

Danish University Colleges

How to support development of professional identity of student nurses before and after an internship abroad;

Innovation initiative

Frederiksen, Lisbeth; Jansen, Mette Bro

Publication date:
2021

[Link to publication](#)

Citation for pulished version (APA):

Frederiksen, L., & Jansen, M. B. (2021). How to support development of professional identity of student nurses before and after an internship abroad; Innovation initiative. Unpublished.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Download policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

HOW TO SUPPORT DEVELOPMENT OF PROFESSIONAL IDENTITY OF STUDENT NURSES BEFORE AND AFTER AN INTERNSHIP ABROAD: INNOVATION INITIATIVE

Senior lecturer, R.N., Master in Educational Studies Frederiksen, Lisbeth; Jansen, Mette Bro, Senior lecturer, R.N., Master in Religious Studies, Department of Occupational Therapy and Nursing in Odense, UCL University College, Denmark, Niels Bohrs Alle 1, 5230 Odense M, Denmark.

Email address: lisbfd@rm.dk (L. Frederiksen)

Keywords

Nursing education, internship abroad, professional identity, re-entry, transformative learning, transfer

Abstract

Student nurses can take an internship abroad. The purpose of this internship is to teach student nurses to act professionally and thus develop both personal and professional competencies relevant for intercultural aspects of their professional identity. Generally, there is a lack of attention to learning processes and development of re-entry programmes. This paper discusses arguments for a re-entry programme consisting of four workshops: one before the internship abroad and three after returning home. A Danish nursing education programme has chosen an innovative concept of transformative learning through blended learning and use of the Danish study activity model to support student nurses' experiences from an internship abroad. This paper is based on travel letters written by the ten participating student nurses. The pilot project indicates that the re-entry programme might be beneficial for student nurses' learning and awareness of the ongoing process of working with own professional identity. The re-entry programme will be continued and systematic evaluation will be initiated to document the learning outcome related to development of professional identity.

Introduction of a re-entry programme at a Danish nursing education programme

An internship abroad requires that the educational institution makes didactic considerations to promote learning (Foronda and Belknap, 2012). At a nursing education programme in Denmark, a re-entry programme consisting of four workshops has been developed: one workshop before the internship (Culture and culture shock) and three when returning (Home again and reversed culture shock, From personal to professional knowledge, Cultural competence as a professional identity) (figure 1).

Figure 1

Learning outcome. The purpose is to acquire intercultural competencies as a part of the professional identity <ul style="list-style-type: none"> • Apply knowledge and have an understanding of culture as a changeable phenomenon created between people and expressed in human health behavior, health-related needs and perceptions of health and illness • Respect other peoples' experiences as equally valid even though they conflict with own/the professions view of reality. This may not necessarily mean acceptance of the other person's view of reality • Reflect on own cultural self-understanding including own cultural values and how these are inherent in practice and thus in possible approaches to interventions • Enter openly into different cultural contexts and interact and communicate sensitively and effectively 				
Workshop 1 Before internship: Culture shock	Internship abroad	Workshop 2 After internship: Reversed culture shock	Workshop 3 After internship: From personal knowledge to professional knowledge	Workshop 4 After internship: Cultural competence as a professional identity
<u>Preparation without lecturer.</u> Literature and questions for reflection 15.00-17.00 <u>Face-to-face teaching with lecturer.</u> Intro to the course. Presentation and joint discussion of <i>culture and culture shock</i> <u>After teaching without lecturer.</u> Study groups: note 3 important points from the teaching session and ask a question to the next session using Google docs	Travel letter Pass clinical examination	<u>Preparation without lecturer.</u> Literature and recording of a video 15.00-17.00 <u>Face-to-face teaching with lecturer.</u> Presentation and joint discussion based on video spot? about returning home – <i>reversed culture shock</i> <u>After teaching without lecturer.</u> Work in pairs with reflection questions and peer feedback with focus on the videos using Google docs	<u>Preparation without lecturer.</u> Literature and questions for reflection 15.00-17.00 <u>Internet-based teaching with lecturer</u> Presentation and joint discussion of <i>being culturally competent</i> <u>After teaching without lecturer.</u> Group work with reflection questions and peer feedback using Google docs	<u>Preparation without lecturer.</u> Literature and questions for reflection 15.00-17.00 <u>Internet-based teaching with lecturer.</u> Joint discussion of <i>professional identity</i> 15.00-15.30 group 1 15.30-16.00 group 2 16.00-16.30 group 3 16.30-17.00 group 4

As the campus of this nursing education programme is geographically spread, the course is planned as a blended learning course defined as:

[“...integrating internet-based teaching with standard classroom teaching in a planned and rewarding way,pedagogically benefitting from integrating classroom teaching with internet-based activities and vice versa”] (Vignare, 2007, p.37).

All professional bachelor programmes at Danish university colleges are based on a study activity model, showing which study activities are in focus with and without involvement of lecturers. The purpose of the study activity model is to provide a single academic tool for all programmes which can shape the study expectations of the students in relation to study load. See model in reference link (Danish University Colleges, 2014).

Aim

To discuss the possibility for student nurses to continue to develop a professional identity including cultural competencies and relate their experiences of an internship abroad to their general education programme at home. The educational tools were a dedicated course with workshops before and after an internship abroad and a constructive pedagogical approach.

Background: An internship abroad in nursing education

Since Denmark joined the European Union in 1973, adopted the Maastricht treaty in 1993 and signed the Bologna declaration, there has been focus on internationalisation of the Danish education system, including the nursing education (Jansen, 2016; Ministers of Education and Research, 2016). Since the 1990s, nursing education has focused on student mobility both inside and outside Europe. The Ministerial Order from 2016 stresses that the purpose of the Bachelor's Degree Programme of Nursing is to educate students to act professionally within the field of nursing in a globalised world. To educate students to act professionally, focus must be on development of personal and professional competencies relevant for intercultural aspects of the profession (Ministry of Education and Research, 2016). This puts a demand on educational institutions to offer programmes which, inspired by Adler, can support students' learning and "re-entry", covering "*The transition into one's home after having lived and worked abroad*" (Adler, 1981, p.242) and to find out how structure, support and assessments help students to learn (Browne and Fetherston, 2018; Green et al., 2008). Despite numerous publications on internships abroad, the focus on the content of re-entry programmes and their impact have received little attention (Halcomb et al., 2017; Kelleher, 2013; Ulvund and Modal, 2017). At the same time, important concerns are expressed concerning the mental well-being and social adaptation of the individual, as well as cultural identity when returning from the internship abroad (Ferranto, 2015; Szkudlarek, 2010). Since the 1950s, systematic studies focusing on the concept of culture shock have described social and psychological problems following an internship abroad (Ferranto, 2015; Ward et al., 2001). The concept reverse culture shock can help to illustrate the challenges when returning from an internship abroad. Reverse culture shock resembles culture shock; however, in connection with returning home, focus is on the stressors and challenges associated with moving back into one's home culture after an internship abroad (Ferranto, 2015; Gaw, 2000). In line with this, it could be argued that focus on reverse culture shock is important for the students' adjustment and adaptation after returning home (Presbitero, 2016). Ward et al. have developed the ABC model, which is one of the most comprehensive models explaining culture shock. The ABC model explains major theoretical approaches to students' adjustment of affective, behavioural and cognitive origin (Presbitero, 2016).

However, Illeris (2007b) stresses that the education and the teacher rarely have a background that meet the demands required by this learning. It is difficult to make it possible for young people to obtain and reflect on relevant experiences and to feel closely linked to subjects or people and in this way get a new perspective on themselves and the surrounding world (Stauber, 2018). Thus, the commitment and moderator role of the teacher become essential to such a learning process (Illeris, 2007b).

Conceptual framework

Professional identity during an internship abroad and a re-entry programme

An internship abroad provides many experiences and gives student nurses the possibility to develop and act professionally in the profession. Styles (2005) prefers to use the term "profession-building" to describe the attempts of nursing to be considered a profession. In continuation of this, the National League for Nursing (2010) sees development of professional identity as a continuous process and places its definition in the context of the profession's history, goals and codes of ethics to distinguish the practice of nurses from that of other health care providers. According to Olsen, education programmes in Denmark should make students aware that they develop a professional identity during the education programme understood as

["...the subjective identification with certain professional competencies and knowledge areas established in relation to the field in which they are practiced, where focus is on both professional and life experiences in a broader sense, which together constitute the identity professionals develop in relation to a profession"] (Translated into English) (Olsen, 2004, p.139).

It may be difficult for students to link personal and professional experiences as well as relate these to the development of their professional identity (Kristensen, 2004; Kruse and Palm, 2012). However, knowledge alone is not sufficient; professionalism includes internalising the core values and beliefs of the profession as well as understanding the context of the practice (The National League for Nursing, 2010). Using the concept, "the tragic dilemma" (Schmidt, 1999), it could be argued that the students cannot consider professionalism without considering personality in a given situation and vice versa. On this background, the personal development will become part of the education as the student's personal and professional experiences are part of the overall professional identity (Illeris, 2018, Jansen, 2016).

Cultural competence as a part of the professional identity

Education programmes should enable students to develop a professional identity consisting of both professional but also life experiences (Olsen, 2004). In connection with an internship abroad, the student has both personal and professional experiences which may develop the student's professional identity where being culturally competent can be a part of the student's overall professional identity (Illeris, 2013; Kruse and Palm, 2012). Development of cultural competencies requires that teaching includes both cultural concepts and skills (Holland, 2017).

Knowledge of and respect for other cultures as well as the ability to reflect on own cultural values and how these influence the nursing practice are necessary for student nurses to acquire intercultural competencies (Ministry of Education and Research, 2016). However, students may be offered an internship abroad before learning about culture as a part of the general education programme at home (Ministry of Education and Research, 2016). Acquiring intercultural competencies may lead to students becoming culturally competent. According to Papadopoulos, this can be understood as *"the capacity to provide effective and compassionate healthcare taking into consideration peoples' cultural belief, behaviours and need..."* (Papadopoulos, 2006, p. 2). In connection with this, a model has been developed also for student nurses involving four stages: cultural awareness, cultural knowledge, cultural sensitivity and cultural competence. These four stages should all be included in the practicing of compassionate care (Papadopoulos, 2018). To develop the professional identity in connection with an internship abroad and to link it to the general part of the education programme, the focus in learning should continue to be "digestion" and conceptualisation of experiences to ensure that learning takes place. Students must understand their new skills, perceptions, attitudes, knowledge and behaviour to integrate these in their professional identity before graduation (Szkudlarek, 2010).

Social constructivism learning

A course of learning where cultural competence is a part of developing the professional identity must be accessible to students to obtain these learning processes and gain competencies which give students the opportunity to acquire knowledge and make sense. Moreover, students must relate to what they have learned and make that a part of their self-understanding and thus develop a way to act, communicate and collaborate.

The nursing education programme in Denmark has chosen a social constructivist approach with focus on learning of a transformative nature involving changes in the student's identity. In a constructivist learning perspective, learning comprises two different processes. One of these processes is the interaction between the student and the surroundings; the other is the student's individual mental processing and acquisition through the impulses and effects of this interaction.

Acquisition is always connected to previous learning, where the student constructs his/her own individual learning (Illeris, 2007a). In this way, learning is divided between three angles; the cognitive dimension of knowledge and skills, based on the understanding and ability of the learner. The effort is to construct meaning and the ability to manage challenges of everyday life to develop an overall personal functionality. The next angle is the emotional dimension of mental energy, feelings and motivation. The purpose is to secure the continuous mental balance of the learner while developing a personal sensibility at the same time. All cognitive processes are conditioned by the feelings in the learning situation. The third is the social dimension of communication and cooperation. This is a dimension of external interaction such as participation, communication and cooperation. It benefits the personal integration in communities and society and in this way it also builds up sociality of the learner (Illeris, 2007a). This view of learning paves the way for transformative learning, which implies a restructuring of the organisation of the self and thus a coherent restructuring of the organisation of the self. Moreover, a coherent restructuring and coupling of a great number of mental schemes leading to individual change. Through transformative learning, it may be possible to transfer learning from one situation to the other (Illeris, 2007b).

In connection with the planning of a re-entry programme, the role of the teacher will be to take the association between the intended learning content and the prerequisites of participants into account as well as have focus on and reveal what is at stake for the student. According to Illeris, teachers would have the role as moderators in discussions (Illeris, 2007b, Stauber, 2018). Motivation has to be found in the students' situation and interests (Illeris, 2018). Finally, in the student-teacher interaction, the teacher should not perceive himself as the one with all the right answers, but rather as a facilitator of social processes (Stauber, 2018).

Methods

Students had to write a travel letter after returning home from their internship abroad. Ten student nurses participated in the pilot project and their travel letters constitute the data material. Furthermore, the pilot project is based on informal, formative evaluations consisting of the verbal and non-verbal dialogue between students and teachers.

Discussion

Culture and culture shock

The first workshop is held before the internship abroad to prevent culture shock. Pedersen (1995) stresses that culture shock happens inside each individual who encounters unfamiliar events and unexpected circumstances. Furthermore, prepared students who have precise personal expectations before going abroad, find it easier to return home (Kruse and

Palm, 2012). However, most students are preoccupied with packing, private activities and/or examinations and they are excited about the unknown ahead of them. The challenge is both to get the students' attention and make the explicit learning goals relevant and related to a context. Illeris (2007b, 2013) points out that workshop activities have to make sense to the students to promote learning. Students are divided into groups as they wish to have contact with fellow students when considering their expectations to the internship. Experiences show that when students start to introduce themselves and argue why they wish to go abroad, a personal goal will often surface such as "I would like to learn how to stand on my own two feet". According to Illeris (2013), clarifying expectations can be compared with students considering learning goals where a dialogue on goals contributes to form a direction for the student's learning.




Developing a professional identity includes acquiring and using a professional language. Based on a descriptive view on culture and a study by Hofstede (2018) on cultural similarities and differences, the concept of culture in different countries is discussed. It is necessary to talk about the importance of these similarities and differences to understand a profession. An individualised country like Denmark, in contrast to a collective country like Kenya, may have consequences for the kind of care patients expect from nurses and how the nurse establishes a relation to the patient. Experiences show that students are very fond of having a professional language to express their reflections. This is confirmed in a travel letter from a nurse student written to her counsellor during her internship:

["One week before leaving we discussed re-entry preparing us for the stay. This included talking about cultural differences and comparing Denmark and Kenya. It helped me a lot to get insight into the culture in the country we were going to visit. And you were more inspired to learn more about the country before going there"] (Translated into English).

Home again and reversed culture shock

The students experience many things in clinical practice. The students are now back home and must adapt to the educational framework of their home country. To further develop the students' experiences through transformative learning processes, the second workshop takes the starting point in an experienced problem, which the nurse student has told about in a video recorded with a phone. Prior to this, there is an introduction with questions to the content of the video, which may promote the personal presentation of the professional case (Jørgensen, 2009). (Figure 2).

Figure 2

Questions for psycho-motor processes	Cognitive questions	Affective questions
		
Questions for the hand. What did you do? What happened in the situation? What did you do when it happened?	Questions for the head. What did you think? What were your thoughts in the situation? Which professional considerations did you have?	Questions for the heart. What did you feel? How did you feel in the situation? How did the situation affect you?

(Questions adapted from Bagger and Schultz, 2009)

Experiences show that these questions help the student to develop in relation to the personal and professional case (Jørgensen, 2009). Moreover, it should be noted that a learning process of a transformative nature can be facilitated by showing the video to other students. The challenge is that the experience in clinical practice could be a particularly vulnerable situation. One nurse student experienced an exclusively breastfed child being left alone in a hospital bed in Africa, while the mother was in a psychiatric ward. The nurse student with her professional knowledge knows this child is neglected, dehydrated and at risk of dying. The challenge is to put this emotional experience into a professional context and consider how this experience can be used in the future. This can be difficult as the argument could be used that this would never happen in a western country.

Illeris (2007b, 2013) stresses that transformative learning concerns the student's relation to herself and the surrounding world and may be experienced as a liberation in a situation where there seems to be no other viable solution. The example above is very emotional and difficult to relate to. Through reflective questions the nurse student becomes conscious of how she has been in a difficult relation and how she can use this in other professional contexts in the future and in this way develop her professional identity.

Other issues may also be at stake when students return from an internship abroad. Inspired by Adler (1981), re-entry marks the return to home after a clinical internship abroad where up to 70% of students experience some kind of discomfort after returning home. According to Mc Dermott-Levy, it is far easier to adjust after returning home if the institution supports conditions known to be problematic after returning home (Jansen, 2016). On this basis the concepts culture shock and reversed culture shock are discussed because they point at different emotional stages in the meeting with a new culture, but also when returning home (Jansen, 2016; Gaw, 2000; Presbitero, 2016). The challenge could be that the students have just returned home and are euphoric to be back. However, there are also students who have had

difficulties during their stay and who are very preoccupied with this, which can be observed through the increased attention. Reversed culture shock contributes to legalise the difficulties in returning home. More have mentioned this, which could indicate that students understand and become conscious of own reactions. Thus, this could indicate that students start to acquire, develop and change their understanding of important elements in life and the world they live in (Illeris, 2007b, 2013). In this way, it becomes possible to start working with reflections on own professional identity.

From personal knowledge to professional knowledge

Professional identity can be developed through learning if the nurse student acquires professional concepts to be used for reflection. Thus, the concept transformative learning by Illeris (2007b, 2013) including identity, is introduced to the students at the third workshop, as the concept can contribute to point out how personal and professional sub-identities interact with each other. At the first workshop, the students form personal learning goals. They become relevant when they form the starting point for a dialogue on "the tragic dilemma" – i.e. the connection between personal and professional learning outcome. It is necessary to ask questions to the students to initiate this process (Jørgensen, 2009, Stauber, 2018). In connection with the example of a personal learning goal above, "I would like to stand on my own two feet", the nurse student is asked to link the personal goal with a specific professional context during the internship. In this way the nurse student is critically challenged on her own personal values when taking responsibility for and entering into relations with other human beings and her professional considerations concerning the patient-nurse relation. In a later workshop, the same nurse student said "*I actually pay much more attention to the nursing tasks*", which indicates that personal knowledge has become professional knowledge.

In order to discuss professional identity during the internship, there must be an understanding of what it means to be culturally competent (Ministry of Education and Research, 2016). Inspired by Papadopoulos, this is understood as the ability to perform compassionate care involving the culture of the individual human being (Papadopoulos, 2014). Experiences show that participation in the other workshops makes it easier to be specific about the lived experiences in the model and see the development in relation to being culturally competent. The above could be used to analyse culture experienced at home and abroad in order to become culturally competent as a part of the professional identity. In this way "to know" and "how" is practised (Holland, 2017). Thus, it is about how students acquire, develop and change their understanding and relation to specific elements in their lives and the world they live in (Illeris, 2007b, 2013).

Cultural competence as a professional identity

A learning platform is needed which can create continuity in the development of the student's learning during the education. According to Jansen (2016), it is very important for the student's learning that the university college and clinical placement show an interest. Otherwise it may strengthen the student's perception that an internship abroad does not contribute with relevant knowledge and skills and thus has no educational value. There is focus on transfer or application of what is learned at the fourth workshop. Personality-integrated knowledge is developed through transformative learning. Based on this, associations can be made in all subjectively relevant contexts (Illeris, 2007b). The challenge is that transfer as a part of transformative learning requires energy and the students may thus tend to avoid these learning situations (Illeris, 2007b, 2013). Experiences also point at the need to create attention to and responsibility for own learning among students. Moreover, it is also a challenge that it is complex to work with transfer at an educational institution as learning cannot be acquired without a context (Holm et al, 2009, Illeris, 2007b). This project has been a reminder of this. A general statement from students returning home is that the fellow students at home have learned much more than they have; the students compare in this way. The study by Kruse and Palm (2012) confirms this and stresses that students do not consider their learning to be valid if it does not comply with the formal learning goals. In this example, students perceived being left alone with their experiences from the internship. Transfer can be promoted by relating to the situation in which transfer is applied (Holm et al., 2009). This is shown by students making a binding transfer plan where they focus on subjects, time for testing, purpose of the task, and answer to how the professional identity is brought into play (Wahlgren, 2009; Wahlgren and Aarkrog, 2012). The work of these students with transfer and professional identity indicates that it may contribute to learning of a transformative nature and have an impact on the student's future professional identity.

Conclusions

On the basis of the innovative re-entry programme, developed and completed didactic considerations are required giving the students the opportunity to get access to learning processes of a transformative nature to develop their professional identity in relation to their internship abroad. This pilot project indicates that a re-entry programme might be beneficial for students' learning to become aware of the ongoing process by working with own professional identity. The re-entry programme will thus be continued, and systematic evaluation activities will be initiated to document learning outcome related to development of a professional identity.

Funding sources

This work did not receive any specific grant from funding agencies from the public, commercial or non-profit sectors.

Conflict of interest

No conflicts of interests.

Ethical approval

The programme was commissioned and approved by UCL, Department of Nursing. Permission to use citations has been obtained from the involved students.

References

Adler, N., 1981. Re-Entry: Managing Cross-Cultural Transitions. *Group & Organizational Studies*, 6 (3), 341-356.

Bagger, C., Schultz, H., 2009. Vejledning af fagprofessionelle i klinisk praksis. (Supervision of Professionals in clinical practice). Munksgaard, Copenhagen.

Browne, C.A., Fetherston, C.M., 2018. How do we facilitate international clinical placements for nursing students: A cross sectional exploration of structure, aims and objectives of placements. *Nurse Education Today*, 66:1-7. Retrieved July 31, 2021 from <https://doi.org/10.1016/j.nedt.2018.03.023>.

Danish University Colleges, 2014. Expectations to students to be made clear. Absalon University College. Retrieved July 31, 2021 from: <https://phabsalon.dk/english/full-degree-programmes/leisure-management/study-activity/the-study-activity-model/>.

Ferranto, M. G., 2015. A qualitative study of baccalaureate nursing students following an eight-day international cultural experience in Tanzania: Cultural humility as an outcome. *Procedia. Social and Behavioral Sciences* 174, 91-102.

Foronda, C. L., Belknap, R. A., 2012. Short of Transformation: American ADN Students' Thoughts, Feelings, and Experiences of Studying Abroad in a Low-Income Country. *International Journal of Nursing Education Scholarship*, 9 (1), 1-16.

- Gaw, K. F., 2000. Reverse culture shock in students returning from overseas. *International Journal of Intercultural Relations*, 24 (1), 83–104.
- Green, B., Johansson, I., Rosser, M., Tengnah, C. & Segrott, J., 2008. Studying abroad: a multiple case study of nursing students' international experiences. *Nurse Education Today* 28, 981-982. Retrieved July 31, 2021 from <http://dx.doi.org/10.1016/j.nedt.2008.06.003>.
- Halcomb, E, Antoniou, C, Middleton, R, Mackay, M, 2017. The experiences of Australian Undergraduate nursing students of a clinical placement in Cambodia. *Collegian* 25, 313 – 318.
- Hofstede, G., 2018. Hofstede Insights. Retrieved July 31, 2021 from <https://www.hofstede-insights.com/about-us/>
- Holland, K., 2017. *Cultural awareness in nursing and health care: an introductory text*. 3rd edn, Hodder Arnold, London.
- Holm, E.F., Wahlgren, B., Gringer, B., 2009. Transfer kræver træning. (Transfer requires training). *Asterisk*, 2009 (49), 10-13.
- Illeris, K., 2007a. A comprehensive understanding of human learning. In: Jarvis, P. and Parker, S. (Eds.). *Human learning. A holistic approach*. Routledge, London, 87-101.
- Illeris, K., 2007b. *How We Learn. Learning and non-learning in school and beyond*. Routledge, London.
- Illeris, K., 2013. *Transformativ læring og identitet. (Transformativ Learning and Identity)*. Samfundslitteratur, Frederiksberg.
- Illeris, K., 2018. The learning environment must be created – motivation must be found. In: Katznelson, N., Sørensen, N. U., Illeris, K. (Eds.). *Understanding learning and motivation in youth. Challenging Policy and Practice*. Routledge, Oxon, 12-20.
- Jansen, M., 2016. Retur efter et udvekslingsophold. (Return after an internship abroad). In: Hundborg S., Engel, L.V.(Eds). *Tag på udvekslingsophold: internationalisering i professionsbacheloruddannelserne. (Go for an internship abroad: Internationalisation in professional bachelor degree programmes)*. Gad, Copenhagen, pp. 169-183.

Jørgensen, P. 2009. Refleksion i praksis. (Reflection in practice). RUML, 2009 (8).

Kelleher, S., 2013. Perceived Benefits of Study Abroad Programs for Nursing Students: An Integrative Review. *Journal of Nursing Education*; 52, 12, 690-695. Retrieved July 31, 2021 from <https://pubmed.ncbi.nlm.nih.gov/24256000/>.

Kristensen, S., 2004. Learning by leaving: placements abroad as a didactic tool in the context of vocational education and training in Europe, Office for Official Publications of the European Communities, Luxembourg.

Kruse, A., Palm, D., 2012. Noget af det fedeste, jeg nogensinde har gjort. Et perspektiv på international praktik og professionsidentitet. (One of the best things I have ever done. A perspective on international internship and professional identity). *Profession og praktik. Hvad lærer de studerende i praktik? (Profession and practice. What do students learn in clinical practice?)*, 2012 (4), 31-43.

Ministry of Education and Research, 2016. Bekendtgørelse om uddannelsen til professionsbachelor i sygepleje. BEK nr 804 af 17/06/2016. (Ministerial Order on Professional Bachelor Degree Programme of Nursing no. 804 of June 17, 2016). Retrieved July 31, 2021 from <https://www.retsinformation.dk/Forms/R0710.aspx?id=181963>.

National League for Nursing, 2010. Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, mater's, practice doctorate, and research doctorate programs in Nursing, New York: Author.

Olsen, H. S., 2004. Har professionerne en fremtid og kan de professionelle skabe den?. (Do professions have a future and can professionals create this future?). In Hjort, K. (Ed.), *De professionelle: forskning i professioner og professionsuddannelser. (The Professionals: Research in professions and professional bachelor degree programmes)*, Roskilde Universitetsforlag, Roskilde.

Papadopoulos, I., 2006. Introduction, in: Papadopoulos, I. (Ed.). *Transcultural Health and Social Care: Development of Culturally Competent Practitioners*. Churchill Livingstone Elsevier, Edinburgh, pp. 2-4.

Papadopoulos, I., 2014. The Papadopoulos Tilki and Taylor model of cultural competence by Professor Irena Papadopoulos [Homepage of Middlesex University]. Retrieved July 31, 2021 from <https://www.youtube.com/watch?v=ePkAqEv9OuI>.

Papadopoulos, I., 2018. IENE Intercultural Nursing in Europe. Retrieved July 31, 2021 from <http://ieneproject.eu/glossary-term.php?termID=11>.

Pedersen, A., 1995. The five stages of culture shock. Connecticut: Greenwood Press.

Presbitero, A., 2016. Culture shock and reverse culture shock: The moderating role of cultural intelligence in international students' adaptation. *International Journal of Intercultural Relations*, 2006 (53), 28–38.

Schmidt, L., 1999. Diagnosis. Bind 2, Socialanalytiske fatninger. (Diagnosis. Social analytic perspectives). Danmarks Pædagogiske Institut, Århus.

Stauber, B., 2018. We need to answer young people's questions in our schools. In: Katznelson, N., Sørensen, N. U., Illeris, K. (Eds.). *Understanding learning and motivation in youth. Challenging Policy and Practice*. Routledge, Oxon.

Styles, M., 2005. Regulation and profession building: A personal perspective. *International Nursing Review*, 52(2), 81-82.

Szkudlarek, B., 2010. Reentry—A review of the literature. *International Journal of Intercultural Relations*, 34 (1), 1-21.

Ulvund, I., Mordal, E., 2017. The impact of short-term clinical placement in a developing country on nursing students: A qualitative descriptive study. *Nurse Education Today* 55, 96-100.

Vignare, K., 2007. Review of literature blended learning: using ALN to change the classroom - will it work? In: Picciano, A. G., Dziuban, C. D. (Eds). *Blended learning: research perspectives*. Needham, MA: Sloan Consortium, 37-63.

Wahlgren, B., 2009. Transfer mellem uddannelse og arbejde. (Transfer between education and work). *Research in Education*, 19 (1), 21-37.

Wahlgren, B., Aarkrog, V., 2012. Transfer: kompetence i en professionel sammenhæng. (Transfer: Competence in a professional Context). Aarhus Universitetsforlag, Aarhus.

Ward, C., Bochner, S., Furnham, A., 2001. *The psychology of culture shock*. Routledge, Philadelphia.