase know-how and facilitate the actor's (mentee's) professional growth". (Kanniainen, et al., 2017 p. 5.) Moreover, it is a simple approach founded on the interaction between the mentor and the actor (mentee), whose questions, interests and objectives determine what is covered in mentoring" (Kanniainen, et al., 2017). Supervision on the other hand is a unique professional practice that uses collaborative relationship with both the facilitative and evaluative elements with the goals of monitoring the quality of services rendered, safeguarding the public, improving professional competence and science informed practice of the supervisee (APA, 2014).

Supervision and mentorship involve a cooperative process between the international nursing student, workplace mentor and supervision teacher during the clinical training which supports and promotes the student's learning, clinical reasoning, professional competence, problem solving and critical thinking skills. Thus, it requires a focus on what the learning outcomes of the students are (Kanniainen, et al., 2017; APA, 2014).

2.1.5 Feedback

Feedback is a powerful tool in the achievement of learning goals. Thus, feedback is the transmission of evaluative or corrective information about an action, process or event to the original or controlling sources (Merriam-Webster Dictionary, 2023). In health professional education feedback is described as "specific information about the comparison between a trainee's observed performance and a standard given with the intent to improve the trainee's performance". (Vanden-Berg, 2006 cited in Burgess, et al., 2020.) Feedback that is both regular and effective encourages self-reflection, reinforces best practices, and drives international nursing students to achieve their goals during clinical practices as well as improve on their learning (Vanden-Berg, 2006 cited in Burgess, et al., 2020).

2.2 Previous studies

Mwai (2014) from Jyväskylä University of Applied Sciences (JAMK) conducted a study with the aim of gaining insights into the experiences of nursing students in their clinical practice environment. The study employed a qualitative research approach using focus group discussion to obtain students' opinions and their experiences about their clinical practice environment and a semi structured interview. Second year nursing students were randomly selected for the semi structured interview. The findings emerged with four themes; language and interaction, clinical placement atmosphere, clinical supervision and support and the student as a learner. The study reported that overall students'

experiences were positive however, language barrier, negative atmosphere and lack of supportive mentorship were major challenges (Mwai, 2014).

Genotiva (2022) conducted a qualitative study using semi-structured interviews to delve into the varied experiences of foreign first-year nursing students during their initial clinical practice. Purposive sampling was employed, selecting five foreign first-year nursing students from Novia University of Applied Sciences for the interviews. The results, analyzed through thematic content analysis, revealed challenging experiences, coping strategies, well-experienced practices, and the transition of nursing students into the role of nurses. The study recommended improvements in communication and the implementation of an integration program for foreign nursing students (Genotiva, 2022).

Gauli & Xu (2015) conducted a quantitative study with the purpose of mapping out the challenges faced by international nursing students in their guided practice in Finland. A questionnaire was distributed through Webropol to international nursing students in seven universities of applied sciences in Finland. Findings from the survey showed that cultural differences and language barrier led to poor communication and cooperation between the students and supervisors, feelings of discrimination, and the need for proper guidance and support from clinical supervisors to international nursing students were the main challenges faced (Gauli & Xu, 2015).

González-García, et al., (2020) conducted a study in Spain with the aim “to explore the experience of final year nursing students during their clinical placement in emergency and intensive care units and to identify whether differences exist between female and male students”. The study targeted nursing students. There were 28 participants (15 female and 13 male). Data was collected using a qualitative approach specifically, documentary analysis of RLJ of nursing students and a three-phase content analysis was used to analyse the data. The results reveal that generally, most students perceived a high degree of coordination in the units and the importance of nurse/medical collaboration. Four themes emerged from the findings: an intense emotional experience, the importance of attitudes over and above techniques, identification of nurses

who dominate their environment and how to improve care for critically ill patients and their families (González-García, et al., 2020).

Mikkonen, et al., (2017) conducted a study in Finland to describe international and national students' perceptions of their clinical learning environment and supervision and explain the related background factors". The study targets all nursing students studying the English degree program in university of applied sciences who have undertaken at least one clinical practice. The participants were 231 international nursing students and 98 Finnish students. Data was collected using the Explorative cross-sectional design. Analysis includes IBM SPSS with binary logistics regress analysis involving descriptive statistics, Chi square, 1-tailed t-test, 2-tailed Mann-Whitney U-test. Results showed that students were satisfied with the supervisory relationship package. There were significant differences relating to cultural diversity in the clinical learning environment between students who were immigrant Finns, Europeans or from other cultures regarding their experiences of discrimination, stress of being in a minority, social isolation and having to prove one's competence. The Finnish language level and gender among both groups of nursing students affected the three outcome variables of the pedagogical atmosphere, role of the nurse teacher and total experience (Mikkonen, et al., 2017).

Tallon, et al., (2021) Western Australia carried out a study "to explore the research on factors that influence international undergraduate nursing students' experiences and perceptions of their learning environment". The target group were international nursing students enrolled in undergraduate nursing programs in Australia. The participants had reviews that relate to international nursing students. Data collection and analysis employed data extraction from concepts and associations between them. The findings from the review showed that international nursing students' perspectives and experiences in their learning environments focus on interventions such as mentorship, simulation activities, communication skills, and supervision. Further, measures and concepts to evaluate such interventions include satisfaction, skills, confidence, and competence. In addition, considering the contribution of international nursing students to the education sector, professional workforce, and the economy,

it is essential to understand and respond effectively to their clinical learning needs and that their learning environment is positive and for higher-education opportunities to continue to be attractive (Tallon, et al., 2021).

Lastly, Baxter and McGowan, (2022) carried out another study in Britain with the purpose of exploring undergraduate nursing students' experiences of mentorship while in hospital clinical placements. The participants consist of 7 fourth-year medical students who have had a minimum of 3 years of experience with mentorship. The study employed a qualitative approach using semi-structured interview and a six-stage pragmatic approach to qualitative data analysis. From the results, six themes emerged which include reality versus expectation of mentorship, students' perception of self, personal feelings and expectations of mentorship, perception of workload, student perception of mentorship preparedness (Baxter & McGowan, 2022).

3 THE PURPOSE, OBJECTIVE AND RESEARCH QUESTIONS OF THE STUDY

The purpose of this study is to examine the experiences of international nursing students in relation to the guidance they receive during their clinical practice.

The objective of this study is to generate information that healthcare professionals can utilize to improve the support offered to international nursing students during clinical practices, with the aim of facilitating students' learning process.

Research questions are

1. What are the experiences of international nursing students regarding orientation programs during their clinical practice?
2. How do international nursing students perceive the role of supervision and mentorship during their clinical practice?
3. What are the experiences of international nursing students concerning the frequency and nature of feedback provided during their clinical practice?

4 IMPLEMENTATION OF THE RESEARCH PROCESS

4.1 Description of the research method and justification for its choice

The study employed the quantitative research methodology. Quantitative research refers to research that employ methods that collect evidence that can be transformed into numerical data and are based on positivism. (Gerrish & Lathlean, 2015 p. 163.) Specifically, the survey approach was employed in this study. The survey method is defined as a research methodology that gathers information from a pre-selected sample of respondents to obtain knowledge and perspectives on a range of interesting issues (Gerrish & Lathlean, 2015.)

This approach was considered appropriate for the study because the findings from quantitative research can be used to make predictions or indicate trends in a population (Gerrish & Lathlean, 2015 p. 163). The survey made use of questionnaire which was used to gather primary data about the constructs under study from international nursing students to address the gap in the existing evidence of international nursing students' experiences during clinical practice. With this a wide range of international nursing students can be reached within a short period of time, quality data about the phenomena can be gathered with flexibility (O'Connor, 2022). Moreover, surveys and questionnaires are often used in nursing research to gather views of large groups of individuals to develop a nursing knowledge base (Timmins, 2014). Questionnaires are a relatively fast and inexpensive technique for gathering standardised information that is convenient for the respondents and researcher (Gerrish & Lathlean, 2015).

4.2 Target group and sample selection

This study targeted all international nursing students in the Satakunta University of Applied Sciences of Finland who have undertaken at least one clinical practice in any healthcare setting (public or private sector). This group was chosen purposively because they hold different and relevant views about this topic. The researcher adopted the purposive sampling technique which is a non-probability sampling method. Purposive sampling is a strategy to ensure that specific kind of cases of those that could possibly be included in a study are part of the final sample in the research study (Campbell, et al., 2020).

4.3 Data collection

The data was collected from international nursing students with a Likert-like scale questionnaire with four options (Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD). The questionnaire that was designed for this study includes three sections: experiences related to orientation program, experiences related to supervision and mentorship and experiences related to feedback. The questions were constructed based on literature on the phenomena under study and designed using the E-lomake software program. The background data included questions about age, gender, number of credits, level of Finnish language and number of clinical practices. Students had to self-evaluate their level of Finnish language skills by choosing from the options: very poor (1), poor (2), satisfactory (3), good (4), very good (5) and excellent (6).

International nursing students studying at Satakunta University of Applied Sciences were invited to participate in the study. The invitation was sent through their university emails, and they were asked to respond to the questionnaire items. This invitation was sent only to students who had done at least one clinical practice in Finland. The invitation had a description of the thesis aim, the relevance of the thesis, the link to the questions and the deadline for responding to the questionnaire. This was followed by two weekly reminders through the same university emails by the author.

4.4 Data analysis

After data collection, an excel spread sheet was downloaded from E-lomake. The results were analysed using IBM Statistical Package for Social Science (SPSS 25) with the help of a friend who had the package and is an expert with analysis. Descriptive statistical tools (percentages, frequencies, standard deviation and means) were used to analyse the data. For demographic data percentages and frequencies were used. The mean score is the key reference for understanding the overall perception of the respondents. This is the standard approach for interpreting Likert scale data in surveys. The mean score from tables 2-4 and their proximity to the Likert scale values are used to deduce low perception and high perception of the respondents. This implies that a mean score close to 1.0-2.4 (2.4 is considered close to 2) suggest that a high proportion of the respondents either strongly disagreed or disagreed to the response item. A mean score between 2.5-4.9 (2.6 is close to 3) suggests that a high proportion of the respondents either agreed or strongly agreed to the response item (Joshi, et al., 2015).

5 RESULTS

5.1 Demographic findings

The total of 52 students participated in the study (N=52). Participants included n = 35 females (67.3%), n=16 males (30.8%) with one respondent who choose the “not to say” option (1.9%).

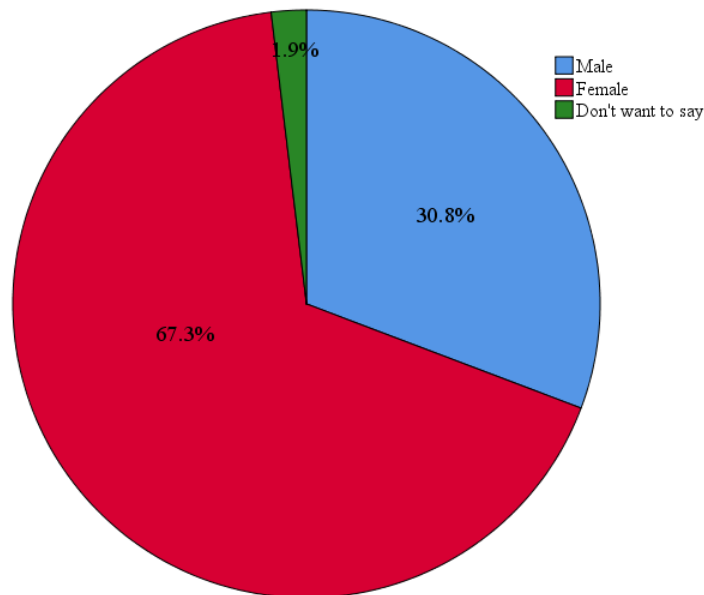


Figure 1: Pie chart showing the gender of the participants

With age, number of credits, and number of clinical practices done in Finland, it was observed that more than half of the respondents were between 22 and 30 years old (n=28). The lowest age of the respondents was 22 years and the highest was 45 years. The lowest number of credits was 35ECTS and the highest was 212 ECTS. Table 1 presents a description of age, number of clinical practices done in Finland and number of credits of the respondents.

Table 1: Basic descriptive statistics of data

	Age	Number of credits	Number of clinical practices you have had in Finland
Minimum	22.0	35.0	1.0
Maximum	45.0	212.0	9.0
Mean	30.8	133.1	4.4
Mode	31	96	2
Std. Dev	5.7	43.5	2.4

Furthermore, the findings showed that most of the respondents had done two clinical practices (n=10). The other respondents fall in the following: four clinical practices (n=9), three clinical practices (n=7), five clinical practices (n=6), six clinical practices (n=5), seven clinical practices (n=4), eight clinical practices (n=4), and nine clinical practices (n=4).

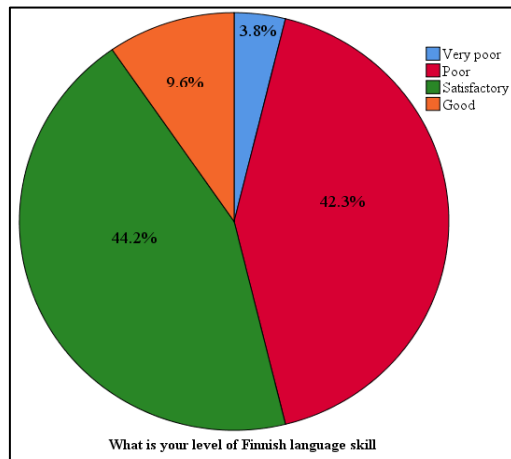


Figure 2: Pie charts showing level of Finnish language skills

Most of the respondents evaluated their Finnish language skills as poor (n=22) or satisfactory (n=23). It was observed that no student had attained level 5 (very good) and 6 (excellent) of Finnish language skills.

5.2 Experiences with orientation programs during clinical practice

The data analysis revealed that a slight majority of students had a low perception with the orientation programs during clinical practice. This is because the respondents either disagreed or strongly disagreed with most aspects of orientation during clinical practices which include. The respondents felt that the orientation and its content received during their clinical practice did not provide them all the knowledge and aspect needed (M=2.04). Additionally, respondents were not satisfied with the fact that there was lack of detailed orientation manual to support effective learning throughout the clinical practice. Even when the manuals were available, there were not in both Finnish and English language which hindered understanding (M=2.08 and 1.63 respectively). Furthermore, the analysis showed that respondents disagreed or strongly disagreed on the organisation of information and clinical skill workshops during

clinical practice to enhance the acquisition of relevant nursing competencies (M=1.96). Lastly, nurse mentors did not ensure that students had understood the rules and regulations of the work unit (M=1.98).

However, respondents had a high perception with some aspects of orientation programs. For instance, they either agreed or strongly agreed about their introduction to the work unit (M=2.96), nurse mentors discussions with them about guidance taking into consideration their objectives (M=2.79). Students also had high perception about their introduction to the rules and regulations of the work unit (M=2.62).

Table 2: Frequencies of Experiences related to orientation programs during clinical practice

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Mean	Std. Dev
1. The orientation I received during my clinical practice provided me with all the knowledge needed	22 (42.30)	8 (15.40)	20 (38.50)	2 (3.80)	2.04	0.989
2. The content of the orientation program covered all aspect of the clinical practice.	24 (46.20)	12 (23.10)	15 (28.80)	1 (1.90)	1.87	0.908
3. A detailed orientation manual was available to support my learning throughout the clinical practice	19 (36.50)	13 (25.00)	17 (32.70)	3 (5.80)	2.08	0.967
4. The orientation manual in the unit is available in both Finnish and English to improve understanding	30 (57.70)	13 (25.00)	7 (13.50)	2 (3.80)	1.63	0.864
5. Information and clinical skill workshops were organized during my clinical practice to enhance acquisition of relevant nursing competences	21 (40.40)	15 (28.80)	13 (25.00)	2 (5.80)	1.96	0.949
6. The orientation methods used were clear and informative	8 (15.40)	23 (44.20)	19 (36.50)	2 (3.80)	2.29	0.776
7. My mentor had discussions with me about guidance taking into consideration the level of my studies	18 (34.60)	9 (17.30)	20 (38.50)	5 (9.60)	2.23	1.041
8. My mentor had discussions with me about guidance taking into consideration my Finnish language skills	18 (34.60)	7 (13.50)	23 (44.20)	4 (7.70)	2.25	1.027
9. My mentor had discussions with me about guidance taking into consideration my objectives	5 (9.60)	7 (13.50)	34 (65.40)	6 (11.50)	2.79	0.776
10. I received an introduction to the work unit	2 (3.80)	8 (15.40)	32 (61.50)	10 (19.20)	2.96	0.713
11. The orientation to the work unit supported my adaptation to the work setting and work culture	15 (28.80)	15 (28.80)	19 (36.50)	3 (5.80)	2.19	0.930
12. I was introduced to the rules and regulations of the work unit	7 (13.50)	9 (17.30)	33 (63.50)	3 (5.80)	2.62	0.796
13. My mentor ensured that I understood the rules and regulations of the unit	21 (40.40)	13 (25.00)	16 (30.80)	2 (3.80)	1.98	0.939
Overall mean and standard deviation					2.22	0.898

5.3 Experiences with supervision/mentorship

Students' experiences related to supervision and mentorship during clinical practice showed an overall low perception. Most students either disagreed or strongly disagreed with the mentor-student relationship being effective (M=2.13) and the mentor using various approaches to support their learning (M=1.87). They also felt that the mentor did not adequately adapt to their language background (M=1.96) or provide enough opportunities for sharing and practicing their experiences (M=2.02). Additionally, students conveyed a level of dissatisfaction with the mentors' attitude towards multicultural supervision (M=1.96). The nurse mentor's inability to offer sufficient learning situations associated with their learning objectives (M=2.10), and independent practice of hand skills (M=1.94).

However, students had a high perception with some aspects of supervision and mentorship during clinical practice. The students generally agreed or strongly agreed that they had learning opportunities to develop their hand skills (M=2.71). They also felt that the nurse mentor effectively guided them in achieving their clinical learning objectives (M=2.67), and that they were able to improve their Finnish language skills during clinical practice (M=2.90).

Table 3: Frequencies of experiences related to supervision and mentorship during clinical practice.

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Mean	Std. Dev
14. I had a named mentor (s) during clinical practice	0 (0.00)	2 (3.80)	31 (59.60)	19 (36.50)	3.33	0.550
15. The named mentor(s) changed during the clinical practice	7 (13.50)	20 (38.50)	20 (38.50)	5 (9.60)	2.44	0.850
16. My mentor had several nursing students at the same time	9 (17.30)	15 (28.80)	18 (34.60)	10 (19.20)	2.56	0.998
17. Our mentor-student relationship worked well	19 (36.50)	12 (23.10)	16 (30.80)	5 (9.60)	2.13	1.030
18. My mentor guided and builds on my clinical learning objectives	7 (13.50)	10 (19.20)	28 (53.80)	7 (13.50)	2.67	0.879
19. My mentor guided and builds on my language learning objectives	15 (28.80)	12 (23.10)	21 (40.40)	4 (7.70)	2.27	0.972
20. My mentor used different approaches to support my learning considering my language background	21 (40.40)	14 (26.90)	15 (28.80)	2 (3.80)	1.96	0.928

21. My mentor used different approaches to support my learning considering the work culture	26 (50.00)	8 (15.40)	17 (32.70)	1 (1.90)	1.87	0.950
22. My mentor used different approaches to support my learning considering my professional growth	26 (50.00)	8 (15.40)	16 (30.80)	2 (3.80)	1.88	0.983
23. I was allowed to take responsibility of my learning	14 (26.90)	14 (26.90)	22 (42.30)	2 (3.80)	2.23	0.899
24. My mentor gave me the opportunity to share and practice my knowledge and experiences	23 (44.20)	7 (13.50)	20 (38.50)	2 (3.80)	2.02	1.000
25. The guidance skills of my mentor supported my learning	15 (28.80)	13 (25.00)	21 (40.40)	3 (5.80)	2.23	0.942
26. My mentor had a positive attitude to his/her supervisory task	20 (38.50)	7 (13.50)	21 (40.40)	4 (7.70)	2.17	1.043
27. My mentor had a positive attitude in supervising in a multicultural and multilingual way	27 (51.90)	5 (9.60)	15 (28.80)	5 (9.60)	1.96	1.102
28. I had a sense of belonging during my clinical practice	19 (36.50)	11 (21.20)	19 (36.50)	3 (5.80)	2.12	0.983
29. I was given more learning situations taking into account my learning objectives	19 (36.50)	11 (21.20)	20 (38.50)	2 (3.80)	2.10	0.955
30. I had learning opportunities to practice patient/client guidance in Finnish	16 (30.80)	7 (13.50)	23 (44.20)	6 (11.50)	2.37	1.048
31. I had learning situations to practice hand skills	12 (23.10)	0 (0.00)	31 (59.60)	9 (17.30)	2.71	1.016
32. My mentor had the competence to student counselling	22 (42.30)	10 (19.20)	17 (32.70)	3 (5.80)	2.02	1.000
33. I was able to work with other students during clinical practice	15 (28.80)	6 (11.50)	26 (50.00)	5 (9.60)	2.40	1.015
34. My mentor was motivated to support my learning	14 (26.90)	14 (26.90)	19 (36.50)	5 (9.60)	2.29	0.977
35. My shifts were planned according to that of my mentor	8 (15.40)	9 (17.30)	26 (50.00)	9 (17.30)	2.69	0.940
36. The atmosphere of my clinical practice was permissive and motivating	21 (40.40)	11 (21.20)	17 (32.70)	3 (5.80)	2.04	0.989
37. Other nurses in the unit were willing to support my learning when my mentor was absent	21 (40.40)	10 (19.20)	17 (32.70)	4 (7.70)	2.08	1.026
38. I was able to develop my Finnish language skills	5 (9.60)	2 (3.80)	38 (73.10)	7 (13.50)	2.90	0.748
39. I was able to develop my clinical skills	10 (19.20)	6 (11.50)	29 (55.80)	7 (13.50)	2.63	0.950
40. My mentor gave me the opportunity to practice hand skills independently	27 (51.90)	6 (11.50)	14 (26.90)	5 (9.60)	1.94	1.092
41. Overall, the guidance I received during my clinical practice enhance my learning	10 (19.20)	19 (36.50)	16 (30.80)	7 (13.50)	2.38	0.953
Overall mean					2.30	0.958

5.4 Experiences related to feedback during clinical practice

Experiences related to feedback during clinical practice generally showed a low perception. Students either disagreed or strongly disagreed with the feedback provided on specific aspects of their learning during clinical practice (M=2.13) and their ability to speak up to nurse mentors when they did not understand something or needed more practice (M=2.08). Additionally, they felt that the feedback they received was based on non-judgmental language (M=2.00).

Notwithstanding, there was a high perception from students concerning the regularity of comments, advice and suggestions received during practice which helped improve their learning outcome (M=2.90).

Table 4: Frequencies of Experiences related with feedback during clinical practice

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)	Mean	Std. Dev
42. I receive comments, advice and suggestions on regular basis that improve my learning outcome	4 (7.70)	8 (15.40)	29 (55.80)	11 (21.20)	2.90	0.823
43. Feedback was given on specific aspects of my learning during clinical practice	21 (40.40)	7 (13.50)	20 (38.50)	4 (7.70)	2.13	1.048
44. Feedback was based on non-judgmental language	24 (46.20)	6 (11.50)	20 (38.50)	2 (3.80)	2.00	1.010
45. A reflective feedback conversation was carried out with my mentor to encourage my learning during clinical practice	14 (26.90)	12 (23.10)	21 (40.40)	5 (9.60)	2.33	0.985
46. I was able to speak up to my nurse mentor if I do not understand anything	18 (34.60)	8 (15.40)	22 (42.30)	4 (7.70)	2.23	1.022
47. I was able to speak up to my nurse mentor if I needed more practice in particular aspects of my learning	23 (44.20)	5 (9.60)	21 (40.40)	3 (5.80)	2.08	1.045
48. Overall, the feedback I received supported me to reflect and improve on my learning	10 (19.20)	17 (32.70)	19 (36.50)	6 (11.50)	2.40	0.934
Overall mean					2.30	0.981

6 DISCUSSION

6.1 Considerations of results

This study examined the experiences of international nursing students concerning guidance during clinical practice, with focus on students' experiences related to orientation programs, supervision/mentorship and feedback during clinical practice. The study revealed that international nursing students generally were not satisfied with the orientation programs. For instance, many students indicated that orientation did not cover all aspects of their learning such as communication, patient care and professional ethics. This aligns with previous studies that highlighted the difficulty international students face when orientation programs are not specifically tailored to their needs (Mwai, 2014). Additionally, the lack of detailed orientation manuals in both English and Finnish contributed to feelings of unpreparedness which has been similarly noted as a barrier to full participation in clinical practice environments (Genotiva, 2022).

Notably, students had satisfaction with the introduction to the work unit, indicating that once students integrate into the work environment, their experiences improved in adaption. This shows the relevance of cultural sensitivity and personalised support for international students as emphasised in other studies (Mikkonen, et al., 2017). However, the findings suggest that more comprehensive, multicultural and multilingual orientation programs, are vital to support international nursing students better adapt to their clinical practice environments.

Furthermore, students generally indicated poor relationships with mentors, a lack of support in learning and insufficient opportunities to practice hand skills during clinical practices. This finding is not unique to this study as other studies have documented similar issues where international nursing students feel under-supported in clinical mentorship due to cultural and language barriers (Gauli & Xu, 2015). The role of nurse mentors in supporting students' learning is relevant and their supervisory skills are crucial in improving students'

professional growth (Kanniainen, et al., 2017). However, this study showed that nurse mentors may lack or have inadequate training or resources to effectively mentor international students. A mismatch between students' expectations and the reality of mentorship can lead to dissatisfaction and hinder learning (Baxter & McGowan, 2022). Improving intercultural competence among nurse mentors could significantly enhance the mentorship experience for international nursing students.

Lastly, students reported inadequate, non-specific feedback and the use of judgemental language during their clinical practice. Feedback is a critical component of the learning process, particularly for international students who may face language and cultural challenges in clinical practice environment (Vanden-Berg, 2006). The lack of specific, reflective feedback sessions hindered students' ability to understand their performance and make necessary adjustments. This is also reflected in literature, which shows that effective feedback encourages self-reflection and drives students to achieve their goals (Burgess et al., 2020). Additionally, the results reveal that many students did not feel comfortable speaking up about their concerns or requesting additional practice in areas where they felt deficient. Improving the communication channels between students and mentors and ensuring that feedback is regular and constructive could significantly improve students' clinical learning outcomes.

6.2 Conclusion

Clinical practice plays a pivotal role in equipping international nursing students with real-life clinical skills, team working, decision-making, quality patient care and the use of technology (Thomsen, et al., 2024). Clinical practice should therefore be organised in a manner that will enhance the learning of international nursing students. For instance, international nursing students can be provided with orientation programs before and during their clinical practice. Students can be given a pre-orientation package either virtually or physically which includes detailed information about the work unit in both English and Finnish, clinical expectations, cultural insights into patient/client care, and the layout of the work unit. This prepares the students well ahead of time and

facilitates their understanding and learning. Students can also participate in workshops/seminars where training is provided on cultural competence, communication in healthcare settings and clinical skills during their clinical practice.

Nurse mentors should be provided with regular pieces of training on mentorship strategies, cultural competence, and communication approaches that are essential for international nursing students. This will help them to provide a more inclusive and supportive learning environment for international nursing students.

Finally, mentors should be encouraged to provide immediate and regular feedback on specific aspects of students' learning. This will help students to adjust and improve their learning in real-time. Feedback should be framed in a manner that promotes the learning and growth of students rather than blame or judgment. For example, begin with positive feedback, then constructive criticism and end with an encouragement for the student. Nurse mentors should adopt a two-way conversation with students and collaborative problem-solving when discussing areas of improvement. This will motivate and build the confidence level of students. Nurse mentors should encourage students to develop a daily or weekly self-reflection journal which can be used by the mentor as a guide to build on their strengths and improve on weaknesses.

6.3 Ethical viewpoints of the study

There should be honesty in undertaking, developing, reviewing, reporting and communicating the research in a transparent, fair and unbiased way (TENK, 2023 p.12). The study clearly outlines the research methodology, survey questions well-structured in a neutral manner to prevent bias and obtain genuine responses from participants, the findings are reported truthfully and accurately, and the study limitations are communicated clearly.

Furthermore, research requires respecting colleagues, research participants, the society, cooperation partners and the environment (TENK, 2023 p. 12). To achieve this clear and simple explanation about the research purpose and objectives was given to the participants in the inform consent form. Participants were allowed to take part voluntarily and ask questions if need be and their confidentiality and non-disclosure of their identity were ensured throughout the process. The valuable input of the participants was acknowledged, and participants had the right to withdraw at any time without any negative impact. (Satakorkea, n.d.) The consent of participants was asked in a written form at the beginning of the e-questionnaire and if anyone did not consent then the survey did not proceed. Participants were given the right to obtain information of the research content in a language they understand (English) (Satakorkea, n.d.).

Research accountability should be ensured from the idea, management, organisation, training, supervision, and mentoring (TENK, 2023 p. 12). The study adhered to the standards of research integrity and guidelines of conducting research recommended by the Finnish National Board of Research Integrity and Satakunta University of Applied Sciences respectively. (TENK, 2023; SAMK, 2024).

In addition, the required research permits, consent agreement were obtained from SAMK before starting the process of data collection (TENK, 2023 p.13). The ownership of the research data, the right to use it, processing and storage was agreed upon by completing a data management plan. This consist of the kind of data to be collected, description of the data quality, ownership, how it will be documented and backed up and others. This has been attached as appendix to the study as recommended by the Satakunta University of Applied Sciences (SAMK, 2024).

Lastly, the study ensured authorship publication and dissemination by appropriately acknowledging the works of other authors (citing and referencing appropriately) used in the study and strictly followed the guidelines for publishing thesis in SAMK (TENK, 2023 p. 14; SAMK, 2024)

6.4 Reliability of the study

Reliability in research is ensured by doing quality research, which is reflected in the design, methodology, analyses, and resources used (TENK, 2023 p.12). The study was conducted using the appropriate methods (survey design, data analysis) and literature from scientific databases. The questions were based on previous research results which supports the quality of the questionnaire. In addition, a survey is said to be reliable if it can be repeated and will consistently measure what it is intended to measure. The questionnaire was pre-tested using five international nursing students from the target population. This is needed to eliminate errors generally associated with surveys such as misinterpretation of questions, the ability to respond to the items, time taken to complete a questionnaire and sensitive questions (Grimm, 2010). After pre-testing, no changes were made to the questionnaire.

6.5 Limitations of the study

Firstly, there is a limited number of respondents in the study (n=52) even though all international nursing students were targeted. However, the respondents had the right to agree to participate in the study or not. The author did a follow-up reminder via their university emails to ensure a wide range of international nursing students were aware of the study. Secondly, the study covered experiences related to orientation, supervision, and feedback. Other areas of experiences could be explored such as cultural adaptation, communication, and language. This could serve as an area for further study. Lastly, the study did not explore the experiences of mentor nurses who supervise international nursing students during clinical practice to get a complete picture of both sides. This may also be a promising area for further study.

REFERENCES

American Psychological Association- APA (2014). APA guidelines for Clinical Supervision in Health Service Psychology. <https://www.apa.org/about/policy/guidelines-supervision.pdf>

Baxter G, McGowan B. (2022). An exploration of undergraduate nursing students' experiences of mentorship in an Irish hospital. *Br J Nurs.* 11;31(15):812-817. DOI: 10.12968/bjon.2022.31.15.812

Bhopal, R.S. (2014) *Migration, Ethnicity, Race, and Health in Multicultural Societies.* 2nd edn. Oxford University Press, Oxford

Burgess, A., Van Diggele, C., Roberts, C. et al. (2020). Feedback in the clinical setting. *BMC Med Educ* 20 (Suppl 2), 460 (2020). <https://doi.org/10.1186/s12909-020-02280-5>

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *J Res Nurs.* Dec;25(8):652-661. DOI:10.1177/1744987120927206

Chiona, B. (2020). Designing a conducive clinical learning environment for nursing, Technical Report, Retrieved June 21, 2024 from https://www.researchgate.net/publication/338689729_Designing_a_conducive_clinical_learning_environment_for_nursing

Clark, N. (2009). What Defines an International Student? A Look Behind the Numbers <https://wenr.wes.org/2009/09/wenr-september-2009-feature>

European Union Directive (2013). Directive/55/EU OF the European parliament and of the council. Official journal of the European Union. L 354/132. <https://eur-lex.europa.eu/LexUriServ/LexUrierv.do?uri=OJ:L:2013:354:0132:0170:en:PDF>

Finnish National Board of Research Integrity (TENK). (2023). The Finnish Code of Conduct for Research Integrity and Procedures for Handling Alleged Violations of Research Integrity in Finland. https://tenk.fi/sites/default/files/2023-11/RI_Guidelines_2023.pdf

Gauli, A. & Xu, M. (2015). International Nursing Students In Finland: Common challenges experienced in guided practices. <https://www.theseus.fi/handle/10024/100134>

Genotiva, E. K., (2022). Foreign first-year nursing students' experiences during their first clinical practice : An Interview Study. <https://www.theseus.fi/handle/10024/786188>

González-García, M., Lana, A., Zurrón-Madera, P., Valcárcel-Álvarez, Y., Fernández-Feito, A. (2020). Nursing Students' Experiences of Clinical Practices in Emergency and Intensive Care Units. *Int J Environ Res Public Health*. 17(16):5686. Doi: 10.3390/ijerph17165686

Gerrish, K., & Lathlean, S. (2015). *The research process in nursing* (7 eds.). Willeyblackwell.

Grimm, P. (2010). Pretesting a questionnaire.
<https://doi.org/10.1002/9781444316568.wiem02051>

Immonen, K., Oikarainen, A., Tomietto, M., Kääriäinen, M., et al. (2019). Assessment of nursing students' competence in clinical practice: A systematic review of reviews. *International Journal of Nursing Studies*, Volume 100, 103414. <https://doi.org/10.1016/j.ijnurstu.2019.103414>

Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert Scale: Explored and Explained. *Current Journal of Applied Science and Technology*, 7(4), 396–403. <https://doi.org/10.9734/BJAST/2015/14975>

Kanniainen, M. R., Nylund, J. & Kupias, P. (2017). *Workbook for mentoring*. University of Helsinki. <https://blogs.helsinki.fi/mentorointi/files/2021/03/workbook-for-mentoring.pdf>

Kohlby, P.W. (2016) The impact of international service-learning on nursing students' cultural competency. *Journal of Nursing Scholarship* 48(3), 303-311

Lalithabai, D.S., Ammar, W.M., Alghamdi, K.S., Aboshaiqah, A.E. (2021). Using action research to evaluate a nursing orientation program in a multicultural acute healthcare setting. *Int J Nurs Sci*. 2021 Jan 21;8(2):181-189. Doi: 10.1016/j.ijnss.2021.01.002.

Mathisen, C., Bjørk, I. T., Heyn, L. G. Jacobsen, T.I., & Hansen, E. H. (2023). Practice education facilitators perceptions and experiences of their role in the clinical learning environment for nursing students: a qualitative study. *BMC Nursing*: 22(1): 1-9.

Merriam Webster Dictionary (2023). Feedback. Retrieved May 16, 2023 from <https://www.merriam-webster.com/dictionary/feedback>

Mikkonen K., Elo S., Kuivila H.M., Tuomikoski A.M. & Kääriäinen M. (2016a) Culturally and linguistically diverse healthcare students' experiences of learning in a clinical environment: a systematic review of qualitative studies. *International Journal of Nursing Studies* 54, 173-187.

Mikkonen K., Elo S., Tuomikoski A.M. & Kääriäinen M. (2016b) Mentor experiences of international healthcare students' learning in a clinical environment: a systematic review. *Nurse Education Today* 40, 87-94

Mikkonen, K., Elo, S., Miettunen, J., Saarikoski, M., Kääriäinen, M. (2017). Clinical learning environment and supervision of international nursing students: A cross-sectional study. *Nurse Education Today*. Volume 52. Pgs 73-80 <https://doi.org/10.1016/j.nedt.2017.02.017>

Ministry of Social Affairs and Health (2023). Wellbeing services counties on the map. Retrieved December 8, 2023 from <https://stm.fi/en/wellbeing-services-counties-on-the-map1>

Mwai, E. (2014). Nursing students' experiences in clinical placement environment. Jyväskylä University of Applied Sciences JAMK. <https://www.the-seus.fi/handle/10024/81240>

O'Connor S. (2022). Designing and Using Surveys in Nursing Research: A Contemporary Discussion. *Clin Nurs Res*. May;31(4):567-570. DOI: 10.1177/10547738211064739

Pitkälä M., Eriksson E. & Kekki P. (2011) Teachers' experiences of English-language taught degree programs within health care sector of Finnish polytechnics. *Nurse Education Today* 31(6), 553–557.

Pitkälä M., Eriksson E. & Pitkälä K. (2012a) The diversity issue revisited: international students in clinical environment. *International Scholarly Research Network (ISRN)*.

Pitkälä M., Eriksson E., Kekki P. & Pitkälä K. (2012b) Culturally diverse nursing students in Finland: some experiences. *International Journal of Nursing Education Scholarship* 9 (1), 1-18.

Pitkälä M.A., Eriksson E. & Pitkälä K. (2013) Culturally diverse health care students' experiences with teaching strategies in Finland: a national survey. *Nurse Education Today* 33(6), 590-595.

Raju, J., Megahed, M. M., & Chithra, R. A. (2017). The Effectiveness of Orientation Programme among Nurse Interns: An Initial Step towards Quality Nursing Care. *International Journal of Health Sciences & Research*. Vol.7; Issue: 5 https://www.ijhsr.org/IJHSR_Vol.7_Issue.5_May2017/35.pdf

Satakorkea, (n.d.). Research ethics. <https://www.samk.fi/wp-content/uploads/2023/11/Satakorkea-Research-ethics-in-English-3.pdf>

Satakunta University of Applied Sciences (SAMK). (2021). Curricula. Retrieved September 2, 2022 from <https://samk.opinto-opas.fi/curricula/degree-programmes/groups/plan?groupId=205014818&planId=205013286>

Satakunta wellbeing services county (2023). Professionals and students. Retrieved December 9, 2023 from <https://satakunnanhyvinvointialue.fi/ammattilaiset-ja-opiskelijat/>

Satakunta University of Applied Sciences (SAMK). (2024). Instructions for written works and thesis. Useful information about thesis and writing. Retrieved February 18, 2024 from <https://www.samk.fi/opiskelijalle/kirjallistettoiden-ja-opinnaytetyon-ohjeet/>

Screekumar, D. (2023). What is a Theoretical Framework? How to Write It (with Examples). Retrieved November 11, 2023 from <https://researcher.life/blog/article/what-is-a-theoretical-framework-how-to-write-it/>

Tallon, M., Brown, J., Terena, S., Kalembo, F., Bosco, A., Lim, E., Ngune, I. Moore, K., Sally, W. (2021). Factors that influence international nursing students' experiences and perceptions of their learning environments: a scoping review protocol. *JBI Evidence Synthesis*. DOI: 10.11124/JBIES-20-00471

Timmins, F. (2014). Disseminating Nursing research. *Nursing Standard*. 29, 48, 34-39. <https://journals.rcni.com/nursing-standard/disseminating-nursing-research-ns.29.48.34.e8833> DOI: 10.7748/ns.29.48.34.e8833

Thomsen, H.S., Jørgensen, B.E., Kynde Schøtz, J. *et al.* (2024). Evaluation of a new concept to improve and organize clinical practice in nursing education: a pilot-study. *BMC Nurs* 23, 203. <https://doi.org/10.1186/s12912-024-01888-y>

Tuomikoski, A. M., Mikkonen, K., Ruotsalainen, H., Konttila, J., & Kääriäinen, M. (2020). Millaista osaamista sairaanhoitajat kokevat tarvitsevansa ohjataan. opiskelijoita? HOTUS. <https://www.hotus.fi/wp-content/uploads/2020/10/nayttovinkki-12-2020.pdf>

Van den Berg, I., & Admiraal, W., (2006). Pilot A. Peer assessment in university teaching: evaluating seven course designs. Pilot study. *Assess Eval High Educ*: 31(1):19–36. DOI: 10.1080/02602930500262346

Visovsky, C., McGhee, S. Jordan, E., Dominic, S. & Morrison-Beedy, D. (2016). Planning and executing a global health experience for undergraduate nursing students: a comprehensive guide to creating global citizens. *Nurse Education Today* 40, 29-32

APPENDICES

Appendix 1: Table of the main text of literature search

Author of research, publication year, country	The purpose of research/project/literature review	Target group, number of participants, data collection method, analyzing method/project method	Results/ product of project
Tullon, et al., (2021) Western Australia	"To explore the research on factors that influence international undergraduate nursing students' experiences and perceptions of their learning environment".	The target group were international nursing students enrolled in undergraduate nursing programs in Australia. Thus, participants are reviews that relate to international nursing students. Data collection and analysis- data extraction from concepts and associations between them. Method: Scoping review methodology of JBI.	Findings from the review showed that international nursing students' perspectives and experiences in their learning environments focus on interventions such as mentorship, simulation activities, communication skills, and supervision. Further, measures and concepts to evaluate such interventions include satisfaction, skills, confidence, and competence. In addition, considering the contribution by international nursing students to the education sector, professional workforce, and the economy, it is essential to understand and respond effectively to their clinical learning needs and that their learning environment is positive and for higher-education opportunities to continue to be attractive.
Baxter and McGowan, (2022) Britain	"To explore undergraduate nursing students' experiences of mentorship while in hospital clinical placements".	The study targeted medical students. Participants: 7 fourth-year medical students who have had a minimum of 3 years of experience with mentorship. Data collection method and analysis: qualitative approach using semi-structured interview and a six-stage pragmatic approach to qualitative data analysis.	Results: six themes emerged which include reality versus expectation of mentorship, students' perception of self, personal feelings and expectations of mentorship, perception of workload, student perception of mentorship preparedness.
González-García, et al., (2020) Spain	"To explore the experience of final year nursing students during their clinical placement in emergency and intensive care units and to identify whether differences exist	Target group: Nursing students Participants: 28 (15 female and 13 male) Data collection and analysis method: qualitative specifically, documentary analysis of RLJ of nursing students. Three phase content analysis to analyse the data.	Generally, most students perceived a high degree of coordination in the units and the importance of nurse/medical collaboration. Four themes emerged: identified an intense emotional experience, the importance of attitudes over and above techniques, identification of nurses who dominate their environment and how

	between female and male students".		to improve care for critically ill patients and their families.
Mikkonen, et al., (2017) Finland	"To describe international and national students' perceptions of their clinical learning environment and supervision, and explain the related background factors".	Target group: All nursing students studying the English degree program in University of applied sciences who have undertaken at least one clinical practice Participants: 231 international nursing students and 98 Finnish students Data collection and analysis method: Explorative cross-sectional design. Analysis used IBM SPSS with binary logistics regress analysis involving descriptive statistics, Chi square, 1-tailed t-test, 2-tailed Mann-Whitney U-test.	Results: Students were satisfied with the supervisory relationship package. There were significant differences relating to cultural diversity in the clinical learning environment between students who were immigrant Finns, Europeans or from other cultures regarding their experiences of discrimination, stress of being in a minority, social isolation and having to prove one's competence. The Finnish language level and gender among both groups of nursing students affected the three outcome variables of the pedagogical atmosphere, role of the nurse teacher and total experience.
Mwai (2014) from Jyväskylä University of Applied Sciences (JAMK) Finland	Gaining insights into the experiences of nursing students in their clinical practice environment.	Target group: Nursing students Data collection and analysis: Qualitative study using a semi structured interview.	The findings emerged with four themes; language and interaction, clinical placement atmosphere, clinical supervision and support and the student as a learner. Hence the study reported that overall students' experiences were positive however, language barrier, negative atmosphere and lack of supportive mentorship were major challenges
Genotiva (2022) Finland	to explore the different experiences of foreign first-year nursing students during their first clinical practice.	Target group: First year foreign nursing students Data collection and analysis: Qualitative study using semi structured interview. Thematic content analysis was used to analyse data.	Results showed that there were challenging experiences, coping strategies, well experienced practice and nursing students as nurses. It was recommended that better communication and an integration program for foreign nursing students must be improved.
Gauli & Xu (2015) Finland	Mapping out the challenges faced by international nursing students in their guided practice in Finland.	Target group: All international nursing students in seven universities of applied sciences in Finland Data collection and analysis: Quantitative study survey questionnaire (Webropol).	Findings showed that cultural differences and language barrier led to poor communication and cooperation between the students and supervisors, feelings of discrimination and the need for proper guidance and support from clinical supervisors to international nursing students were the main challenges faced

Appendix 2: Table of literature search

Database	Keywords	Results	Accepted articles/projects/research
CINAHL- EB-SCOhost	International nursing students AND clinical practice	10,827	7
PudMed	International nursing students AND clinical practice	157	4
Google scholar	International nursing students AND clinical practice	17,800	3

Selection criteria: Scientific databases, full text, publication date (2015-2024), related to topic, peer reviewed articles, published in English language and free articles, study type: literature reviews, qualitative and quantitative studies and projects.

Appendix 5: Inform Consent and Questionnaire

Inform consent

I am an international nursing student from the Satakunta University of Applied Sciences (SAMK). I am doing my thesis on the topic “**International nursing students experiences of the guidance during clinical practice**”.

International nursing students who have completed at least one clinical practice in Finland are invited to participate in this survey. The aim is to examine experiences regarding orientation programs, supervision/mentorship and feedback during guided clinical practice. This will provide a pathway for developing strategies to improve learning during clinical practices.

Your participation is voluntary and anonymous. Data collected shall be treated with confidentiality and privacy based on the Finnish Personal Data Act.

This study has been granted a research permit by Satakunta University of Applied Sciences.

Completing the questionnaire will take a few minutes of your time.

You can access the survey via this link

<https://elomake.samk.fi/lokameket/15612/lokameket.html>

The survey was open until **25.05.2024**.

Thank you for participating in this study!

Questionnaire for international nursing students

Consent agreement

I agree to participate in this study Yes No

Section A: Background information

1. Age:
2. Gender: Male , Female Other , Don't want to say
3. Number of clinical practices you have had in Finland:
4. Number of credits:
5. What is your level of Finnish language skills very poor poor, satisfactory , good , very good, excellent.

Instruction: Click on the figure that corresponds to your answer for Sections B, C and D.

Scale rating 1- Strongly disagree

2 – Disagree

3 – Agree

4 - Strongly agree

Section B: Experiences related to orientation programs during clinical practice

1. The orientation I received during my clinical practice imparted me with all the knowledge needed. 1 2 3 4
2. The content of the orientation program covered all aspect of the clinical practice. 1 2 3 4
3. A detailed orientation manual was available to support my learning throughout the clinical practice. 1 2 3 4
4. The orientation manual in the unit is available in both Finnish and English to improve understanding 1 2 3 4
5. Information and clinical skill workshops were organised during my clinical practice to enhance acquisition of relevant nursing competences 1 2 3 4
6. The orientation methods used were clear and informative. 1 2 3 4
7. My mentor had discussions with me about guidance taking into consideration the level of my studies 1 2 3 4

8. My mentor had discussions with me about guidance taking into consideration my Finnish language skills and 1 2 3 4
9. My mentor had discussions with me about guidance taking into consideration my objectives. 1 2 3 4
10. I received an introduction to the work unit. 1 2 3 4
11. The orientation to the work unit supported my adaptation to the work setting and work culture. 1 2 3 4
12. I was introduced to the rules and regulations of the work unit 1 2 3 4
13. My mentor ensured that I understood the rules and regulations of the unit 1 2 3 4

Section C: Experiences related to supervision and mentorship during clinical practice.

14. I had a named mentor (s) during clinical practice.
1 2 3 4
15. The named mentor(s) changed during the clinical practice 1 2 3 4
16. My mentor had several nursing students at the same time.
1 2 3 4
17. Our mentor-student relationship worked well with confidentiality and mutual trust. 1 2 3 4
18. My mentor guided and builds on my clinical learning objectives 1 2 3 4
19. My mentor guided and builds on my language learning objectives 1 2 3 4
20. My mentor used different approaches to support my learning considering my language background 1 2 3 4
21. My mentor/supervisor used different approaches to support my learning considering the work culture. 1 2 3 4
22. My mentor/supervisor used different approaches to support my learning considering my professional growth. 1 2 3 4
23. I was allowed to take responsibility of my learning. 1 2 3 4
24. My nurse mentor (s) gave me the opportunity to share and practice my knowledge and experiences 1 2 3 4
25. The guidance skills of my mentor supported my learning. 1 2 3 4

26. My mentor nurse had a positive attitude to his/her supervisory task 1 2
3 4
27. My mentor nurse had a positive attitude in supervising in a multilingual
and multicultural manner. 1 2 3 4
28. I had a sense of belonging during my clinical practice 1 2 3 4
29. I was given more learning situations during my clinical practice taking
into account my learning objectives. 1 2 3 4
30. I had learning situations to practice patient/client guidance in Finnish 1
2 3 4
31. I had learning situations to practice hand skills 1 2 3 4
32. My mentor has the competence to student counselling 1 2 3 4
33. I was able to work with other students during clinical practice 1 2 3 4
34. My mentor was motivated to support my learning 1 2 3 4
35. My shifts were planned according to that of my mentor 1 2 3 4
36. The atmosphere of my clinical practice was permissive and motivating
1 2 3 4
37. Other nurses in the unit were motivated to support my learning when
my mentor was absent 1 2 3 4
38. I was able to develop my clinical skills 1 2 3 4
39. I was able to develop my Finnish language skills 1 2 3 4
40. My mentor gave me the opportunity to practice hand skills inde-
pendently. 1 2 3 4
41. Overall I am satisfied with the guidance I received during my clinical
practice 1 2 3 4

Section C: Experiences related with feedback during clinical practice.

42. I receive comments, advice and suggestions on regular basis during
clinical practice that improve my learning outcome. 1 2 3 4
43. Feedback was given on specific aspects of my learning during clinical
practice. 1 2 3 4
44. Feedback was based on non-judgemental language. 1 2 3 4
45. A reflective feedback conversation was carried out with my mentor to
encourage my learning during clinical practice. 1 2 3 4

46. I was able to speak up to my nurse mentor if I do not understand anything. 1 2 3 4
47. I was able to speak up to my nurse mentor if I needed more practice in particular aspects of my learning. 1 2 3 4
48. Overall, the feedback I received supported me to reflect and improve on my learning 1 2 3 4

Thank you for your responses!