



Original research

How can studying abroad nurture nurse students' intelligent kindness?

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ABSTRACT

International student exchange in higher education has substantial impact on students' personal and professional lives. Using a critical hermeneutic approach, this case study explores how undertaking international practice modules abroad might even enhance nurse students' abilities as carers, which is an essential element of nursing practice. The context is a nurse education programme in Norway from 2005 to 2017.

The empirical material were analysed with a directed content analysis applying elements of the virtuous circle of intelligent kindness. The findings indicate that relational characteristics like attentiveness and attunement with others are strengthened whilst abroad. The discussion explores how international practice modules influence nurse education: embarking on the nursing profession in another country and the development potential in feeling lost is opening new views of education.

1. Introduction

This paper focuses on nurse education and internationalisation, and in particular how international practice modules abroad may contribute to nurse students' "intelligent kindness" (Campling, 2015).

Care is an essential element of nursing practice (Mackintosh-Franklin, 2019). Nurse education programmes worldwide aim to integrate certain values to students; "respect for human rights, including cultural rights, the right to life and choice", and become professionals that demonstrate "respectfulness, responsiveness, compassion, trustworthiness and integrity" (International Council of Nurses, 2012). These values involve the concept of intelligent kindness. According to (Campling, 2015), kindness implies the recognition of being of the same nature as others, being of a kind, by treating others as member of a family, to be generous and thoughtful. And adding intelligent to kindness signals that it is a binding, creative and problem-solving force towards building relationships with patients, recognising their needs and treating them well (Campling, 2015). The concept of intelligent kindness is described as a virtuous circle (see Fig. 1) starting with kinship and kindness which directs attentiveness, enables attunement, builds trust and therapeutic alliance and thus produces better outcomes in the health services (Campling, 2015).

The term intelligent kindness is similar to the term compassionate care. Both concepts are relational by how care is given; based on empathy, respect and dignity (Adam and Taylor, 2014). However, compassion has a suffering aspect, whereas kindness is linked to kin and

kinship and are often used by patients describing the quality of kindness they have experienced. Kindness is to include ourselves with others by being in solidarity with human needs (Campling, 2015).

Former research on international student exchange have described a range of positive effects on students' learning. Students are expected to develop a greater degree of independence, team spirit, flexibility and cultural competency compared to home staying students, and benefit from international experiences in several ways when it comes to employability and job mobility (Comdoc and European Commission, 2014; Roy et al., 2018). This "mobility capital" (Murphy-Lejeune, 2002) involves cultural outcomes, language skills, cross-cultural communication skills, personal and professional outcomes (Roy et al., 2018).

In nurse education, clinical training still plays an important part (Smeby, 2015), due to that, internationalisation has often been translated to international practice modules, where nurse students undertake at least 3 months of their mandatory practical placements abroad - supervised by the host university (Milne and Cowie, 2013).

The professional outcomes of an international practice module abroad may give the future nurse competences that are appreciated by the patients, nurses and the wards where they work (Myhre, 2010). Overall, nurse students find the international experience a fruitful experience (Milne and Cowie, 2013). Koskinen and Tossavainen (2004) emphasise four benefits after an international experience; personal maturation, professional development, cognitive growth and increased global understanding. Button et al. (2005) conclude their literature review in that the primary effects of international placements were

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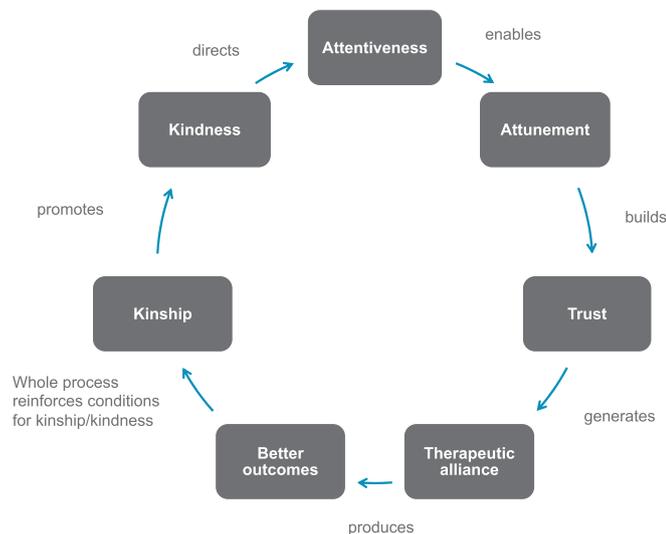


Fig. 1. Virtuous circle of Intelligent kindness.

personal development and transcultural adaptation. Nurse students emphasise personal growth as the main outcome of their stay abroad because of increased independence and confidence (Cowan, 2007). So, staying abroad seem to be beneficial in the transition from student nurse to registered nurse.

Our intention in this paper, is to ask questions that could contribute to the on-going discussion about international modules in nurse education, a topic of high relevance in our workplace. In this process, caring science and in particular the intelligent kindness term, evolved as an interesting entry point. This paper suggests that the concept intelligent kindness can add new insights to what the growth and learning is about, and argue that this kind of personal maturation, professional development, cognitive growth and increased global understanding may be at the core of the formation nurses need to become professionals who care for others.

The aim of the study is to explore how international practice modules nurture nurse students' intelligent kindness.

2. Research design

The study takes a critical hermeneutic approach (Kögler, 1996), within the frames of a single case study; "an intensive analysis of an individual unit (...) stressing developmental factors in relation to environment" (Flyvbjerg, 2011:301). The case of study is from a real live context, generating exemplary knowledge of inspiration to others (Thomas, 2010).

2.1. Research location characteristics

The unit analysed is the international practice module in a bachelor of nursing programme in Norway from 2005 to 2017. This unit is chosen due to its successful and sustainable activity (Database for

Statistics on Higher Education, 2018). Annually, approximately 30 international students take part in the programme, and approximately 30 of the home students undertake parts of their mandatory practical placements abroad facilitated by Erasmus + (European Union, 2010). The university has established Erasmus + partnerships of three months' duration with selected European higher education institutions in 12 countries: Belgium, Czech Republic, Denmark, Finland, France, Italy, Lithuania, Portugal, Slovenia, Spain, Sweden and UK. The partnership involves a mutual commitment to welcome a prior agreed number of nursing students to their facilities for practical placements and ensure that specific learning needs for the students are met.

All authors know the unit as insiders, as we are professionally involved in the nursing programme. This makes this study intrinsically motivated (Scholz and Tietje, 2002). Our position as insiders with access to a broad range of the social relations and perspectives involved with colleagues and former students have obviously affected the process in this study. Hence, we, the researchers, are present (Richardson and St.Pierre, 2005).

2.2. Capturing empirical material

The empirical material presented in this study (Table 1) was captured during a 12 year time-period (2005–2017), constructed through engagement in and with people and texts influencing the international practice module, using different methods and different sources within the case of study. The focus and scope of the constructed empirical material is based on the research question.

The dialogue in research can be described as processes between the authors and the empirical material in which the research question is explored. We realised that there was a need to clarify the significance of studying abroad for nursing students. The facets and patterns (Ellingson, 2009) set out to explore were how the students developed as caregivers whilst abroad. This was the starting point for the dialogue in research. We explored what caring and nurturing ability to care is about in analysis of written material; ongoing conversations and discussions with colleagues and researchers in our field; invigorating processes between the authors; and our daily work as nurse educators and researchers. Crystallisation (Richardson and St.Pierre, 2005) was engaged as this makes it possible to combine multiple forms of analysis and multiple genres of representation. Crystallisation can bring out new facets and patterns. The case is like a crystal creating a range of different colours depending on how the light reflects. This can provide "a deepened, complex, and thoroughly partial understanding of the topic" (Richardson and St.Pierre, 2005:963).

Academic staff and students have in different ways been informed of our topic of research. The basis of "field texts" (reports, minutes, strategy plans or information sheets) in this case study is easily accessible documents for all staff. These texts are describing the processes, including some of the controversies and resistance in the international practice module in our work place. The first author have written field notes searching for accessible and relevant information from the university context to add to the inquiry, including accessible information describing the nurse educators (average age, international and

Table 1
Data material.

Creative Empirical material	Participants
Evaluation letters from international students from our home campus evaluating their stay.	132 international students
Preparation essays from outbound Norwegian students prior to departure. The students were asked to reflect on their thoughts regarding their upcoming stay abroad.	232 outbound students
Informal interviews with nurse supervisors for international nursing students on their views on activities of internationalisation at the university	5 nurse supervisors
Field notes from conversations with nurse educators at this university.	15 nurse educators
Written remarks of our thoughts on coherence between international practice modules and nurse students' intelligent kindness presented at an international caring science conference in 2016	20
Open access field texts (reports, minutes, strategy plans and information sheets) regarding international activities at this university.	

linguistic experience in teaching or research). We have had clarifying discussions with colleagues when we found the empirical material to be vague. We have in particular been searching for “*data that support alternative explanations*” (Merriam, 2009:219) to further avoid subjectivity.

An important part come from the voices of exchange students both international and outbound Norwegian students, and the nurses and supervisors guiding international students in their practical placements at local health institutions. Evaluation letters from the international students were written in “international” English and sent to the module leader after completion. The students were asked to give an honest feedback of their stay in Norway. In order to safeguard the anonymity for all, the students' and nurse supervisors' pseudonyms (Delamont, 2012) are of our own creation, designed to reflect gender and an indication of geographically home place. Out-bound students were asked to reflect on their thoughts regarding their up-coming stay abroad. Perspectives of nurses supervising the international students are represented in notes from informal interviews. The notes were emailed back to the nurses to check whether first author's understanding was the same as theirs, as a form of respondent validation (Merriam, 2009).

Through analysis of the material and further reading, we realised that the term “intelligent kindness” and the virtuous circle describing the process of developing intelligent kindness would be helpful in verbalising the specific caring aspects in maturation and formation we had discovered in the material. This was presented to an audience of caring scientists (in a conference) to further dialogue about these topics. Sharing with this audience enhanced our impression that the key content claims would be beneficial to the discourse about internationalisation in nurse education.

2.3. Analysing empirical material

Applying a content analysis approach is regarded especially suitable for case study research in enhancing rigor, validity and reliability in spite of the fact that this approach has not been particularly developed for a case study strategy (Kohlbacher, 2005). The empirical material was analysed using directed content analysis, based on deductive categorization, and guided by the 16-step method of data analysis (Assarroudi et al., 2018). Meaning units were summarized, and marked with preliminary codes. The codes were sorted into groups of codes. The categories “Attentiveness” and “Attunement” from the virtuous circle of Intelligent kindness were introduced and guided the last part of the analysis. Examples of abstraction of codes to main category is found in Table 2.

2.4. Ethics

The study was approved by the Norwegian Social Science Services (approval number 28605). The students wrote their evaluation letters knowing that their evaluations will be utilised to improve the international practice module for future students and thereby read by implicated parties and be used for teaching and research. All empirical material are anonymised.

Table 2

Examples of abstraction from codes to main category.

Group of codes	Subcategories	Generic category	Main category
Questioning what nursing really is	Being disturbed in your habits	“The action of paying close attention to something”	Attentiveness
Needing to adapt skills to new circumstances	Having to act and respond	The action of “assiduously attend to the comfort and wishes of others” (Oxford	
Reflecting on own practice	Having to reflect on experiences	Dictionaries, 2013)	
Being critical to what is presented	Having to reflect on self		
Adapting skills to situation	Becoming aware of others		
Defending own practice			

3. Findings

The findings are presented according to (Campling, 2015) virtuous circle of intelligent kindness (Fig. 1). In particular focus is how the international practice module encourages students' attentiveness that enable attunement with others. Attentiveness and attunement are of crucial importance of the virtuous process. Other element that reinforces conditions for kinship/kindness is trust, therapeutic alliance and better outcome (Campling, 2015).

3.1. International practice modules call for attentiveness

Intelligent kindness depends on the person taking part and being involved in the situation.

Attentiveness is explained as “the action of paying close attention to something” and as “assiduously attend to the comfort and wishes of others” (Oxford Dictionaries, 2013). As the student experiences to live in unfamiliar frames, their everyday life is constantly disturbed, and he or she has no choice but to pay attention. Having to handle linguistic challenges and be exposed to new people, places and emotions necessitate a creative and problem-solving modus.

Being here has been like a pause in my life, living in another world for a while. Everyday new challenges, new experiences, new people, new friends, new places, new emotions, new feelings, new behaviours ... all new and all good in their way.

Maria (Incoming student evaluation letter 30/10)

This experience of “living in another world” seem to enhance and trigger abilities that nurse student supervisors will look for in a student: like understanding what nursing is about; being flexible; reflecting on self and on own practice; flexibility and readiness to be faced with new situations; critical thinking; and explain why they are doing what they are doing. Even those receiving the students become more attentive:

I think it is good for us to be watched over by strong, outgoing international students, questioning why we do this and why we do that...

Kari (Nurse supervisor for incoming students interview/3–12)

It seems that this attentiveness is a trigger for learning more about yourself and understanding other people. Paulina writes:

To be student Erasmus implies a way of constant discoveries, of academic learning and also vital. It is a period full of life, of moments of “self-reflection” that help you to be more tolerant. I feel I'm now much more culturally competent.

Paulina (incoming student evaluation letter 1/9)

In this sense one may claim that the student becomes more attentive in the sense that he or she gains ability to attend to the comfort and wishes of others (Oxford Dictionaries, 2013). So the students become more aware of themselves and of others, but also seem to enhance attentiveness to what nursing is about:

My stay in (...) has opened my eyes and now I realise how many complex pieces nursing is constructed of. Birgitta (incoming student evaluation letter 4/8).

Being faced with and having to consider other ways of handling procedures triggers ability to stand up for what you believe is right.

Your actions are less likely to be based on routine, and you become actively engaged in defining what nursing should be like:

In terms of clinical practice, the nuances of procedural difference provoked comparative discussion; the Norwegian nurses' interest in skill variations not only forced me to provide rationale for my practice but also made me examine the reasons why we practice in a certain way. Procedures and decisions that become automatic when practiced at home in (home country) became topics for reflection and development. Bruce (Incoming student evaluation letter 7/8).

In different ways, these students have experienced to question what they were doing and gained awareness of who they are and how they would like to practice as nurses. This may happen when students practice in their own country as well, but out-bound students stress that the fact that everything is different or unfamiliar actually enhances this kind of learning.

In my opinion, the more you learn various ways of nursing, the more you are able to think holistically and independently. The more knowledge you get about things, the better prepared you are to handle new challenges and unexpected situations. Most likely, I will meet dilemmas where I will have to perform procedures in a completely different way from what I'm used to. But instead of seeing problems with that, I see opportunities. If you are rigid and do not want to think a little outside the norm, you will have problems no matter where you work. This applies just as much at home in Norway as abroad. Anne Marie (Outbound student preparation letter 3/10 – translated from Norwegian)

Attentiveness enables attunement; “the more attentively and kind the staff are, the more their attunement to the patient increases”(Campling, 2015:4).

3.2. International practice modules foster attunement with others

Attune is explained as “make receptive or aware”, and attunement is “the process of attuning or becoming attuned” (Oxford Dictionaries, 2013). Student nurses need to attune to patients and citizens in many different situations. As professional nurses they will meet persons who depend on them for their lives, old and young, and from all lines of life. they need to attune to persons in vulnerable positions, and patients' experiences of pain, loneliness and unfamiliarity.

Likewise, the international practice module may put the student nurses themselves in a vulnerable position. Several students realised that understanding patients vulnerability would be closer to their mind after having been in a vulnerable position themselves. This transition probably happens to all students during their practice modules, but even more so to incoming and outbound students.

This potential vulnerable position for students is disturbing for some of the nurse educators in this case of study. Will the students be ready for this? Will they learn as much abroad as in safe surroundings at home? They worry that students will miss important procedures or not become familiar with the Norwegian health system; they talk about how many weeks of clinical placement the students are “losing” whilst abroad; and there is some sense of losing control over the students' education process and not being able to guarantee that students are properly trained.

Part of why the vulnerability is strengthened abroad, is due to language barriers. A trilingual communication is common; the supervision is in English, patients and supervisors speak their mother tongue, and the student might have yet another language as their first language.

Students sometimes experience the language barrier as a threat to their person:

But of course, I have also had moments where I felt like one more piece of the furniture.

Anna (Incoming student evaluation letter 30/10).

Experiences of lack of kindness and thoughtlessness seem to be

common. Adriana is left in a vulnerable position when she thinks everyone is talking about her rather than to her:

People working there didn't like to speak English, and less with me of course, and why not say it, they didn't make me things easier. The first days were horrible, everybody was looking at me and speaking about my person.

Adriana (incoming student evaluation letter 9/6)

There is a feeling of being left out and of other people acting as if you were not in the room:

In the breaks most of the time they were talking in Norwegian with each other and of course I don't understand anything then...

Anna (evaluation letter 30/10)

Both students and nurses reflect on the impoliteness of not communicating in the common language - English.

“Cooperation between the staff and the student become difficult because of the language. I am surprised that some of my colleagues do not behave professionally in communicating with students because they are not willing to speak English. It is impolite. Others talk a little when they need help from the student, but avoid further communication.”

Hilde (Nurse supervisor interview/2–12)

These experiences leave the students in uncomfortable positions. In Anna, this triggers reflection on why they act like this, and she concludes that in the same situation she would have acted differently. In a way, the students will know first-hand how vulnerable one can feel when being in a unfamiliar place with people speaking over your head or ignoring you. This experience of being alone, being part of a minority and being “different” can be quite challenging for the student:

It is really important for students knowing that if something is wrong you will have a person to speak about it with, knowing that there is at least one person who really minds your situation. you feel so vulnerable.

Adriana (evaluation letter 9/6).

The realisation that support from other people makes you less vulnerable is also crucial knowledge for a nurse. The students participate in supervised groups with other students throughout the module. This gives support, and is also an arena in which the students can reflect and ask questions. Hopefully, reflecting on these situations can enhance the students' ability to recognise patients' experiences of being lost and vulnerable in various clinical settings:

I believe that by being the one who is in the minority has taught me how lucky I am and how much we take for granted our language. I now know how it feels to be isolated due to a language barrier and how alone it can make you feel.

Leslie (incoming evaluation letter 2/9).

However, the students do not regard the language challenges an invincible barrier. The experiences of being left out and alone can enhance creativity and problem-solving skills. Students found new ways of attuning to others. Leslie, who felt isolated due to the language barrier also realises that she has learnt a lot about communication:

As a result of this I have found that I have been able to communicate some things in a different way, which I hope I will be able to use in the future in and out of work.

Leslie (incoming student evaluation letter 2/9).

Lorenzo describes how he found new ways of attuning and forming a relationship with a patient. His nursing skills developed through creativity in the situation:

With my poor English and some Norwegian words I could just start a sort of relationship. (Nevertheless,) ... I have had a new experience too, in the last weeks I followed a terminal cancer case. A boy, twenty years old. He doesn't speak English, only a bit of Norwegian. Now we are friends.

Lorenzo (incoming student evaluation letter 12/5)

The findings indicate that the international practice module means opportunities for involvement in relationships with new friends, with nurses, with patients and next of kin. The experience is challenging, but appreciated by student nurses:

Overall this has been an amazing opportunity and experience. One, which I know, I will never forget. Leslie (incoming student evaluation letter 2/9)

Thus, international practice modules may foster intelligent kindness with students; a creative and problem-solving force towards building relationships with patients, recognising their needs and treating them like family and friends (Campling, 2015).

4. Discussion

Intelligent kindness is beyond what can be passed down, it is about nurturing virtues within the student and making the student ready for professional life. This could be framed within the two Latin roots of the word education: “Educare,” means to train or to mould, to pass down knowledge and shape the students into the required form. The other, “educere,” means to lead out, to prepare a new generation of professionals for the changes and challenges that are to come (Bass and Good, 2004). With focus on educare, education is understood as “Acquiring the profession”: there is a fixed body of knowledge associated with the profession that the student must either be filled up with, or acquire step by step (Heggen and Damsgaard, 2010). Educare seems to be deeply rooted in the nurse education doxa.

Findings from this case of study suggest that “everybody” agrees that a stay abroad enhances personal growth among the students. However, there are various forces in play as to whether this opportunity will enhance nursing knowledge. It seems to be a challenge for nurse educators to harmonise former traditions of the profession and adjust to the new quality standards from the academic world, where internationalisation is a significant part (NOKUT, 2016). In a study by Holm (2008) Norwegian nurse students claimed that they didn't learn much about nursing while in international practice. This is surprising as the students emphasised how much they had learned about culture, society and about being a person whilst abroad (Holm, 2008). Some nurse educators in the present study seem to be caught in the same frame of thinking.

This lead to the question “how do we regard education?” International practice modules in nurse education put value to an educere understanding of education, hence the educare understanding is challenged and de-emphasised. Interestingly, this view is in line with Gadamer's idea of university education: “*The primary achievement of education is to have learned to apply oneself to the possibility of experiences which awaken our questions.*” (Gadamer et al., 1992:xii).

We further discuss two facets of educere in this case of study: Embarking on the nursing profession in another country and the development potential in feeling lost.

4.1. Embarking on the nursing profession in another country

The further I remove myself from my natural and habitual centres of gravity, the greater my chance of grasping the foundations I am obviously standing on ... It is always good for me to change language and country. (Michel Foucault in O'Farrell, 2005:73).

Studying abroad strengthens students' ability to “grasping the foundation they are obviously standing on”. To study nursing in another country might be a “cultural agitator” (Greatrex-White, 2008) which enhances both an inside and an outside view of the profession. The students are invited *inside* the daily routines of nurses in another country, and at the same time they are *outside* of their familiar nursing context at home. Encounters with the unknown might stimulate to

observe the known with new glasses.

Disagreements about what nursing students need to learn to become professionals may blur the discussion about the significance of internationalisation. The professional obviously needs insight, participant competence or an “inside view” of nursing to be able to do a good job. A nurse needs to know the specific competencies needed for working as a nurse. Focus remain on the competence the nurse shares with colleagues; like the procedures, traditions and “doxa” (Bourdieu and Wacquant, 1992) in the profession. However, the professional also needs to look ahead, to get oversight, commentary competence or an “outside view” of the activities related to the profession. This perspective is essential for critical inquiry; to be able to reflect on the terms the profession rests on, to reveal what is taken for granted, and to clarify the context in which the nurse profession is a part (Molander and Terum, 2008). The findings of this case of study indicates that studying abroad strengthens the students' oversight view of nursing. Students emphasise that this disturbance is thought provoking but invaluable; they ask themselves new questions when they meet people with different views.

The international practice modules contribute to enhanced self-reflection: By meeting others you encounter yourself. The students get the opportunity to start to “develop an awareness not only of different cultures, but importantly, awareness of their own culture and the deeply embedded structures and practices that impact their own being in the world and that of others” (Greatrex-White, 2008:531). In this way, the meeting with the “strange” could be regarded as an important educational tool for examination of what cannot be seen.

A strengthener of this process is that studying abroad is a self-made decision by the student.

Nurse students embarking on the international practice module have voluntarily removed themselves from their natural and habitual centres of gravity. They undertake a formation process; a continuous process of development, where one exceeds oneself and acquires new insight (Gadamer, 2004). Nurse students, who choose to travel abroad, are motivated to go through with their aspirations even if it involves additional challenges compared to if they had chosen to stay at home. To accomplish one's desires and interests, might contribute positive energy and resilience to face possible future obstacles on their way (Solvoll, 2007). These are important arguments for listening to students' voices.

4.2. The development potential in feeling lost

Educere involves focus on education that opens up and lead out, international practice modules has this ability. The findings from this study indicate that being in a vulnerable position as a student nurse in a foreign context, strengthen the students' development towards the virtuous circle of intelligent kindness.

The kinship of traveling and caring is visible in the enforced awareness of what it is like to be the other and the relational aspects of living in the world. Benner (2011) refers to Mohrmann (2006) metaphor of dancing to coin the term. Dancing is a relational activity, it transforms wisely in accordance with the context, the partner and the music - the possibilities in the situation. Findings from this case of study confirms that the new “musical rhythms” students encounter abroad, disturb in a positive way. The student is challenged to put aside own understanding in order to be “here and now” in the “dance” with the patient.

Gadamer used the metaphor of traveling to describe processes of development and continuous formation: “*To travel away from home and seek out the strange and different, makes you realise that this is a new home. The old already feels strange. The image of oneself and the world is already changed*” (Gustavsson, 1998: 54, translated from Danish). The process is intense; to travel far away from home is a disturbance in the students' life that seem to trigger reflection processes in a larger extent than if they stayed at home. Moving to the “new home” enhance the nurse

students' ability to understand in a broader sense by being open to diversity. These experiences of adjusting and attuning to a different way of communicating enable a professional process of; atonements, interplay, synchronicity, synergy, melding, blending and balance (Harvey et al., 2009:222). This seems to be part of the virtuous circle of intelligent kindness as it involves elements like attunement and attentiveness (Campling, 2015).

The findings of this study indicate that “feeling lost”, being far away from a safe environment with trusted nurse educators may, be a trigger to engagement with approaches to intelligent kindness. This is contrary to common learning strategies in nurse education where a safe environment is highlighted e.g. Pryce-Miller and Emanuel (2014).

4.3. Methodological and ethical considerations

The positive evaluations from students could be explained in that they are feeling obliged to being polite when writing the letters: “if respondents are made aware of your interests, this can affect their responses” (Silverman, 2013:52). Nevertheless, these letters confirm the overall impressions staff get when working with these students, and there is strong evidence of students appreciating staying abroad as part of their learning process of becoming professional nurses.

5. Conclusion

This study confirms former research showing the value of studying abroad in nurse education. We suggest that nurse students taking part in an international practice module get a bonus competence that might enhance intelligent kindness. An educere view of education start processes important in the virtuous circle of intelligent kindness like attentiveness and attunement. Thus, we suggest that international practice modules get a more prominent place in nurse education programmes. Further research is needed to see if the findings are recognisable to other international practice modules elsewhere.

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Declaration of competing interests

The Authors declare that there is no conflict of interest.

Ethical approval details

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