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Ward Manager's View of the Strategies for Successful Learning Experiences for ELTDP Nursing Students in Acute Clinical Practice Setting in Finland

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<p>Ward managers play crucial roles in creating conducive learning environment for nursing students during their clinical practice. The purpose of our final project was to explore ward managers' view of the strategies for successful learning experiences for ELTDP (English Language Taught Degree Programme) nursing students in acute clinical practice settings in Finland. The study question was: What are the strategies that will enhance ELTDP nursing students clinical practice experience in acute settings in Finland? To answer these questions, five ward managers were interviewed and the data was analyzed through content analysis. The findings were summarized into three themes:(i)language; (ii)cultural competence; (iii) cooperation between educational institutions and clinical placements. Both ELTDP students' and tutor nurses' language skills need improvement for students to achieve successful learning outcomes; cultural competence was not well-discussed and formal training on this topic was missing in the wards; Cooperation between educational institutions and clinical placement need to be intensified to achieve successful clinical practice experience.</p>	
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<p>Osastonhoitajilla on keskeinen rooli sairaanhoitajaopiskelijoiden kliinisen harjoittelujakson opiskeluympäristön luomisessa. Opinnäytetyömme tarkoitus oli selvittää osastonhoitajien näkemyksiä strategioista, jotka johtaisivat onnistuneeseen opiskelukokemukseen englanninkielellä opiskeleville sairaanhoitajaopiskelijoille (ELTDP) heidän kliinisessä harjoittelussa akuuteilla klinikoilla. Tutkimuskysymys oli: Mitkä ovat ne strategiat, jotka edistävät ELTDP sairaanhoitajaopiskelijoiden kliinisen harjoittelun kokemuksia akuuteilla klinikoilla Suomessa? Tutkimusasetelma oli laadullinen. Aineisto kerättiin haastattelemalla viittä osastonhoitajaa; tulokset analysoitiin sisällön analyysillä. Tulokset ryhmiteltiin kolmeen teemaa: (i) kieli; (ii) kulttuurinen kompetenssi; (iii) koulun sekä harjoittelupaikan yhteistyö. ELTDP opiskelijoiden ja ohjaavien sairaanhoitajien kielitaito tulisi parantua sekä yhteistyötä koulun sekä klinikoiden välillä tulisi kehittää, jotta opiskelijat saavuttaisivat onnistuneita opiskelukokemuksia. Monikulttuurisuus ei ylipäänsä ole usein keskusteltu asia ja siihen liittyvä koulutus puuttuu osastoilta.</p>	
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1 Introduction

There is an increase in globalization of the nursing workforce as well as in international nursing education (Caldwell, Lu & Harding 2010:191). Transcultural nursing has also become reality in Finland. According to the Ministry of Education and Culture the number of international nursing students (English Language Taught Degree Program=ELTDP) in 2010 was 512.

Clinical practice is a central component of the nursing education. Practical and theoretical knowledge needs to be highly integrated in the nursing profession, and clinical practice is very significant for professional development (Carlson, Wann-Hansson & Pilhammar 2009: 522). In Finland, the degree programme in nursing requires 210 ECTS credits (European Credit Transfer System), in which clinical practices accounts for 90 credits so as to match the nursing education criteria set by the European Union Council Directives (European Union Council Directive 77/452/EU). As we can see, clinical practice occupies more than 40 percent of the total nursing degree program. Students from the ELTDP are not exempted from these criteria and need incorporation of their theoretical knowledge with practical knowledge. Hence, clinical placement is imperative for them as well.

Due to the importance of clinical practice, improving the quality of the clinical learning environment is imperative. Saarikoski (2002) agreed that as a result of a conducive learning environment which consists of different practical parts, there will be a great chance for students' professional growth. Mattila, Pitkäljärvi and Eriksson (2010:156) added that when students experience positive feelings during their practice, they are more aware of their competence and eventually their professional growths are improved.

However, Mattila et al. (2010) also found out that ELTDP nursing students experienced numerous negative feelings during their clinical practices. These negative experiences discourage ELTDP students from developing professionalism. As ward managers play an important role in clinical practice, it is crucial to explore their view of enhancing the

ELTDP nursing students' clinical practice experiences. This study attempted to bring an awareness of the ward managers' educational role in the clinical placement, and particularly explore the strategies that will enhance ELTDP students' learning experiences from the ward managers' point of view.

2 Core concepts

Ward managers:

Management is one of the central functions of ward managers. They have various roles like managing the patients, performing the role of clinicians, doing researches and being as educators. However, "ward managers sometimes pay more attention to their role in managing the patient and that of an educator becomes less of a priority" (Bezuidenhout, Koch & Netshandama 1999:46). Considering that students need more time for their professional development, the fact that they do not usually get enough time and attention from their managers, sometimes lead to incomplete or ineffectual training requirement.

Clinical practice setting:

In our work, clinical practice setting is an acute ward in the hospital where students apply their theoretical knowledge into practice with the help of a nurse.

Successful learning experience:

Successful learning experience means that the student is able to reach his/her objectives during clinical practice. To enhance this successful learning experience, support, guidance and supervision are important factors. A good learning environment encourages students to ask questions, hence improving their individual growth. Constructive feedback from the tutor nurse helps the student to develop self-confidence and clinical skills (Ali & Panther 2008:36, 38).

3 Earlier studies

Literature search was carried out by using the electronic data bases: Ovid, Cinahl, PubMed, Medline, Google scholar and manual search. Search words such as ward managers, international students, transcultural nursing, cultural diversity, and clinical practice were used. The inclusion criteria were those articles and publications which were relevant according to their title and/or abstract and were published during 1995-2010. Language was limited to English and Finnish.

Accepted material was processed as follows:

- all writers of this final project read at least the abstracts of all the articles and publications
- articles were divided evenly to each writer for deeper analysis
- the content of the divided articles were summarized by the writers
- three main themes were derived from the articles in relation to our research question
- interview questions were produced based on these themes and personal experiences from clinical practice

3.1 Earlier studies

Ward managers are responsible for many nursing areas. These diverse roles make them pay more attention to research and management of patient care other than their educational role in creating a conducive learning environment for the students (Bezuidenhout et al. 1999:46). Häggman-Laitila, Eriksson, Meretoja, Sillanpää, Rekola (2007:382) conducted a study for the improvement of clinical supervision in student nursing education. The research was performed among ward managers, teachers, students and nurses to create a model for supervision where clinical, theoretical and ethical skills were found to be as precondition to a successful learning outcome. However, recent researches have only been focusing on national students` and supervisors` experiences but not on international students` experiences. The influx of international students into the Finnish nursing system creates more emphases on ward managers to pay attention to their educational roles.

International students encounter additional problems during their clinical practice placement. Recently, Finnish researchers, Mattila et al. (2010: 153-157) carried out a study on international student nurses' positive and negative experiences in clinical practice in the Finnish health care system. In their research, they found out that problems that these students face during their clinical practice are related to "Restricted learning, compromised human dignity, decreased self-esteem and feelings of being an outsider" Literature search revealed that there is no other research done on this topic in Finland. Mattila et al. (2010:153,154) cited Löfmark and Wikblad (2001), Saarikoski (2002) and Andrews et al. (2005), stating that " the core elements of positive experiences are related to students' own motivation to learn, students' acceptance, positive atmosphere among the caregivers, manager's supportive attitude as well as distinctive characteristics of the interaction between clinical instructors and students." By enhancing international students' experiences in clinical setting, there will be many other beneficial outcomes. Hence, successful learning experience will increase the wellbeing of the whole staff and make the overall professional work force stronger. This will result in a better educational outcome leading to improvement of patients' safety and quality of care. (Pitkäljärvi 2010 lecture audience)

According to two Australian studies Ladyshevsky (1996:287-293) and Stewart, McAllister, Rosenthal and Chan (1996: 35-37), students as well as their tutors in cross-cultural supervision face challenges. It is clear that educating international students during their clinical practice needs extra time compared to other students. The above mentioned studies examined the impact of language and culture in the clinical practice having direct effect on clinical education. It could be concluded from the results of these studies that if clinical instructors would have more understanding about the cultural background of students they are supervising and know what impact the language skills can have, the clinical education process would be more effective and worthwhile. Due to these two researches, adaptations and improvements have been made in nursing education programme in Australia (Bosher & Pharris 2009:368).

There have been earlier studies discussing the multicultural phenomena from a managing viewpoint. Alexis (2005:28) stated that managing personnel that consists of people with different nationalities needs fundamental leadership qualities. He pointed out that,

three objectives need to be put in place for leadership to be auspicious; "Need to accomplish task, maintain team as cohesive social unit and taking into account of individual needs of group members". He reiterated themes used by Adair (1976), stating that if the above three responsibilities are fulfilled, it will create a highly prompt personnel and managers will be equipped with the necessary tool to be able to supervise those nurses from difference cultural background as well. They are required to put aside their prejudice and acquired more knowledge about culture so as to become culturally conscious. Flowers (2004:50) stated the following five components as part of cultural competence which deals with the idea of moving towards cultural acquaintanceship; Cultural awareness means to have enough knowledge about your own cultural healthcare beliefs and values; Cultural knowledge indicates learning about different cultural and ethnic groups and knowing what is specific for that culture; Cultural skill deals with making the assessment of the patient according to their specific culture; Cultural encounter encourages nurses to interact with patients from diverse cultures and ethnic groups. It will refine the beliefs they have already had about certain cultural groups; finally cultural desire as one of the components is very important and it embraces all of the above-mentioned components, which means that the nurse is motivated and willing to be open to others.

3.2 Culture and Language

Steward et al. (1996:35) stated that students felt ignored because of their cultural background and sometimes felt discriminated by their clinical instructors. ELDTP nursing students in Finland face the same challenges during clinical practice as the international students in Australia. For the ELDTP nursing students, the situation is even more complex because they study and practice in two different languages and their mother tongue is again a different language. Hussin (1999:1-7) in her article mentioned some of the strategies used in Australian Universities to enhance the clinical learning experience for nursing students with international backgrounds. One of them is; "be aware of how the students' own cultural background can shape their attitude and behavior." Ladyshefsky (1996:290) said that clinical mentors always expect students to be self-reliant or independent at the clinical placement. The mentors also expected the students to be self-assured whereas the students thought these behaviors act as an offence or as violating the authority. The students remarked that giving their own opin-

ion is like showing a lack of respect to their mentors' clinical knowledge. She reiterated the issue of language particularly the pace at which the students response when asked a question. The 'wait time' during a conversation, say problem-solving or decision-making cases, can be longer for an international students. This can be misinterpreted by the mentor who may think that the student doesn't know or that he or she lacks interest. In reality, it may mean that the student knows the answer but has difficulties in expressing it.

"Our world continues to change and is bringing people close together in one world with many diverse cultural values, beliefs and lifeways. With these global cultural changes have come new expectations and challenges in nursing to prepare nurses through transcultural nursing education to become competent, sensitive and responsible to care for people of diverse cultures in the world" Leininger (1995:3).

Cultural competence is becoming more and more significant nowadays in the Finnish health care system due to the influx of culturally diverse and ethnic groups in the population who will need to use the health care services.

4 Purpose and Study Question

The purpose of our final project was to explore ward managers' view of the strategies for successful learning experiences for ELTDP nursing students in acute clinical practice settings in Finland.

The study question was: what are the strategies that will enhance ELTDP nursing students clinical practice experience in acute settings in Finland?

5 Methodology

The following literature was used for analysis of data: Elo and Kyngäs (2008), Graneheim and Lundman (2004) and LoBiondo-Wood and Haber (2006) and Polit and Beck (2004). Our study was done by using the qualitative research method from the perception of nursing managers to describe the phenomenon as detailed as possible. We were interested particularly in the ward managers' opinions as they have the ultimate

responsibility for clinical practice of nursing students. The qualitative research method suited our study well as previous data on the subject were very limited.

In addition to questions regarding some background information about the interviewee and the setting, the interview questions were derived from the literature. Thus, initially, the approach was deductive in nature.

5.1 Data collection

We conducted semi-structured interviews with five ward managers from acute ward settings who have experience with ELTDP students in their wards. Semi-structured interviews with open-ended questions were chosen to obtain rich data. Interview questions (APPENDIX 3) were sent to the interviewees in advance. Written consent for interviews was received from the individual interviewee. Face-to-face interview method was employed for the advantage of obtaining much more information and encouraging responses (Opdenakker & Raymond 2006:3-4). The interviews were tape recorded to ensure correctness of the data. Transcriptions were written out of the tape recorded materials. The participants were interviewed by one or two nursing students from this final project at a time and in a place which was convenient for the interviewees. Interviews were conducted outside of working hours. Interviews took a maximum of 30 minutes. Participation was voluntary and anonymity and confidentiality were guaranteed throughout the whole study.

5.2 Participants

The study was carried out in five acute wards in hospitals around the Helsinki area. Five ward managers participated in this study. Three of them were females and two were males. Four of them were natives and one was from abroad. To protect their anonymity, we named the participants A, B, C, D and E. The participants were included in the study if they had at least one experience with ELTDP student and had been working in acute clinical settings in Finland.

A was from a dialysis ward with 17 beds where nurses work in three shifts including morning, evening and night shifts. Personal experience with ELTDP students was mentioned before interview.

B was from a geriatric ward with 30 residents, seven nurses and herself. Her experience with ELTDP students were mentioned during the interview.

C was from emergency and observation ward with 13 patients, 19 registered nurses, four practical nurses and two secretaries. They have had 5-6 ELTDP students in the last 10 years.

D was from an operating ward in children's hospital. She had experience with one ELTDP student in four years.

E was from an orthopedic ward with 27 beds. He had experience with one ELTDP student and two international students.

5.3 Data analysis

Content analysis is a method of analysing data and often used in nursing research. The inductive content analysis method was used to combine the results of the interviews. The method was chosen because there was only limited amount of previous knowledge available about the subject. Inductive content analysis is a method which helps to analyse responses and accurately report combined subject responses objectively and systematically.

After the interviews, the taped material were listened through and afterwards transcripts were made. For coding, phrases were used as the unit of analysis. Each member of our study group read the transcripts several times so that codes describing the main issues for each question of each interviewee were possible to produce. Comparison of the codes was made by the group members. After analyzing the codes, it was possible to categorize them into subcategories and finally into three main themes (APPENDIX 1).

6 Findings

Three themes summarizing the issues which participants experienced were produced after thorough analysis. These are; (i) language; (ii) cultural competence; (iii) co-operation between educational institutions and clinical placements. However, the dominant feature of the ward managers' interviews was the issue of language and its impact on all aspects of clinical practice. In reporting the results, we have used the original phrases and added our own clarifications so as to make it easier to understand the results.

6.1 Language

Language is a major communication tool. Boshier and Pharris (2009:289) state that language consists of speaking, listening, reading and writing. To communicate verbally, language skills are essential for nurses. They need good communication in the language of indigents to be able to provide good patient care.

"So the language also will support the international or let's say the foreign patient"

Ward managers' turned to see the benefit of having international students on their ward to improve patients centered care. The quality of care is improving when the patient is able to communicate in his/hers own language or universal language.

"...language skills may affect how the patients are confronted"

When the student is confident with the language during patient education, it has a positive impact on the patient's recovery.

"..., they speak Finnish language, so they are similar with other Finnish students."

Ward managers view ELTDP students as equal in clinical practice with their Finnish counterparts even though their mother tongue is neither English nor Finnish.

" ...we are a little bit more demanding with our Finnish students since they... they don't even have the excuse, to say they don't understand what we are saying ..."

Ward managers tend to be more demanding with Finnish students since they have not got difficulties in the technicality of language.

"Challenges, of course, sometimes there is a language barrier, and especially in my ward we have psychiatric elderly..."

"..it is difficult if you don't have the language competence, it is sometimes difficult to interact..."

" It isn't actually easy to speak Finnish"

An important part of the nursing profession is good communication skills. Thus students are required to communicate effectively with patients on a day-to-day basis. Students' poor spoken language skills prevent them from interacting properly with the patient and can lead to negative feedback, hence diminishing their confidence in expressing themselves (Shakyr & Horsfall 2000:165). Mattila et al. (2009:156) asserted from students' point of view that poor command of the Finnish language can easily cause negative feelings. It would facilitate students' position if the use of English and Finnish were allowed.

"...to have tutors who speak English and dare to speak it..."

"..it is more challenging than taking a Finnish student because of the language"

"...they rather learn in Finnish so they can be sure they tell the right things"

Ward managers' opinion is that tutors prefer teaching in Finnish. Although some can speak English they are afraid of using it and making mistakes. They rather teach in the language that they are competent so as to transmit the right information to the student. They want to be sure that the ELTDP student achieve the same level of clinical competence.

Table 1 Findings of language

THEMES	SUBCATEGORY	ORIGINAL PHRASES
Language	tutor skills and interest, student language skills, language skills	<p>"So the language also will support the international or let's say the foreign patient"</p> <p>"...language skills may affect how the patients are confronted"</p> <p>"..., they speak Finnish language, so they are similar with other Finnish students."</p> <p>"...we are a little bit more demanding with our Finnish students since they... they don't even have the excuse, to say they don't understand what we are saying ..."</p> <p>"..it is difficult if you don't have the language competence, it is sometimes difficult to interact..."</p> <p>" It isn't actually easy to speak Finnish"</p> <p>"..it is more challenging than taking a Finnish student because of the language"</p> <p>"...they rather learn in Finnish so they can be sure they tell the right things"</p> <p>"...to have tutors who speak English and dare to speak it..."</p> <p>"...Challenges, of course, sometimes there is a language barrier..."</p>

6.2 Culture

Flowers (2004:49) defines cultural competence as:

"developing an awareness of one's own existence, sensations, thoughts, and environment without letting it have an undue influence on those from other backgrounds; demonstrating knowledge and understanding of the client's culture; accepting and respecting cultural differences; adapting care to be congruent with the client's culture."

The above-mentioned quotation implies to nurses' daily work. Nurses have encounters with clients from various cultural backgrounds. To provide patient-centered care, the nurses have to have cultural competence.

"Of course we discuss, the cultural competence...we consider quite much, you know, the different cultures, and we can expect you know the other's cultures..."

It seems that, in wards with foreign nurses, cultural competence has been acknowledged. The ward managers expected their nurses to know and respect other's culture.

"I have to like sort of advertise it in a positive manner that this is a good opportunity, to know, to learn from other cultures....the student speaks Finnish but there is a little attitude, threshold that you have to get over."

Generally, cultural competence is not well discussed in the ward. Having a short-term educational training on cultural competence issues seems to be necessary. Providing cultural competence education to the health care professionals will increase the cultural desire which leads to focusing on the similarities of the cultures rather than on the differences. Therefore, health care professionals are more open and seek to get in touch with other cultures.

"It is good to get new influences and international influences... the international students bring always something new to the ward and it's also inspiring..."

ELTDP students on the ward bring opportunity for cultural encounters, hence indicating that the ward is not only facing challenges but also benefitting from having these culturally diverse students. As mentioned above, international students bring some new inspiration to the wards.

"Among nurses. hmm, yeah, around coffee table you tend to talk about that also... it means how to care patient from different culture."

In the ward, they tend to discuss cultural competence around the coffee table instead of providing cultural competence education to the staff. Only when the need arises in the ward, the cultural competence is discussed. Having a foreign patient or student on the ward arouses the need for discussion.

Table 2 Findings of culture

THEME	SUBCATEGORY	ORIGINAL PHRASES
Culture	diversity of the student, lack of cultural competence, positive value	<p>"Of course we discuss, the cultural competence...we consider quite much, you know, the different cultures, and we can expect you know the other's cultures..."</p> <p>"...there is a little attitude, threshold that you have to get over."</p> <p>"I have to like sort of advertise it in a positive manner that this is a good opportunity, to know, to learn from other cultures...the student speaks Finnish but there is a little attitude, threshold that you have to get over."</p> <p>"It is good to get new influences and international influences... the international students bring always something new to the ward and it's also inspiring..."</p> <p>"Among nurses. hmm, yeah, around coffee table you tend to talk about that also... it means how to care patient from different culture."</p>

6.3 Cooperation

"I think the school should better tell about the students. How good they understand English or Finnish."

Students' language abilities should be made clear to the ward before the students start their clinical practice so that the ward could be better prepared. School should be transparent about the students' language level including both spoken and written languages.

"I hope there is more language studies, education, but then also this studies in social sciences..."

Language studies were pointed out in every interview. One participant also emphasized that school should provide students with more studies on the Finnish health care system. Thus the student would have a more holistic view about patients' care process.

"objectives should be clear..."

Existing objectives set by the school are too broad in general. Concrete objectives should be sent to the ward before the students start their practices. The students need self-evaluation at the earliest stage of their clinical practice so as to guide them in the right direction.

“...the teacher, also have very big responsibility that they can support the students all the time. And they also can give the clear instruction to the students about what they are going to do. So I recommending the teacher also understanding the student side by side...Because the student also need help...”

Maintaining continuous contact and support by the teacher to the students during their clinical practice. Existing problems can be solved at every stage of the practice. The teacher has to support the students' interests and learning. The need for more active roles of the teacher responsible for clinical practice supervision is imperative. Demand for active interaction between the teacher and the nurse tutor came clear in the interviews.

“Maybe more of really studying in the class at first, anatomy studies have been poorer every year.”

The theoretical knowledge of the students seems to be diminishing every year. Nowadays, the school intends to let students study by themselves, while the clinical practice placement demands more theoretical knowledge from the students. There is need for more contact teaching other than group works, home study and essays. Medical science studies should be given more time.

Table 3 Findings of cooperation

THEMES	SUBCATEGORIES	ORIGINAL PHRASES
Cooperation	school more involved, attitude and support	<p>"I think the school should better tell about the students. How good they understand English or Finnish."</p> <p>"I hope there is more language studies, education, but then also this studies in social sciences..."</p> <p>"objectives should be clear..."</p> <p>"...the teacher, also have very big responsibility that they can support the students all the time. And they also can give the clear instruction to the students about what they are going to do. So I recommending the teacher also understanding the student side by side...Because the student also need help..."</p> <p>"Maybe more of really studying in the class at first, anatomy studies have been poorer every year."</p>

7 Discussion

Results were categorized under three main themes related to the research questions at the beginning of the study. These three main themes are as follows: language, culture and cooperation.

7.1 Language

In Finland, Finnish language is a prerequisite in nursing industry. This is due to the fact that in order for nurses to provide services to clients, it is important to communicate in the patients' native language so as to prevent errors and misunderstandings. Generally speaking, nurses need good communication abilities to communicate with patients, fellow colleagues and other professionals and students from the ELTDP are not exemptions. Apparently using a language that is not their mother tongue to provide care for the patients and communicate with them effectively is a challenge. The technicality of language arose as main concern from most of the participants, who agreed that Finnish language being a difficult language, to be able to use all the aspects of it require boldness from the students' part.

Phillips and Hartley (1990:29) state, that it is challenging for non-native students to comprehend grammar, vocabulary and academic writing in nursing and other health

care related fields. This can lead to a poor clinical achievement of the student. Findings reveal that students' good command of Finnish language contributed to successful learning experience. Most of the ward managers expressed their concern of ELTDP students' language efficiency in various aspects. Tutors were worrying about the student's comprehension of the Finnish language while instructing the students during procedure. Tutor nurses hesitated in communicating with students in English even if they were able to speak English. They were more confident to teach in Finnish. However, it was also stated as being positive to have ELTDP students on the ward. One of the participant claimed that having a foreign student improves patient care if a nurse is able to speak the language of the patient. And in the meantime the staff's English language skills were also improved. One participant claimed as well that being able to have foreign students on the ward is sort of image improving issue.

Despite the fact that the internationalization of the working surroundings makes it more comprehensive for ELTDP non-native Finnish speakers to work in Finnish society, students' language competence has a need to improve, in addition, there is a need of teaching strategies in improving ELTDP students' clinical communication skills, which eventually leads to successful learning experience, which was also recognized by Ladyshewsky (1996) and Hussin (1999) in their earlier studies in Australia.

7.2 Culture

It is unquestionable that a culturally competent clinical environment provides ELTDP students with more opportunities in obtaining successful learning experiences. It was expected that the ward managers play crucial role in enhancing the staff nurses' cultural competence, consequently the goal of creating a cultural competent clinical environment is achieved. Findings revealed that although cultural competence have been paid attention to as being discussed and mentioned on the ward during casual social activities, such as talking over the coffee table, yet it has not been valued and emphasized as a subject on its own. Even though one participant did acknowledge that there was a little threshold to overcome as far as culture is concern in their wards.

Flower (2004:48) claimed that in an increasingly diverse and multicultural society, it is imperative to the nurses to provide culturally competent care to their patients. Ward

managers in Finland should be aware of the importance of the culture so as to enhance cultural competence on their wards by providing education.

According to Kindle M. (2011), a cultural competence nurse focus on "What do we have in common and not what is the difference." Different language and educational background in one ward manager's opinion are enriching the profession. Most participants agreed that culture has never been an issue comparing to language.

In the model of care Campinha-Bacote (2002) described, there are five components of cultural competence, which are cultural awareness, cultural knowledge, cultural skill, cultural encounters and cultural desire. Some participants advertise the idea of having foreign students as a means of learning other culture and also bringing some new feelings into the ward. Some participants said the positive attitude of some of the foreign students outshine any contradiction which may have arrived in the content of culture.

Although culture was not regarded as a problem according to the interviewed ward managers, ELTDP nursing students have experienced difficulties concerning cultural issues during their clinical practice. (Mattila et al. 2010) Therefore, the arousal of cultural awareness in health care system should be improved.

7.3 Cooperation

Participants were of the opinion that there should be more alliance between the school and the clinical placements were these students come to gain practical knowledge, which will help to breach the gap between the theoretical knowledge and practical knowledge. Although there are difficulties in arranging ELTDP students' clinical placement if students could not comprehend and speak fluent Finnish, from ward managers' points of view, the language level of the ELTDP should be honestly informed in order for the ward to prepare before the clinical practice begins.

Some of the participants reiterated that teachers from the educational institute should play more active roles by guiding and supporting students throughout the whole clinical practice period. The school forming an alliance with the clinical placements will help the school to provide concrete instead of too broad objectives on every practical

placement to the ward. Teachers' intervention in students' progress will create confidence in the student and a sense of security hence promoting their professional growth. Saarikoski (2002) cited Hentinen 1989; Heikkinen 1994; Lohva 1998; Oinonen 2000.

"There is clear gap [sic] between the goals of curriculum and clinical practice: staff nurses are not aware of the curriculum content and they emphasize different elements of clinical studying than those used by nurse teachers. Sometimes the collaboration between teaching and nursing staff is ineffective."

Whereas on the other hand, students should have active attitude towards the clinical placement. They should have concrete objectives and do self -evaluation on weekly basis which will also boost their professionalism. Australian nursing schools faced same dilemma as Finnish nursing schools which provide English language programme. Due to research performed by Ladyshefsky (1996:287-293) and Stewart et al. (1996: 35-37), nursing education programme had made adaptations and improvements in cooperation between educational institutes and clinical practice placements.

The role of ward managers had varied over last 30 years. Ward managers incline to be separated from students' direct learning experiences. However, study indicated that ward managers are crucial contributors in providing conducive learning environment (Saarikoski & Leino-kilpi, 2002:206.) This study thus is important because the findings illustrate ward managers' opinions and suggestions as perceivers in promoting ELTDP nursing students' learning experiences in acute clinical practice setting in Metropolitan area.

7.4 Ethical consideration

This study took into account the basic ethical consideration in conducting a nursing research; respect for participants, beneficence and justice (LoBiondo-Wood & Haber 2006). The study avoids putting any participant at risk, informed consent was obtained from all participants and participation was voluntary. Participants had the possibility to withdraw at any stage of the study. Confidentiality and anonymity was maintained throughout the study. Authority from our school was obtained to conduct this study.

7.5 Limitations

We had several limitations in our study which are the following:

- The small scale of the sample size makes generalization of the results impossible. We had only five ward managers to interview and thus only five transcripts to work with.
- The interviewees had very little experience with ELTDP students which makes conclusion difficult.
- The unavailability of permit to conduct the interviews with ward managers working in the Helsinki University teaching hospital (HYKS).
- Our focus was only around Helsinki area; hence the results cannot be generalized widely in the whole country of Finland.
- One of the interviews had to be translated from Finnish into English.

7.6 Trustworthiness

In qualitative study the data produced is usually so large that it is not possible to write down all into a report. That is why showing credibility is challenging as there must be reliability in data analyzing from the interviewees' original data. To prove auditability and trustworthiness of data, interviews were audio taped and downloaded into the computer. Transcript were produced from the audiotaped material and read through several times by all members. Findings from the five transcripts were compared by all writers. Each of the writers analyzed the original data and agreed on the codes and subcategories to guide the three themes. (Lobiondo-Wood & Haber) Direct phrases have been included to show the reliability of the study and to demonstrate the link between themes, subcategories and codes.

7.7 Recommendations

The aim of this study was to identify and determine the strategies that will enhance ELTDP nursing students clinical practice experiences in acute settings in Finland. The results of this study emphasize the need for more language education especially focusing on the field of nursing. The tutor teacher together with ward managers should ensure that everybody in the clinical placement is aware of the students' language abilities and cultural background. Perhaps even tailor made clinical practice placements outside JOBSTEP should be considered for ELTDP students.

Improving the support from the teacher to the students during clinical practice period will enhance the clinical learning experience of the students. More frequent visits by the teacher and precise and practical objectives related to the practice curriculum should be available for the students.

7.8 Conclusions

Our study gives indication to the facts that language skills of the nurse and tutor nurse play significant role in clinical practice. As ward nurses carry the responsibility of educational issues in their wards, nursing institutes together with ward nurses should concentrate on the language challenge to guarantee the ELTDP students successful learning experience during their clinical practice. Co-operation between these two parties could focus on improving the nursing curriculum to meet the needs of ELTDP students during each clinical practice. Full support from the teacher to the student during the clinical practice is needed.

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Findings

CODES	SUBCATEGORY	MAIN THEMES
<p>orientation packages</p> <p>basic information of the unit security procedures safety information written material about the ward orientation focused on clinical skills</p>	<p>basic information tutor skills and interest student language skills</p>	<p>language</p>
<p>English language selection turns in tutoring voluntary tutoring, pedagogic skills interest of the tutor Finnish language preferral</p>		
<p>great value international patients students demand more from Finns different expectations ward image inspiring tutors language skills improving internationalization</p>	<p>positive values. diversity of the students lack of cultural competence</p>	<p>culture</p>
<p>advertise positively discussion of culture foreign nurses, patients, students expect the culture language hesitation no discussion</p> <p>Finnish language skills practical skills lack of organizational knowledge clinical skills same level of even better possibly same level</p> <p>visit place, more evaluation reading about the ward notes in Finnish learn medical terms in Finnish knowledge about org. structures social sciences</p>	<p>clinical skills versus interaction</p> <p>language skills, school involvement, students own motivation</p>	<p>culture</p> <p>cooperation</p>

language studies		
<p>education concrete practical skills knowledge about previous knowledge knowledge about cultural back- ground expectations what students have to know honest about language level</p> <p>support from school students positive attitude tolerance clear instructions from teacher student courage personality of the student interaction with nurses and pts body language</p>	attitude and support	cooperation

Informed Consent

Title of the study

Ward Manager´s view of the Strategies for Successful Learning Experience for ELTDP (English Language Taught Degree Program) nursing students in acute clinical practice setting.

Study authors:

Anniek Remijn, Kelly Tanton, Hongjun Turpeinen and Jaana Malmström.

Purpose of the study:

The purpose is to explore ward manager´s view of the strategies for successful learning experiences for ELTDP nursing students in acute clinical practice setting in Finland

Implementation of the study:

Interviewer will interview the participant in an agreed place. Interviews which will take approximately 30 minutes will be recorded to guarantee the correctness of the data. Transcripts will be made out of the interviews and analysis will be made using content analysis method.

The anonymity of the interviewee will be protected during the whole research process. Participation is voluntary and can be quitted in any state.

Consent

I _____ (name) have read and understood the above written study content and procedure. I participate voluntarily to this interview. I participate as a private person and the interview is conducted outside the official working hours and place. I am aware that I can whenever I want withdraw from it and I cannot be identified from the study. Study will be published in the data base of Metropolia library.

Signature _____

Date _____

Title _____

Consent received

Signature of the interviewer _____

Interview Questions

- 1. Could you tell about your ward?** *How many patients/nurses/students in practice at the same time? How many ELTDP students? Has the amount of ELTDP students increased*
- 2. Do you have orientation programme for nursing students?** *If yes, describe.*
- 3. Are there any criteria you use to allocate an ELTDP student to a tutor?** *Are the criteria same as to Finnish nursing students? What are the strategies used to prepare the nurses in your ward before the ELTDP nursing students come? cultural background , language competence*
- 4. According to your experience, do you see the value in having ELTDP students in your ward?** *If yes, specify.*
- 5. According to your experience are there any challenges in related to supervising international ELTDP students?** *If yes, a concrete example? In the future, how can these problems be solved from your point of view?*
- 6. Have you discussed cultural competence in your ward among nurses?**
- 7. In your experience, have ELTDP students achieved the same level of competence as Finnish students?** *Pls specify.*
- 8. Do you have any suggestions/expectations to the education institute in order for the ELTDP students to have better learning outcome in the clinical practices? (more language education?)**
- 9. Is there anything else you would like to say?**