



# Clinical learning environment and mentoring of culturally and linguistically diverse nursing students



HEALTH CARE EDUCATION AND  
COMPETENCE (HealthEduCom) - RESEARCH  
GROUP



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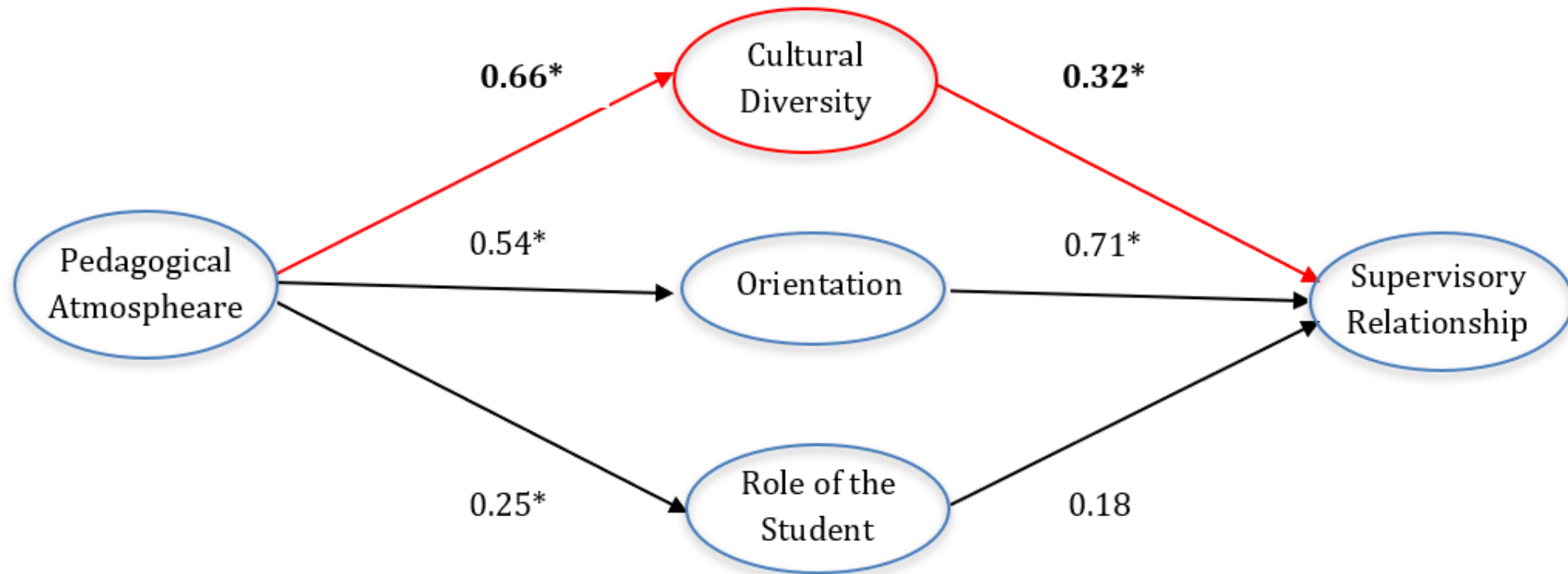
# Cultural diversity – opportunity or challenge



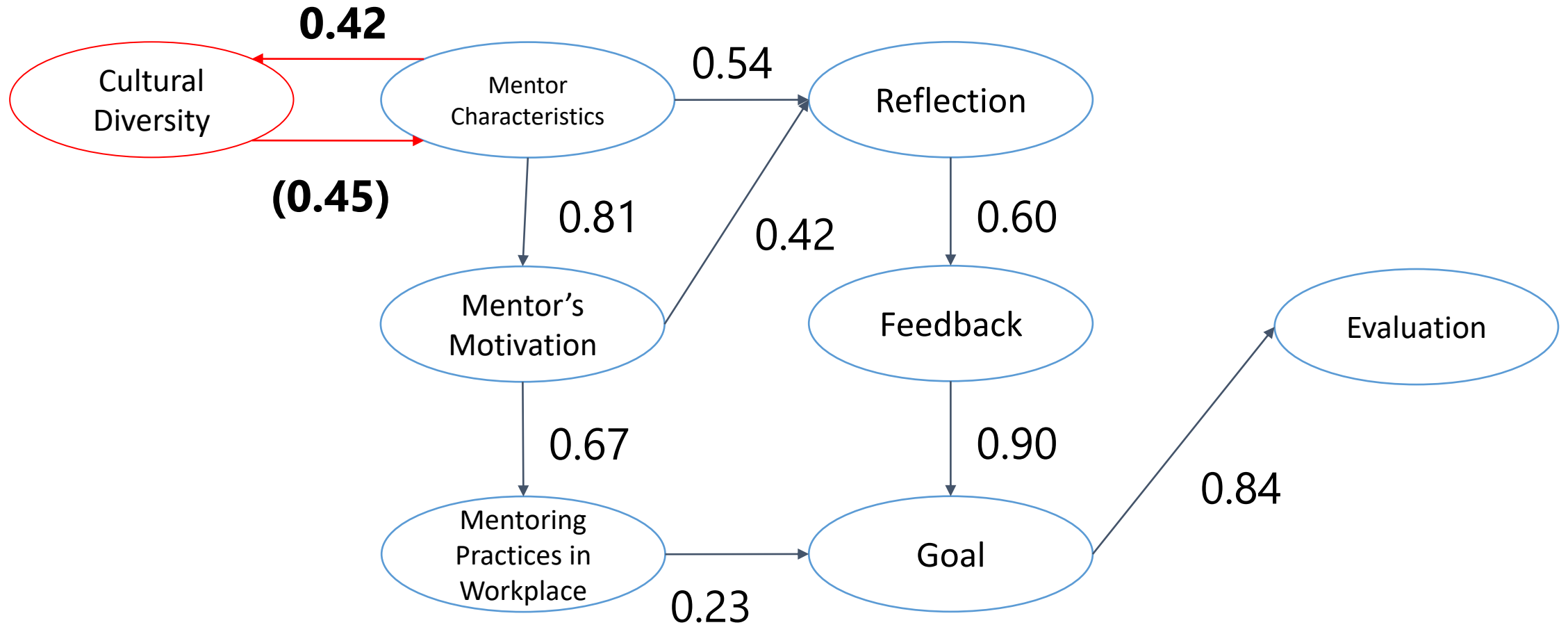


***Culture is defined as including the essential aspects of existence such as age groups, political and religious beliefs, human values and behaviours, languages and geographical position of living.***

Clinical learning environment – theoretical model  
(n=187, students)



Mentoring competence – theoretical model  
(EU data (n=593; n=1350))





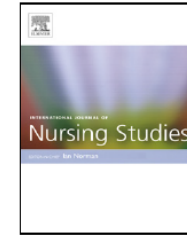
# Cultural competence education for mentors



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## Educational interventions designed to develop nurses' cultural competence: A systematic review



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## ARTICLE INFO

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## ABSTRACT

**Background:** Due to a steady rise in cultural and linguistic diversity in healthcare settings and evident challenges associated with this diversity, there is an urgent need to address cultural competency of nurses. Ongoing, continuing professional development is needed to ensure nurses can provide culturally congruent nursing care.

**Objectives:** The aim of this systematic review was to identify current best evidence on the types of educational interventions that have been developed to improve nurses' self-assessed cultural competence and on the effectiveness of these interventions.

**Design:** A systematic literature review.

**Data sources:** Four electronic databases (PubMed, CINAHL, Medic, Eric) were searched for studies using a quasi-experimental design or randomised controlled trial published between January 2000 and June 2018.

**Review methods:** Guidelines from the Centre for Review and Dissemination and the Joanna Briggs Institute were followed. The search included both the search and the availability of the studies. The abstracts



**Table 4**

Educational content of cultural competence interventions.

EDUCATIONAL CONTENT	Berlin et al. (2010)	Bhat et al. (2015)	Cooper Brathwaite (2005)	Cooper Brathwaite and Majumdar (2006)	Delgado et al. (2013)	Smith (2001)
	n = 51	n = 15	n = 76	n = 76	n = 98	n = 94
<b>CULTURAL AWARENESS</b>						
Understanding of culture-specific concepts	X	X	X	X	X	-
Theoretical model of cultural competence	X	-	X	X	-	X
Exploration of own's own culture, cultural heritage, bias, professional background	X	X	X	X	X	-
Receptivity to diversity	X	-	-	-	-	-
Openness to learn about client's health care beliefs and practices	-	-	X	X	-	-
Acknowledge that all individuals have a culture and there are wide variations within a culture	-	-	X	X	-	-
<b>CULTURAL KNOWLEDGE</b>						
Importance of culturally competent care on quality of care	-	-	X	X	X	-
Knowledge of different cultures and ethnic groups	X	-	X	X	-	-
Awareness of health disparities and differences in illness and disease	X	-	-	-	X	-
Issues related to ethnocentrism, racism, and prejudice	X	-	-	-	-	-
Cultural influence on health, health-seeking behaviours, practices, and nutrition	X	-	X	X	-	-
Knowledge of cultural traditions of the client population	-	X	-	-	-	-
Knowledge of biological variations in cultures	-	-	X	X	-	-
Principles of adaptation to a new culture	-	-	X	X	-	-
Current migration situation in the country	X	-	-	-	-	-
National policy regarding cultural diversity and guidelines concerning ethical and multicultural diversity	X	-	-	-	-	-
Ethnopharmacology	X	-	-	-	-	-
<b>CULTURAL SKILL</b>						
Performance of cultural assessments	X	X	X	X	-	X
Development of culturally congruent care plans	-	X	X	X	-	-
Translation of cultural differences to culturally competent care	-	-	-	-	X	-
Incorporating client's belief and practices during provision of care	-	-	X	X	-	-
<b>CULTURAL ENCOUNTER</b>						
Engagement in cultural interactions with culturally diverse clients	X	-	-	-	-	-
Solving culturally difficult scenarios and cases using theoretical models	X	-	-	-	-	-
Cross-cultural communication	X	-	X	X	-	-
Communication barriers and differences in verbal and nonverbal communication styles	X	-	X	X	-	-
Working with an interpreter	X	-	-	-	-	-
<b>CULTURAL DESIRE</b>						
Characteristics of cultural desire	-	-	X	X	-	-
Willingness to become culturally competent	X	-	-	-	-	-



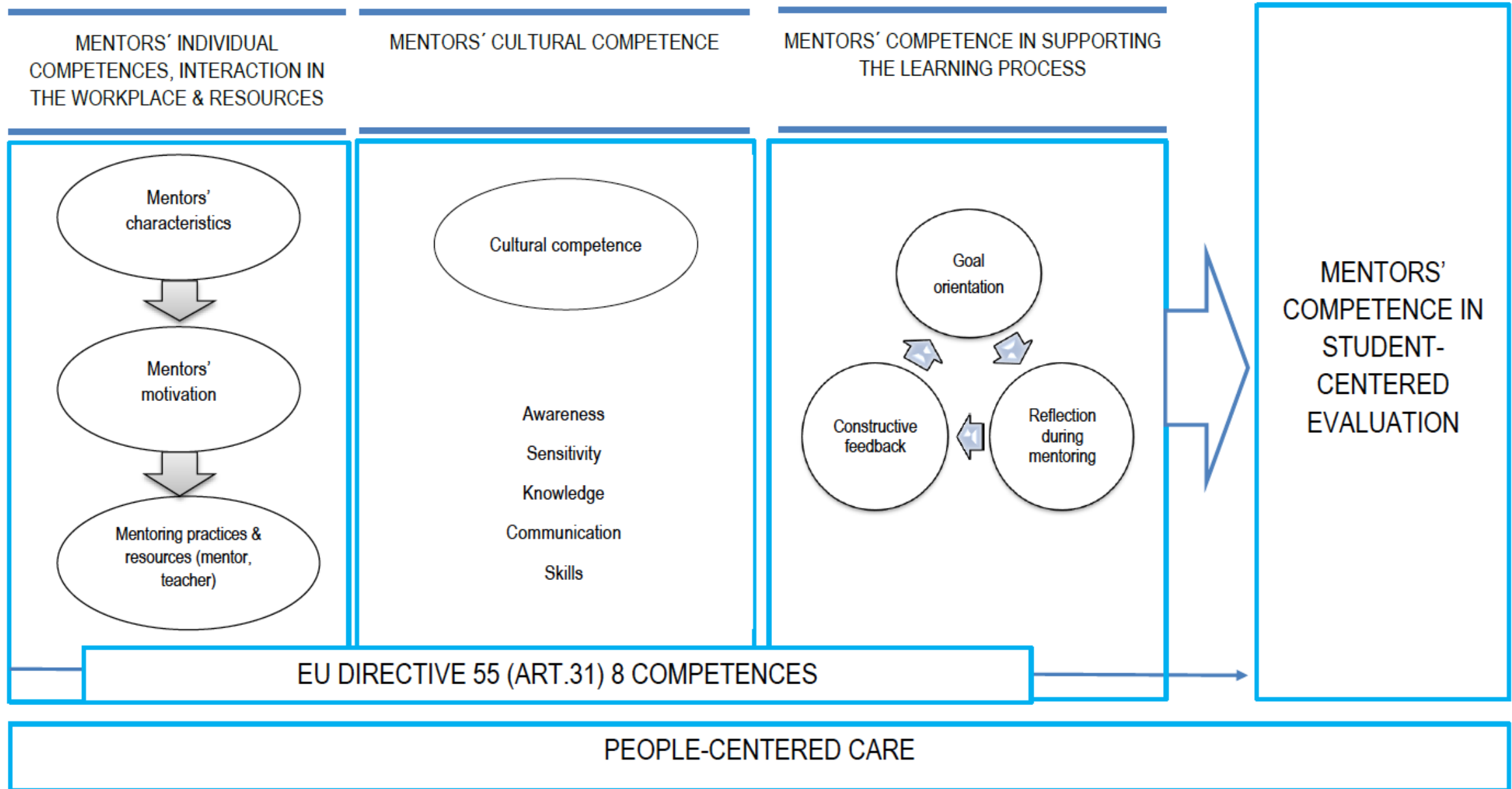


Figure 2. The evidence-based clinical mentors' competence model in five European countries.



## Course on advanced mentorship competence development

- Education offered as a 2 credit course
- Education consists of online learning and contact teaching. Utilized a flipped learning approach.
- Educational content has been developed in collaboration with six organizations and is freely available following completion of the project



# Opiskelijaohjaajan kulttuurisen osaamisen viisi osa-aluetta

Napauta kuvasta numeroita ja tutustu, mistä kaikesta opiskelijaohjaajan kulttuurinen osaaminen koostuu.

1. Cultural awareness
2. Cultural sensitivity
3. Cultural knowledge
4. Cultural interaction
5. Cultural skills



## ▼ 1. KOULUTUKSEN JOHDANTO

☰ Opiskeluohje

☰ Tervetuloa opiskelemaan

☰ Taustaa: Kansainvälinen liikkuvuus

☰ Lisääntynyt monimuotoisuus terveysalan arjessa

## ▼ 2. KULTTUURINEN OSAAMINEN

☰ Mitä kulttuurinen osaaminen on?

☰ Miksi kulttuurisesti pätevä hoito on vaatimus?

☰ Mistä ohjaajan kulttuurinen osaaminen koostuu?

## ▼ 3. KULTTUURINEN TAITO JA





# Topics covered in the contact teaching day

Supporting  
culturally diverse  
students'  
adaptation and  
learning process

Development of  
cultural  
competence in  
mentoring

Supporting  
language  
development of the  
culturally diverse  
student

Teaching methods: Digital stories, case examples, reflective discussions using online platform ([flinga.fi](https://flinga.fi)) and Zoom breakout rooms, simulation exercises



- Mentors have self-assessed their **competence in mentoring** (Mentors' competence instrument) and **cultural competence in mentoring** (Cultural Competence in Mentoring Scale)
- Measurement at baseline before education, immediately following education and six months following the education
- In total, 237 mentors have completed education in Finland (n= 91), Slovenia (n= 57), Lithuania (n= 43) and Spain (n= 46).
- Mentors' competence measurement following six months of the education is being finalized in May-June 2021.

# Conclusions



A good pedagogical atmosphere in the learning environment cultivates openness to cultural diversity and enhances the supervisory relationship.



Mentors are needed who are easy to approach, empathetic, flexible, patient, supportive, accepting, fair (cultural equality), open, non-discriminatory and non-stereotypical.

# Conclusions



Educators emphasize the need of having competence to integrate cultural diversity in daily teaching activities with students.



Student-centred pedagogy highly correlates and influences educators' competence in guiding and supporting culturally and linguistically diverse students.



According to the latest evidence, the need for cultural mediation of educators between students and their mentors in professional work environments is strongly emphasized.

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# Our journey

- <https://sway.office.com/x8Avk5fP CgQCmfsk?ref=Link&fbclid=IwAR01NMjmQGoYjJYL2ORUip9YubhTkDTPa-DymgvySdjn7kVZIU i8A2KVRaY>



Ulkomailla työskentelevien oma toimintamallin ja koulun roolin näkökulmasta

Opiskelijoiden puolia

Oma tietotaito

Mahdollisuudet järjestää työhön välitystä opiskelijan ohjaajalle.

Tekemällä oppii, antaa mahdollisuuden ja ajan tehdä.

OSA-ALUE 1

Yhteinen omaisuus ja käyttämät ohjauksen

Oma ammattitaito

Mikä merkitys ohjaajan ominaisuuksilla on?

Mitkä asiat vaikuttavat ohjaajan ohjausosaamiseen?

...mentoring education with contact teaching!

Day 2: Our mentors were online and us teachers together. #TeamTeaching



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Cultural competence can make your work  
even more meaningful!



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