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What is known about the types of supports used by culturally and linguistically diverse students and their professional placement educators that facilitate successful learning experiences: A scoping review

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What is known about the types of supports used by culturally and linguistically diverse students and their professional placement educators that facilitate successful learning experiences: A scoping review

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Abstract

Purpose: Students from culturally and linguistically diverse (CALD) backgrounds can find professional placements challenging. This review aimed to identify evidence regarding how professional placement educators successfully support CALD students during professional placements and to identify research gaps in this area.

Methods: Literature searches were conducted in CINAHL, ERIC, SCOPUS, PubMed, PsychNet, Emerald Insight, IEEE and ABI Inform Global databases from 1990 to October 2020 and reference lists of identified papers were also scanned. Data analysis occurred through quantitative (frequency of methodology types) and qualitative analysis methods. This review included a consultation phase with professional placement educators and managers.

Results: A total of 109 papers were selected for review. The majority of papers investigated the perceptions of CALD students and placement educators with some papers focussing on support programs undertaken prior to or during placement.

Conclusion: It is evident that many gaps exist in the literature regarding the supports placement educators and CALD students use during professional placements. Where programs have been described, they have not measured outcomes robustly. Furthermore, where papers have reported supports, they were often not sufficiently reported to facilitate implementation or replication. Further research is warranted to fully understand how CALD students are successfully supported on placement.

I INTRODUCTION

University programs in the United Kingdom (UK), United States (US) and Australia are experiencing increased representation of culturally and linguistically diverse (CALD) domestic and international students (Australian Bureau of Statistics [ABS], 2016; Demireva, 2019; Organisation for Economic Cooperation and Development [OECD], 2020; United States Census Bureau, 2019). For example, Australia recorded 483,484 international students in February 2021 (Department of Education, Skills and Employment, 2021) and has a long-term strategy to grow international student numbers (Group of Eight Australia, 2020). In addition to the cultural diversity brought by international students, the cultural and linguistic diversity is also increasing in Australia with more than one-fifth of Australians speaking a language other than English at home (ABS, 2016). Students who identify as CALD are those who speak a language other than English at home or have a cultural background that differs from the majority culture (Schwartz et al., 2010). Many CALD students are enrolled in health professional education programs that include professional placements as a key component. Professional placements, also known as clinical placements, work integrated learning, fieldwork, or practicum, provide opportunities for students to develop competency in profession-specific skills under the supervision of a practitioner, also referred to as a placement/practice educator, mentor, preceptor, or supervisor (Nagarajan & McAllister, 2015).

Placement educators are more likely to be supervising CALD students due to this growth in international and domestic CALD students. Health professional students who speak a language other than English at home have been found to have less academic and professional placement success than students who are from the majority population and speak only English (Attrill et al., 2016a; Johnston et al., 2018; Woolf et al., 2011). Difficulties on placement, in particular, have been attributed to the placement educators' and students' differences in culture, communication and previous experiences of learning (Brennan et al., 2013; Lee, Haines et al., 2019; Mikkonen, Elo, Tuomikoski, et al., 2016; Newton et al., 2016). It is therefore imperative to identify appropriate strategies to facilitate these students' learning in diverse workplace settings, and to support the placement educators who supervise them (Attrill et al., 2016b).

CALD students, irrespective of whether they are international or domestic students, are known to undertake complex acculturative adjustments for the culture, language and learning requirements of their country of study (Gibson, 2001). This process is further complicated by additional adjustments for local academic practices and the organisational culture of the service in which their placement is situated (Hamilton & Woodward-Kron, 2010; Taylor, 2003). These differences in culture, language and learning may be more evident in some students depending on their level of acculturation and may impact differently on their ability to perform required clinical tasks during placement (Mori et al., 2009; Nilsson & Dodds, 2006).

In particular, students experience acculturative challenges if their home language is different to the majority language spoken in the country of study (Chan et al., 2016). Despite students meeting English language standards required for university admission, strong accents, poor grammar/sentence construction, a reduced range of vocabulary, and language processing difficulties may impact on the ability of the placement educator, patient and other professionals to understand the students' communication (Chan et al., 2016; Henderson et al., 2016). An additional challenge for students is the impact these differences may have on their understanding of discussions with the placement educator that commonly take place when receiving formative or evaluation feedback to facilitate students' learning on placement (Wilson, 2013).

International students' learning preferences are thought to derive from the student's cultural background and prior learning experiences (Amaro et al., 2006; Barton & Billett, 2017; Gilligan and Outram, 2012; Lashley & Barron, 2006). For example, a student with prior learning experiences from a culture that places high value on respectful teacher-student interactions may ask the educator fewer questions than typically expected, or wait for their instructions and comments rather than actively seeking these. As a consequence, the placement educator may perceive the student to be passive in their approach to learning (Lashley & Barron, 2006). A

mismatch of learning expectations results from differences between the placement educator's perspectives on learning, which may align with majority western culture, and the CALD student's learning expectations, which derive from their background and previous learning experiences (Attrill, et al., 2020).

Placement educators require training and preparation to support CALD students' specific needs (Brennan et al., 2013; Harrison & Ip, 2013; Newton et al., 2016). Along with this training and preparation, factors that have been reported to facilitate positive placements for CALD students include attention to the relationship between the student and placement educator (Trumble, 2018; Wedding et al., 2009) and support for the CALD student prior to, or during the placement (Barton et al., 2015; Boughton et al., 2010; McCluskey, 2012; Seibold et al., 2007). Effective strategies and tools are essential for placement educators to support students from CALD backgrounds, ensure equitable learning opportunities and facilitate placement success (Attrill et al., 2015, 2020; Brennan et al., 2013; Lee, Jian, et al., 2019).

Little research has investigated the effectiveness of supports that are used by CALD students such as use of scripts (Gunn-Lewis & Smith, 1999), socialising with domestic students to practise speaking English (Liu, 2018) and supports implemented by placement educators such as modelling to the student (Brice & Kosta, 1998) and role-play (Gunn-Lewis & Smith, 1999; Hussin, 1999), during the often complex interactions that occur in professional placements (Attrill et al., 2020; Kontiola et al., 2012). This scoping review aimed to identify evidence regarding the ways in which placement educators facilitate successful learning experiences for CALD students during professional placements.

II   METHOD

Given limited research related to supports for CALD students in health professional placements, a scoping review was conducted. As scoping reviews are considered a rigorous approach to collate research activities that allow access to a broader range of methodological designs than systematic reviews (Arksey & O'Malley, 2005), this was considered an appropriate approach to identify gaps in the literature and evidence to inform future research (Tricco et al., 2016).

We utilised the Arksey and O'Malley (2005) framework, which includes a consultation phase, also recommended by O'Brien et al. (2016). Consultation as a distinct phase enables the researchers to present findings of the literature synthesis and gather stakeholders' experiences and perspectives of the topic, whilst also gaining their interpretations of the findings and how these relate to their context (O'Brien et al., 2016; Thomas et al., 2020). The review also utilised the recommendations by Levac et al. (2010), which aim to increase the quality and the consistency of each stage and the reporting of findings. The Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) extension for Scoping Reviews reporting guidelines were applied (Tricco et al., 2018).

A   *Stage 1: Identifying the Research Question*

This review aimed to answer the research question, "What is known about the types of supports used by culturally and linguistically diverse students and their professional placement educators that facilitate successful learning experiences?"

B   *Stage 2: Identifying Relevant Studies*

Search Strategy: An initial systematic search of the literature was conducted to locate papers published from 1990 to September 2018, using the databases, CINAHL, ERIC, SCOPUS, PubMed, PsychNet, Emerald Insight, IEEE, and ABI Inform Global. The search terms were developed from the authors and the university librarian to capture papers in the fields of health, allied health, education, business, information technology, law, and engineering. It was important for the review to be able to explore papers from other fields given limited research in this area of

strategies for CALD students in health professions. Search terms were as follows: placement (work integrated learning; practicum; fieldwork; preceptor; mentor); combined with CALD (culturally diverse; linguistically diverse; ESL; English as a second language; EAL; English as an additional language; NESB; non-English speaking background; LOTE; language other than English; LOTEH; language other than English at home; CLD; culturally linguistically diverse; foreign; bilingual; multi-lingual; international; minority group; overseas; intercultural communication); and supports (adjustments; accommodations; strategies; training; intervention; interactions; communication; relationship).

An initial search found 1646 papers.

C   *Stage 3: Study Selection*

The PRISMA (Moher et al., 2009) flowchart reports the search decision process when extracting the results. Progress through the flowchart is described in detail below (see Figure 1). Table 1 shows the criteria for including papers.

Figure 1.
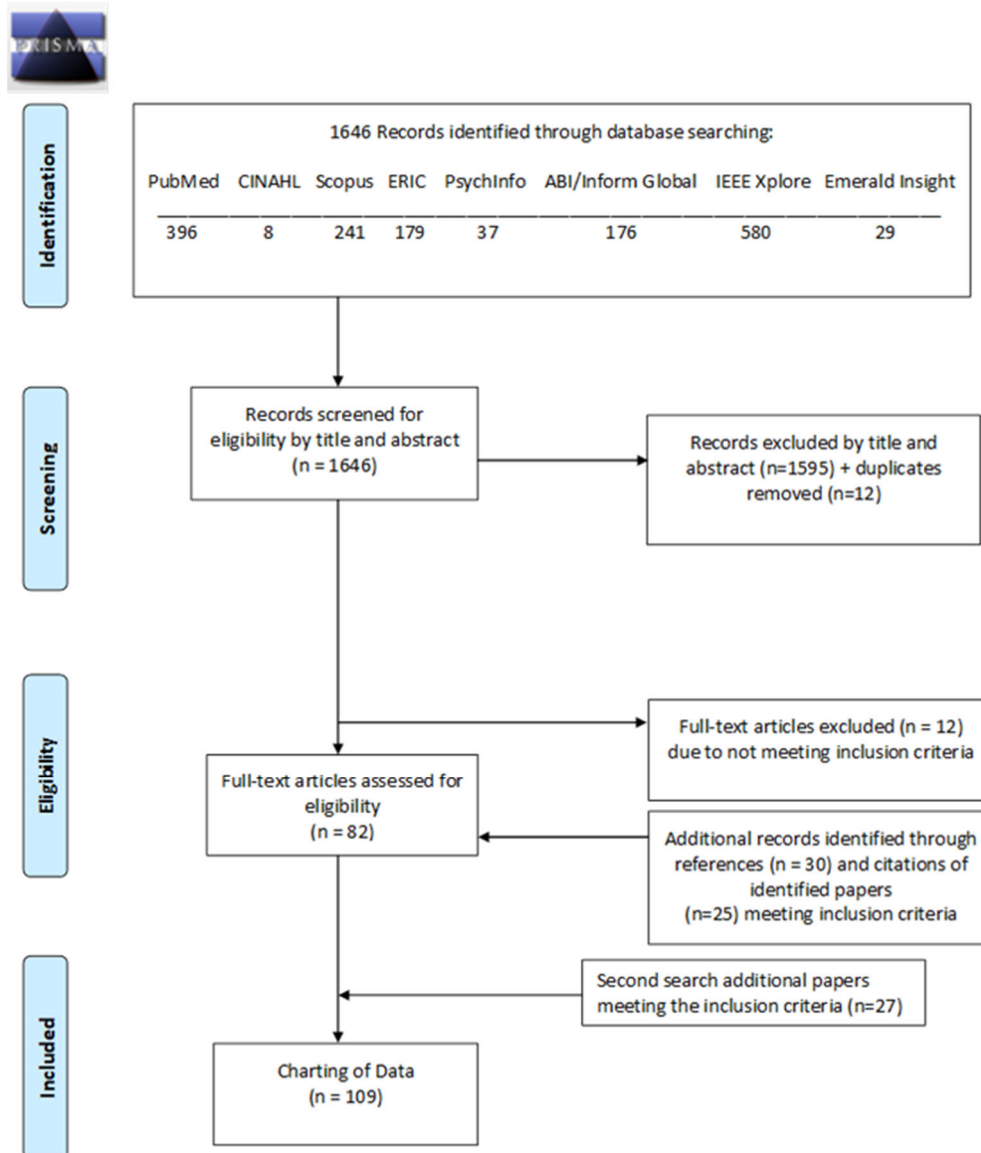**PRISMA Flowchart (Moher et al., 2009)**

Table 1.
Inclusion and Exclusion Criteria

Inclusion Criteria
1) Research was related to students
    a. tertiary students enrolled in undergraduate or graduate entry level courses, and
    b. domestic or international students, and
    c. culturally and linguistically diverse or international students, and
    d. students on placement/fieldwork in the same country where they were studying the course; or supervisors/educators/preceptors of students who meet above student criteria 1(a-d)
2) Reference to supports (including intervention; strategies; adjustments; accommodations; programs; interactions) provided by supervisors/educators/preceptors, and
3) Papers published in English, and
4) Papers involved any study design. Grey literature (e.g., commentary pieces, guidelines, programs) was also considered.

Exclusion Criteria
1) Participants were primary or secondary school students, or
2) Participants were clients/patients from CALD backgrounds, or
3) Focussed on supports within academic course work/lectures with no mention of professional placements (e.g., assignment writing, teaching strategies for lecturers), or
4) Participants were completing placement situated in a country other than the country hosting their program of study (e.g., students on international or overseas exchange or volunteer placements), or
5) Participants were students on vocational education training placements, or
6) Supports involved programs not related to professional placements (e.g., English courses prior to university course).

The first and second authors independently screened titles and abstracts, and met to discuss these on several occasions, initially achieving approximately 85% agreement on included papers. Where agreement did not occur the two authors discussed the abstracts and referred back to the inclusion/exclusion criteria before reaching consensus. These criteria were refined at several points during screening following consultation with the two remaining authors. Literature reviews were excluded to avoid repetition in the data. However, the first author checked reference lists of the fourteen reviews identified to locate any additional papers.

Papers that were included following initial abstract screening were reviewed in full, independently by the same two authors, who met regularly during this process to compare their decisions. Disagreement occurred with one paper, and the two authors discussed this paper to achieve consensus.

Initial screening identified 39 papers for full text analysis with 27 papers remaining after full text screening. An additional 30 papers were identified from the reference lists of these 27 papers, with 25 further papers identified from citations of the selected papers. In total, 82 papers were included (see *Figure 1*).

An additional search was conducted on 10th October 2020 using identical search procedures but extending the original dates to include August 2018 to October 2020. This identified 27 further papers, resulting in a total of 109 included papers.

D   *Stage 4: Charting the Data*

A template was used by the first author to record the characteristics of the 109 papers and information relevant to the review question. The details recorded were: a) authors, b) year of publication, c) country of origin, d) aims/purpose of paper, e) type of participant, f) methodology, g) number of participants, h) intervention type, i) primary focus of the intervention, j) theoretical position, k) duration of intervention, l) outcome measurement, and m) key findings that related to the review question.

As a cross checking process, the second author randomly selected ten of the 109 papers and entered these details into a replica template. The data extraction was then compared, and

inconsistencies were discussed. In particular, the two reviewers initially differed in their interpretation of data relating to 'how outcomes were measured', but consensus was achieved following discussion. The first and third authors then used Kirkpatrick's levels of evidence (Freeth et al., 2005) to independently evaluate the 23 studies that collected data on intervention outcomes. This evaluation summarised evidence that demonstrated the extent that the intervention or strategy resulted in changes to: participants' attitudes/perceptions, knowledge/skills, or behaviour, organisational practice, and/or patients'/clients' care.

E *Stage 5: Results*

The years of publication for the 109 identified papers are detailed in Figure 2. There was a peak in 2017 with 21 papers published. The majority of papers were from Australia (n=65) followed by the United States (n=22) (see Figure 3).

Figure 2.
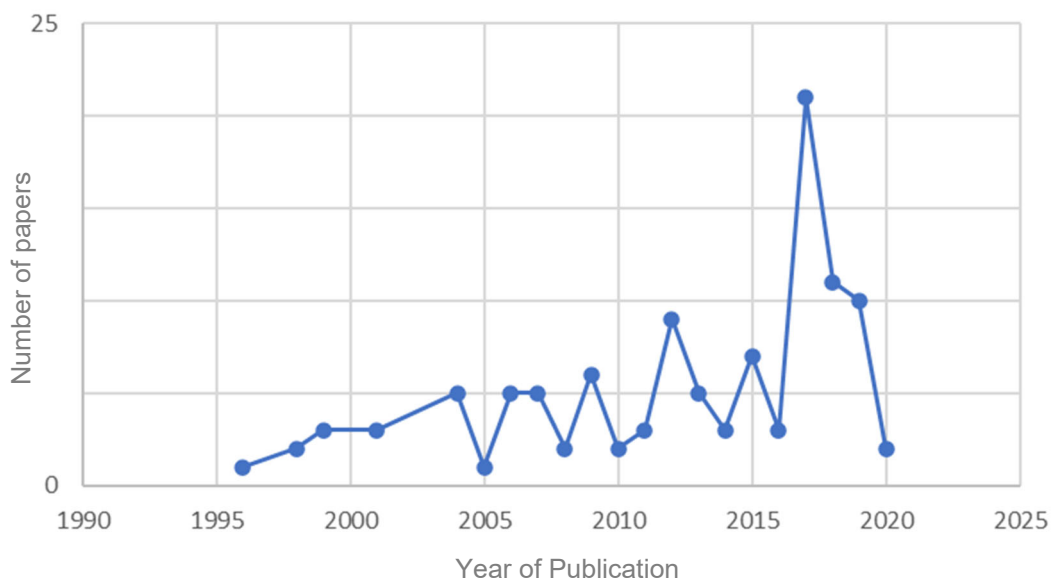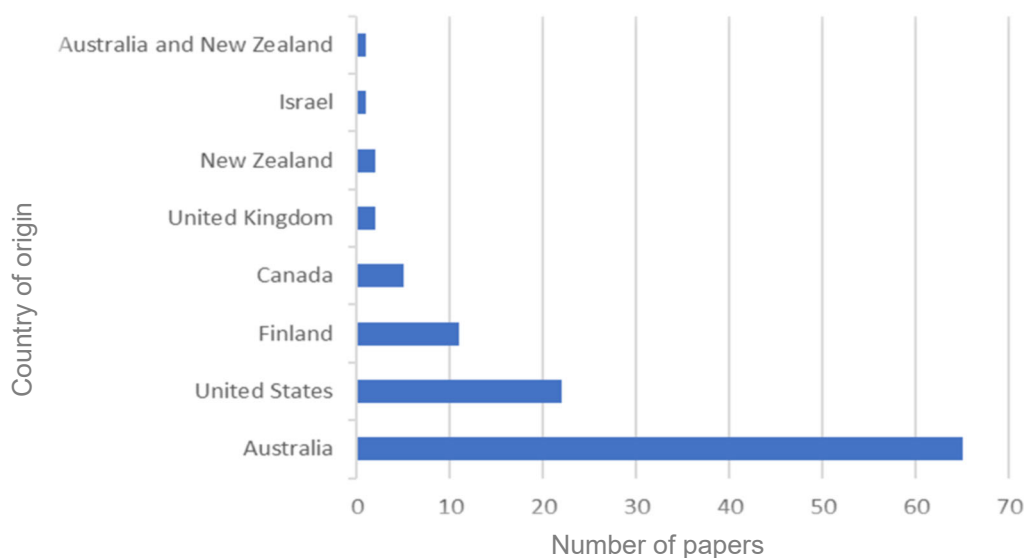**Year of Publication of Papers**

Figure 3.
Origin of Papers

A large proportion of the identified papers (n=76) were from health and allied health research with the majority from nursing. The remaining papers were from the fields of education (pre-service teachers) (n=20) and business (n=5) (one of which also included participants from engineering and information technology), veterinary science (n=2), a mix of health/education (n=1) and five papers that did not specify a discipline. The majority of papers (n=63) related to international students with the remainder (n=46) focussing on CALD students regardless of their status as either domestic or international students, as shown in Table 2.

Table 2.
Disciplines, CALD and International Status of Students in Identified Papers

Student Discipline	CALD	International	Total Number of Papers
Nursing	20	14	34
Pre-service teaching	7	13	20
Psychology/Counseling	6	11	17
Social work	1	3	4
Speech pathology	4	3	7
Physiotherapy		2	2
Occupational therapy	1	2	3
Nutrition/Dietetics	2		2
Veterinary science	2		2
Radiation therapy	1		1
Genetic counseling		1	1
Medicine		1	1
Healthcare (mixed)	1	3	4
Health/Education mixed	1		1
Business/Engineering		5	5
General (not specified)		5	5
Total and percentage of dataset	**46 (42.2%)**	**63 (57.8%)**	**109**

1   *Nature of publication*

Figure 4 details the research methodology of the identified papers. The majority of papers used qualitative methodology (n=56), primarily semi-structured individual interviews or focus groups. Data was gathered from student clinicians in 27 of the 56 papers, ten papers gathered data from placement educators and 19 papers gathered data from both students and educators. Quantitative methodology was used in 18 papers, most commonly using surveys (e.g., using Likert scales) to collect data, including 15 papers that gathered data from student clinicians and three from placement educators. One paper used an auditing method. A mixed methods research design was used in 12 papers, gathering data from surveys (e.g., using Likert scales, dichotomous responses, or multi-choice responses) along with responses to open-ended questions from surveys or interviews. These papers gathered data from students (n=6), placement educators (n=3), or both students and placement educators (n=3). A small number (n=17) of the 109 papers did not use quantitative or qualitative methodology as they focussed on describing how an intervention was developed and/or implemented in nursing (n=6), education (n=5), allied health (n = 3), medicine (n=1), psychology (n=1), and mixed disciplines (n=1).

Figure 4.
Research Method
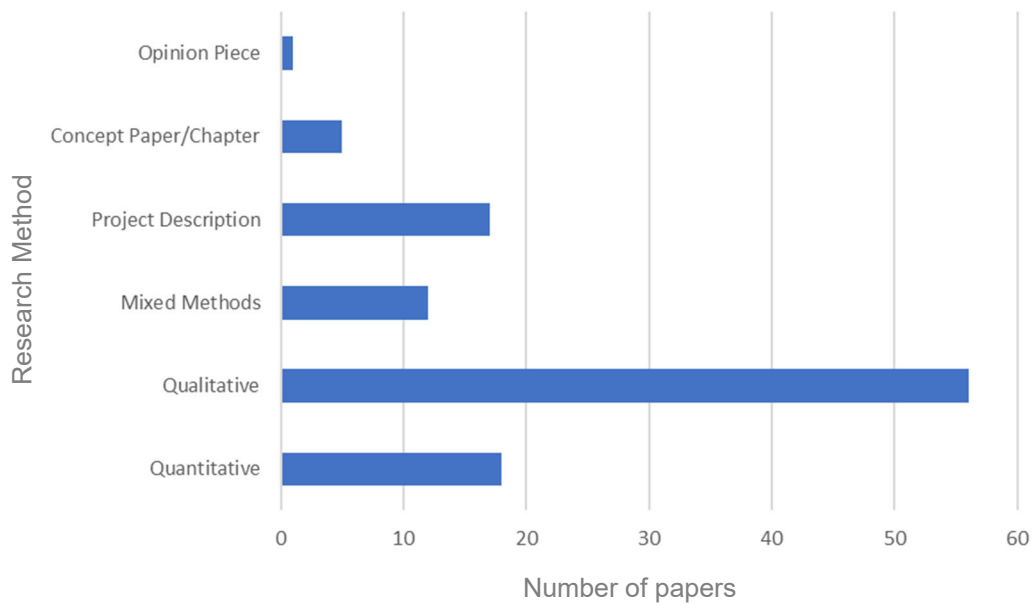
2   Synthesis

The synthesis step of the scoping review included quantity analysis (i.e., frequency analysis) of support/strategies identified and qualitative analysis (i.e., content analysis) of the types of supports identified in the studies. For the quantitative analysis, the first author manually tallied the supports/strategies, and these were categorised according to who (i.e., authors, students, or educators) suggested the supports/strategies for whom. That is, who was intended to implement the supports/strategies: student, educator, or university/faculty (see Figure 5). For qualitative analysis, the first author categorised strategies and supports and these were then discussed with the other three authors to gain consensus (see Table 3).

Figure 5.
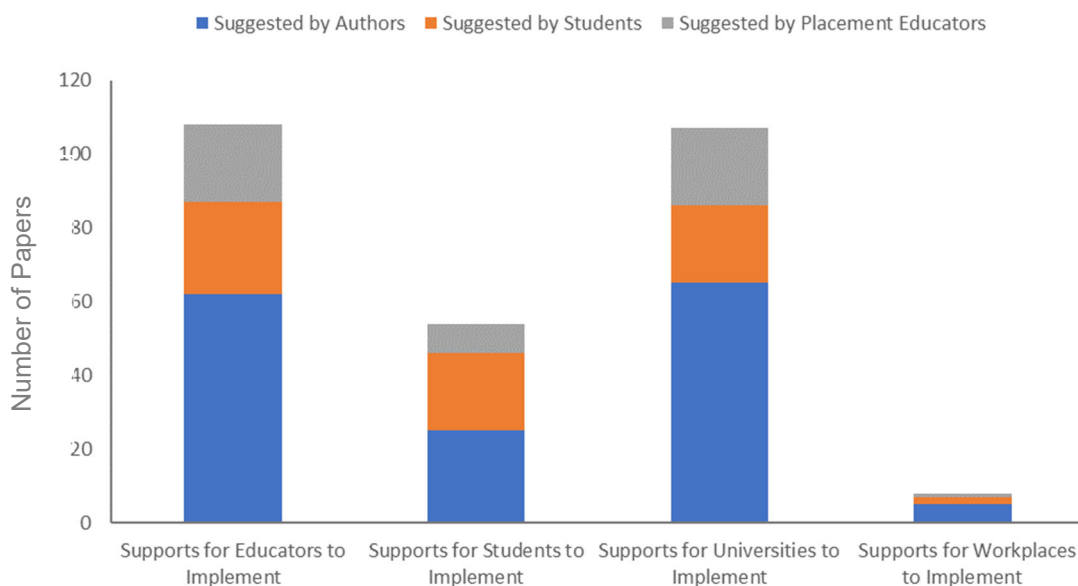**Numbers of Papers (of total 109 papers) where Supports/Strategies were Identified by Authors, Students or Educators**

Table 3.
Examples of Supports for CALD Students

Support	Implemented by	Description/Examples
Positive environment	University/ Workplace	Creating a sense of belonging to the team, positive attitude towards students, acknowledge cultural diversity (Barton & Billett, 2017; Yu et al., 2017) Building student community recognising international students as assets to universities (Jones et al., 2017) Academic programs developing cultural sensitivity/internationalisation of coursework including programs valuing diversity (Sabbadini et al., 2013) Effective communication amongst stakeholders of placement (Barton et al., 2015) Collaboration between workplace and university (Felton & Harrison, 2017; Givens & Bennett, 2004, Hagqvist et al., 2020) Discuss expectations for placement educator and students (Reese, 2012) Support from roles e.g., university placement coordinator, ethnic minority support coordinator, clinical coach (Hawthorne et al., 2004; Kelton, 2014)
	Placement educator	Orientation for placement (Liu, 2018) including explanation of local knowledge and systems (Ashman et al., 2013; Ross & Grieve, 2019) Acknowledging CALD e.g., valuing student as a cultural expert (Remedios & Webb, 2005; Yu et al., 2017)
Inclusive practices	University/ Workplace/ Placement educators	Universities to have principles for inclusive education (Harrison & Felton, 2017) and to support cultural diversity (Sedgwick et al., 2014) Provide equitable learning environments (Havery, 2019; Korhonen et al., 2019) Improving educator's cultural sensitivity (Arkin, 1999; Gatmon et al., 2001; Hagqvist et al., 2020; Toporek et al., 2004) Training for educators to support CALD students on placement (Amos, 2017; Gibson et al., 2015; Jackson, 2017; Zheng et al., 2018)
Access to university supports	University	Social student support groups (Abu-Arab & Parry, 2015; Barton & Billett, 2017; Ng, 2006) Access to student counsellors (Bolderston et al., 2008; Khawaja et al., 2017; Reese, 2012) Student services for writing skills (Campbell et al., 2006; Sabbadini et al., 2013) Education about western culture, health systems, cultural responsiveness, placement expectations, communication skills for placement, how to interact with educator, videos, role plays and reflection activities to understand workplace context (Ashman et al., 2013; Campbell et al., 2006) Simulated patient clinic experiences (Chiang & Crickmore, 2009; Kelton, 2014) and skills laboratories (Ryan et al., 1998; Seibold et al., 2007)
Structure and timing and consideration of supervisor for placements	University	Earlier placements e.g., not only in final year of study (Bolderston et al., 2008; Matters et al., 2004) Longer placement duration (Attrill et al., 2020; Jackson, 2017; Mitchell et al., 2017; Reese, 2012; Spooner-Lane et al., 2009) Consistent educator (Newton et al., 2018; Ryan et al., 1998; San Miguel & Rogan, 2009)
	Workplace	Structure at the beginning of the placement (Attrill et al., 2020; Dressel et al., 2007; Lalor et al., 2019) Experienced educator (Campbell et al., 2008; Hagqvist et al., 2020; Korhonen et al., 2019; Newton et al., 2018) or CALD educator (Reese, 2012) Opportunities for student to work with diverse caseloads/areas (Dressel et al., 2007; Jackson, 2017; Jones et al., 2017)

Support	Implemented by	Description/Examples
Communication supports	University	Universities providing communication program (Boughton et al., 2010; Buckworth et al., 2015; Kelton, 2014; Ladyshewsky, 1996; Nash, 2011) Students to spend time in country before commencing study (Sabbadini et al., 2013)
	Placement educator	Placement educators referring to English language teacher or speech pathologist (Howells et al., 2017; Hussin, 1999) Speak clearly and monitor pace (Ladyshewsky, 1996; Newton et al., 2018; Ortlipp & Nuttall, 2011) and repeat/paraphrase (Nash, 2011) Use language assessment guidelines (San Miguel & Rogan, 2015) Ask students for clarification (Lu & Maithus, 2012) Ask students for permission to provide feedback about pronunciation or vocal volume (Newton et al., 2018) Role-play to practise and gain confidence (Matters et al., 2004) Account for second language anxiety (Jones et al., 2017; Khawaja et al., 2017) Opportunities to speak English e.g., talk with patients (Ashman et al., 2013; Jeong et al., 2011; Kelly, 2017; Mitchell et al., 2017) Conversation practice including identifying topis to use with clients/patients (Attrill et al., 2016b; 2020; Harvey et al., 2013)
	Student	Use scripts, write notes (Bolderston et al., 2008; Gunn-Lewis & Smith, 1999; Reese, 2012; Lu & Maithus, 2012) Speak more slowly and ask patients to speak slowly to them (O'Reilly & Milner, 2015) Online tools e.g., online workshops, vodcasts, podcasts (Nash, 2011; Rogan & San Miguel, 2013) Someone to proofread writing (Kelly, 2017) Use meta-communicative skills e.g., asking for clarification (James, 2018), asking patients to rephrase (Woodward-Kron et al, 2007), share with patients they are learning English (Woodward-Kron et al, 2007), rephrase what they've heard to check understanding (Nash, 2011) Gaining workplace experience in other roles e.g., volunteer (Barton, Hartwig, Bennett et al., 2017; Joseph et al., 2017; Lu & Maithus, 2012)
Mentoring/Peer support	University/ Workplace	Mentor from similar background e.g., employer, higher year level international student (Harrison & Felton, 2017; Ho & O'Donovan, 2018) Cross-culture mentor program e.g., with domestic non-CALD student (Goodwin & Mbah, 2019; Scherer et al., 2019) Small group support e.g., debriefing/hearing about other CALD students' experiences (Dlamini & Martinovic, 2007; Jackson, 2017) Collaborating learning by having peer interactions e.g., peer placements, peer review of cases, peer interactions in workshops (Dressel et al., 2007)
Supportive Supervisor	Placement educator	Characteristics e.g., approachable (Lalor et al., 2019), encouraging (Brice & Kosta, 1998), patient (Ho & O'Donovan, 2018), motivated (Pitkajarvi, Eriksson, Kekki et al., 2012) and interested in students' lives and backgrounds (Havery, 2019) Learn how to pronounce students' names (Bolderston et al., 2008) Open communication e.g., allow questions, provide clarification (Bolderston et al., 2008) Regular contact with student (Ortlipp & Nuttall, 2011; Tangen & Campbell, 2017) Advocate for student to where cultural biases occur e.g., system wide or with clients/patients' assumptions (Mori et al., 2009) Time for educator to supervise e.g., reduce workload (Pitkajarvi, Eriksson, Kekki et al., 2012; Spooner-Lane et al., 2009)

Support	Implemented by	Description/Examples
Individual needs-based placement	University	Normalise and affirm the presence of international students when working with workplaces (Harrison & Felton, 2017) Screen educators for cultural responsiveness (Ho & O'Donovan, 2018) and allocate to motivated educators (Pitkajarvi et al., 2012) Consider strengths and weaknesses of student (Goodwin & Mbah, 2019; Jackson, 2017; Jones et al., 2017) Student selected placement (Pitkajarvi et al., 2012) Pre-placement identification of higher risk CALD students (O'Reilly & Milner, 2015)
Developing cultural awareness	University	Diversity training for CALD and non-CALD students (O'Reilly & Milner, 2015; Rogan et al., 2006) Facilitate student integration in the curriculum (Goodwin & Mbah, 2019; Khawaja et al., 2017; Ryan et al., 1998)
	Placement educator	Cultural mentoring e.g., helping students to understand culture of workplace, clients, other students (Buckworth et al., 2015; Dressel et al., 2007) Be culturally sensitive, culturally aware and consider acculturation affecting performance and learning (Barton et al., 2015; Scherer et al., 2019) Avoid/explain colloquialisms, jargon and culture-based idioms (Bolderston et al., 2008; Hagqvist et al., 2020) Facilitate students interacting with each other on placement (Attrill et al., 2016b; Woodward-Kron et al., 2007) CALD students to observe local students interacting with educator (Lalor et al., 2019)
	Student	Acculturation strategies e.g., reading magazines, watching TV (Attrill et al., 2016a; Harvey et al., 2013; Sabbadini et al., 2013) Remain non-judgemental with patient/client behaviours viewed negatively by home culture e.g., drinking of alcohol (Woodward-Kron et al., 2007)
Learning strategies	Placement educator	Reflective practice for students and educators e.g., reflect on assumptions (Brown & Chin, 2019; James, 2018; Lang & McNaught, 2013) Consider different learning approaches/variety of teaching methods (Brice & Kosta, 1998; Mikkonen, Pitkajarvi et al., 2017) Safe learning environment e.g., give student permission to ask for help (Nash, 2011) Use culturally congruent teaching e.g., allow student to ask questions away from others (Bolderston et al., 2008) Video student for self-observations (Nilsson & Anderson, 2004) Make thoughts explicit to facilitate students' learning (Attrill et al., 2020; Brice & Kosta, 1998; Havery, 2019) Requirement of written session plans (Tangen & Campbell, 2017) Providing modelling/observations/demonstrations/explanations (Attrill et al., 2020; Park et al., 2017; Kelly, 2017) Feedback in written and/or verbal modalities, specific, timely, more often (Attrill et al., 2020; Jackson, 2017; Reese, 2012) Facilitate students' skills in asking for feedback (Lu & Maithus, 2012) Collaborative learning e.g., learning plan (Ng, 2006; Yu et al., 2017) Discuss prior learning experiences/differences in learning (Ashman et al., 2013; Barton & Billett, 2017; Newton et al., 2018) Provide extra observation, practice/repetition (Abu-Arab & Parry, 2015; Attrill et al., 2016a; King et al., 2019) Adapt student caseloads e.g., patients who are happy to be seen by CALD student (O'Reilly & Milner, 2015; Ryan et al., 1998) Getting students to talk through their intended practice to ensure safety (Mikkonen, Pitkajarvi et al., 2017) More one on one or small group support (Abu-Arab & Parry, 2015; Hawthorne et al., 2004; King et al., 2019) Facilitate students' learning to interact in order to learn e.g., group discussions, being asked questions, asking questions (Havery, 2019; King et al., 2019)

Support	Implemented by	Description/Examples
		Reciprocal learning between student and educator (Hagqvist et al., 2020) or between student and patient/client (Attrill et al., 2016b)
		Giving student more time to complete tasks e.g., allow more time for student to answer questions (King et al., 2019)
	Student	Be pro-active when engaging with non-CALD students (O'Reilly & Milner, 2015)
		Discuss their needs with course/university staff (Bolderston et al., 2008; Ng, 2006)
		Use of tools e.g., Clinical Learning Environment and Supervision Scale, implemented by students to improve quality of the clinical learning environment and supervision (Mikkonen & Riklikiene, 2018)
		Reading/preparing ahead of time (Bolderston et al., 2008)
		Developing session plans in home language before translating to English (Spooner-Lane et al., 2009)

Supports and strategies were predominantly identified or recommended by authors for universities (n=65), placement educators (n=62), or CALD students (n=25) to implement, followed by supports and strategies identified by students for educators to implement (n=25). Supports ranged from being broad in nature, such as general language supports which were most frequently reported (e.g., Harrison & Felton, 2017; Jackson, 2017; James, 2018; Khawaja et al., 2017), to more specific supports such as the student's use of pre-interaction scripting of conversations (Gunn-Lewis & Smith, 1999; Reese, 2012), which were least frequently reported. Recommended supports were either integrated within programs being described, were identified by educators or student participants in the study, or were recommended by authors in the discussion.

Many papers aimed to describe or evaluate placement support programs or language support programs either pre-placement (e.g., Ashman et al., 2013; Boughton et al., 2010) or during placement (e.g., Givens & Bennett, 2004). Some programs were presented descriptively with no outcomes measured or reported (e.g., Buckworth et al., 2015; Hawthorne et al., 2004). These evaluated programs did not often include a comparator, use of randomised controls, or longitudinal data, but reported outcomes in terms of students' grades, successful completion of placement, or successful graduation from the course (e.g., Gunn-Lewis & Smith, 1999; Harvey et al., 2013; Kelton, 2014; Lang & McNaught, 2013; McCluskey, 2012; Nallaya, 2016). Another paper deemed their program to be successful if student attendance rates were high (e.g., Gunn-Lewis & Smith, 1999). Many papers utilised student satisfaction surveys to measure program success (e.g., Ashman et al., 2013; Campbell et al., 2006; Hussin, 1999; Joseph & Rouse, 2017; Nash, 2011; Rogan & San Miguel, 2013; San Miguel et al., 2006), or acknowledged positive feedback or observations from CALD students and/or staff with limited detail of how this was gathered and analysed (e.g., Chiang & Crickmore, 2009; Givens & Bennett, 2004; Gunn-Lewis & Smith, 1999; Hussin, 1999; San Miguel et al., 2006).

To determine intervention quality, Kirkpatrick's levels of evaluation (Freeth et al., 2005) were applied to the 23 papers that presented outcome data. Most papers (n=9) gathered participant perceptions and attitudes as outcome measures (Kirkpatrick's level 2a) and the majority of studies (n= 8) collected this data using interviews and surveys. Knowledge and skills (Kirkpatrick's level 2b) were evaluated by three papers, which also used surveys (Joseph & Rouse, 2017; Lang & McNaught, 2013; McRae & Ramji, 2017). Papers (n=8) that evaluated participant behaviour change (Kirkpatrick's level 3) used observations (e.g., Massing, 2018) and interviews on how support prepared them for placement (e.g., Seibold et al., 2007). However, several papers (e.g., Harvey et al., 2013; Nallaya, 2016) that implemented placement preparation programs, measured behaviour change outcomes by tracking students' successful completion of their subsequent placements (Kirkpatrick's level 3). No papers evaluated Kirkpatrick's level 4a (changes to organisational practice) or level 4b (patient/client care/service outcomes).

Fewer than half of the papers (N=50) reported an underlying theoretical position or utilised concepts or models to frame their paper. Acculturation theory (Schwartz et al., 2010) was the most commonly cited theory (n=9), followed by Barton and Billett's (2017) personal epistemologies (n=6), Vygotky's (1978) socio-cultural theory (n=4), Wenger's (2008) community of practice (n=4), Lave and Wenger's (1991) situated learning (n=3), and Kolb's (2015) experiential learning (n=3). A range of concepts were also referred to, including cultural competence (n=4) and internationalisation (n=4).

F *Stage 6: Consultation*

Practice placement managers (n=11) and placement educators (n=5) in speech pathology and occupational therapy were interviewed to validate that the results of the scoping review were relevant to key stakeholders and to facilitate the direction of further research. The fields of occupational therapy and speech pathology were selected as these were considered to offer a representative view which may be shared by other professions in which professional placements are integral to their university programs. This study approved by the University of Queensland

Health and Behavioural Sciences, Low & Negligible Risk Ethics Sub-Committee (Approval number: 2018001524).

Two focus groups and five individual interviews were conducted. An in-person focus group was conducted with six participants who held speech pathology practice placement management roles across five Australian universities and one health organisation. A second focus group conducted via video conference, involved four occupational therapy practice placement managers from two universities and one speech pathology practice placement manager from a third university. Participants were presented with the results of the review including information in the papers about disciplines involved, methods used, and types of supports reported. The participants were asked how the results compared to their experiences of working with placement educators and/or CALD students, if they could identify any missed papers or resources from the review, and any recommendations they had regarding future directions for research.

The participants in the focus groups indicated that their experiences aligned with the results, although one participant requested explanation of the strategy 'avoiding stereotypes' (e.g., Brice & Kosta, 1998) and questioned whose role this strategy was for (i.e., student, placement educator, or university). Another participant highlighted that 'humour', which was identified in one of the papers (Boughton et al., 2010), was an unusual strategy for practice placement education. Participants were surprised to find 'a welcoming environment' and 'a supportive supervisor' were identified as strategies as the participants assumed these conditions were required for all placements. Participants reported being unsurprised that language supports for CALD students were most often the focus of, or mentioned in, the papers. They also reported that their experiences of supporting CALD students aligned generally with the strategies and supports from the reviewed papers.

Individual interviews were conducted with three speech pathology placement educators and two occupational therapy placement educators who supervised students in professional placements. All participants reported five or more years' experience supervising students on placement and were experienced with supervising CALD students. Participants acknowledged that student support should encompass their individual strengths and areas to improve. Many participants reported that variations exist within the CALD student population and that they regularly categorise CALD students as either those with language differences or those with no or minimal language differences. Most participants commented that apart from language support, most strategies and supports applied to all students regardless of their CALD status.

Participants universally agreed that the supports/strategies identified would require purposeful selection by the educator to ensure that the individual needs of CALD students were addressed. There was consensus on the need to consider the heterogeneity of the CALD student population and that further research is needed to identify and test evidence-based strategies and supports for professional placement education.

III   DISCUSSION

This scoping review aimed to identify the ways in which placement educators successfully support CALD students during professional placements, and to identify research gaps. The results identified 109 papers that considered supports, including programs for CALD students on placement. However, these were either not evaluated (e.g., Ladyshewsky, 1996) or not evaluated robustly (e.g., Nallaya, 2016). The majority of papers evaluated perceptions of placement educators or students and made general recommendations for ways in which CALD students could be supported in relation to their communication, acculturation and learning (e.g., Mitchell et al., 2017; Newton et al., 2018).

In the consultation phase, participants indicated that many of the supports reported in the review were beneficial for all students (both non-CALD and CALD) in placement supervision (e.g., modelling and specific feedback provided in a timely manner). Similarly, strategies for CALD students were identified as applicable for all students in a Delphi study of successful supervisory behaviours for CALD students (Dressel et al., 2007). However, Dressel et al. (2007) cautioned

that these general supervisory behaviours should complement supervisory behaviours specifically targeted for CALD students. The findings of the current review suggest that research has not yet rigorously examined how specific supports are useful for the learning of CALD students on placement.

A number of studies included in this review predominantly focussed on supports provided within the academic context rather than the placement context (e.g., Campbell et al., 2006; Nallaya, 2016; San Miguel et al., 2006), making them challenging for placement educators to apply within placements. Several papers explored supports implemented across both academic and placement contexts (e.g., Boughton et al., 2010; Jeong et al., 2011; Matters et al., 2004; Mitchell et al., 2017; Ng, 2006). Placement educators may find supports for the academic context difficult to implement and/or less appropriate for the placement context, given that placement settings are more varied in nature and expectations (Bates et al., 2018). It is therefore important that research investigating specific supports for CALD students is conducted in the context of such placements.

The placement educator is likely to be able to provide individualised support to the CALD student to build on preparation supports implemented in academic contexts. Unlike support programs where learning for all students includes identical content and activities (Ashman et al., 2013; Boughton et al., 2010; Campbell et al., 2006), the placement educator can tailor supports for specific placement contexts and the student's stage of acculturation and learning. The educator may build on the CALD student's understanding of the culture of the country of study and of the specific workplace (Hamilton & Woodward-Kron, 2010) through discussing the student's cultural and linguistic background and reflecting on their extent of acculturation.

Most literature focussing on supports for CALD students on placement has documented perceptions of both the CALD student and the placement educator using focus groups, interviews, and surveys. This preponderance of studies gathering stakeholder perceptions was also noted in a systematic review by Lee, Jian et al. (2019), which found low quality evidence from 27 papers focussing on placement strategies with international students. Only one study in the current scoping review used a data collection method that included observations of the educator's and student's strategies and interactions on placement (Amos, 2017). This case study reported the educator's and student's behaviours rather than exclusively reporting perceptions (Amos, 2017), however, it focussed on the challenges of a student on placement, rather than useful strategies to support their learning needs.

Many papers acknowledged that students have individual needs that require application of tailored strategies to support their learning (e.g., Attrill et al., 2016b; Barton, Hartwig, Bennett et al., 2017; Barton, Hartwig, Joseph et al., 2017; Jones et al., 2017). However, some papers recommended programs that included only general supports. For example, many papers reported use of a general communication skills program that was not tailored to the individual student's communication needs (e.g., Miguel et al., 2006; Ryan et al., 1998). Language support programs, while acknowledged as useful for those CALD students who have challenges with communicating in their country of study and therefore in the placement context, have also been identified by placement educators as impractical or unrealistic to implement in the professional placement setting (Attrill et al., 2020). Placement educators may find it challenging to successfully identify or implement strategies from general language support research (e.g., Miguel et al., 2006; Ryan et al., 1998) due to the heterogeneity of the CALD student population and the varied settings in which professional placements are enacted.

Acknowledging the student's culture and supporting the student's cultural differences is considered integral to the supervisory/student relationship (Attrill et al., 2016b; Havery, 2019; James, 2018). However, it may be important that the educator supports the individual needs of the student rather than applying general supports assumed from cultural stereotypes, such as assuming the student with a strong accent will require language support. The educator's unconscious biases (Bearman et al., 2018) may result in them providing generic supports for CALD students or supports and strategies they have used with previous CALD students with a

'one size fits all' approach, despite acknowledging that all students require individualised support. Assumptions could be avoided by the student and educator discussing the student's CALD background and prior learning experiences, the cultural norms of the placement, and any actual cultural differences that may potentially impact the student's performance on placement (Nuttall & Ortlipp, 2012; San Miguel & Rogan, 2012). Research is yet to examine how these types of supports are enacted between a placement educator and CALD student on placement.

Communication between the student and the placement educator regarding cultural differences relies on the student being able to reflect on what knowledge, behaviours, and perspectives are due to their culture, with this awareness dependent on the degree of acculturation of the student (Gibson, 2001). Conversely, the educator may find conversations with the CALD student difficult if they lack knowledge or make assumptions from a limited knowledge of the student's culture. The success of these discussions also depends on whether a positive educator-student relationship is established to enable cultural information to be exchanged in a supportive and safe environment (Eklund et al., 2014).

The relationship between a CALD student and educator during placement supervision is acknowledged as a crucial part of the student's professional practice placement (Trumble, 2018) but is also considered to be complex (Nemeth & McAllister, 2013). Both participants in the relationship experience high cognitive load due to possible differences in culture, language, and learning that impact the placement experience (Attrill et al., 2020), and the educator's need to support the student while ensuring that expected professional services are delivered (Frenk et al., 2010). This increases the complexity of the supervisory process, as educators are constantly processing differences that may be impacting the student's performance and avoiding stereotypes and assumptions. Educators may feel that they lack time to manage extra support or may not make deliberate plans to address these issues with CALD students. Even when placement educators and students report useful supports, research has yet to focus on the implementation of these supports, including interactions between CALD students and educators that lead to successful learning experiences.

The limited research related to supports for CALD students to date and the predominance of methods focussed on perceptions only have implications for what is currently known about professional practice education to support CALD students. While the student and educator 'voice' has been explored in the majority of papers, research needs to look beyond these voices to robustly evaluate the outcomes of supports implemented for CALD students and examine what is happening during placement for the educator and student. That is, research needs to look at actual performance on placement, rather than perception of performance. This includes how the placement educator provides support for the CALD student's learning on placement and how this impacts the student's performance. To do this, different methodological approaches and methods of data collection should be considered such as focused ethnography, which uses observations of students and educators during placement activities. Such types of data collection would help to distinguish what the students and educators say they do compared to their actual behaviours (Howe, Verdon et al., 2019). Knowledge of the strategies that educators implement that result in successful learning experiences for CALD students on placement will lead to clear recommendations to optimise learning for future CALD students.

IV LIMITATIONS

It is possible that this scoping review did not include all available information on supports for CALD student clinicians and placement educators, particularly those reported within the grey literature. However, every endeavour was made to include all known resources and papers including using the consultation phase to identify alternative literature or resources.

V CONCLUSION

This scoping review identified 109 papers to answer the question, "What is known about the types of supports used by culturally and linguistically diverse students and their professional

placement educators that facilitate successful learning experiences?" This study design provided an opportunity to analyse studies focusing on professional placement for CALD students across a number of disciplines and employing a variety of research methods. The studies explored supports provided at different levels from the broad university supports to more specific on-the-ground supports provided by educators to CALD students whilst on placement.

It was evident from the review that only 23 papers identified supports that were evaluated. Within these papers, evaluation of supports predominantly used self-report without applying more robust measures. While many of the qualitative papers captured the perceptions of students and educators about facilitators and barriers to learning on professional placement, further research should examine teaching and learning processes and strategies that occur between CALD students and educators to determine what supports result in successful learning experiences for CALD students during their professional practice placements.

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