

Lost in Translation: The Hidden Toll of Mismatched Advisor Relationships on International Engineering Students

Ms. Himani Sharma, Arizona State University

Himani Sharma is a third-year Ph.D. student in Engineering Education Systems & Design at ASU. She completed her undergraduate and master's degrees at ASU and then worked in the industry for 2.5 years before returning for her Ph.D. Her research focuses on improving the academic experiences of international STEM students by exploring the cultural and institutional factors that influence their journeys and enhancing the understanding of the student-advisor relationship.

Dr. Ann F. McKenna, The University of Iowa

Ann F. McKenna is Dean of the College of Engineering at the University of Iowa

Lost in Translation: The Hidden Toll of Mismatched Advisor Relationships on International Engineering Students

Abstract

This study explores the various challenges that international doctoral students in engineering face concerning their relationships with academic advisors. It investigates how mismatched relationships between advisors and students can add another layer of stress to the already demanding educational environment, particularly through cultural and linguistic perspectives. The study reveals the impact of strained relationships on students' mental health. It identifies perceived coping strategies and support networks that can help them manage the stress associated with these challenges.

While much literature examines the dynamics between advisors and students, few studies explicitly address how mismatches in these relationships affect international students in engineering fields. Therefore, the research delves into the emotional and psychological consequences of strained advisor relationships, including feelings of isolation, academic stress, and anxiety. Additionally, it identifies effective support mechanisms that could mitigate these negative effects. The research questions guiding this study are:

RQ 1: How does a mismatched relationship between international engineering students and their advisors affect the students' mental health and overall well-being?

RQ 2: What strategies and support systems do international engineering students use to cope with the mental health challenges arising from strained advisor relationships?

The participants in this study are international students who are pursuing their doctorate in engineering at a public institution. Data collection involves two approaches: a demographic survey and semi-structured interviews. Preliminary analyses have revealed themes of stress and isolation, which are exacerbated by communication barriers and varying academic and cultural expectations. Students reported managing these challenges through peer support, informal academic networks, and institutional mental health services. However, this support could not be formally obtained in many cases due to stigma or a language barrier. This present study also provides practical strategies that could help improve mental health and academic success by creating an increasingly supportive and inclusive environment for international engineering students.

Keywords: Advisor-student relationships, Mental health, international students, Engineering, Misalignment

Introduction

International students enrich higher education globally, contributing not only from an academic perspective but also culturally [1]. International students hold a great deal of importance when it comes to research and innovation in engineering doctoral programs [2]. Usually, their academic success depends on an academic advisor [3]. Such relations are very important in helping the student find their way in the complex landscape of higher education; on

the other hand, mismatched expectations, different ways of communicating, and a lack of cultural understanding create serious challenges [4].

This research explores the impact of mismatched advisor-advisee relationships among international engineering students, particularly concerning their mental health and the emotional consequences of these mismatches. Apart from academic challenges, international students face issues that differ significantly from those encountered by their domestic peers, such as adjusting to new cultural norms, overcoming language barriers, and managing increased academic pressure

Research Objectives

The primary objective of this study is to explore the conflicted relationships that international engineering students have with their academic and professional advisors and how those influence the students' mental health and well-being. Conflicting relationships emanate from mismatched expectations about communication, culture, and academic and career goals that have a significant role to play in affecting stressors in the students' lives [5].

This research thus tries to investigate areas where institutional support may be provided to decrease emotional and psychological burdens that emanate from these mismatches. It also looks at the coping mechanisms and support systems that such students use in addressing these. The findings help draw better relationship frameworks between advisors and students regarding engineering programs.

Research Questions

The present study explores the strategies and support systems utilized by international engineering students to mitigate the detrimental effects of incongruent relationships with their advisors. The principal research questions concern how such mismatches influence the mental health of students and which coping methods are most effective in alleviating related stress. The guiding research questions for this study are:

RQ 1: How does a mismatched relationship between international engineering students and their advisors affect the students' mental health and overall well-being?

RQ 2: What strategies and support systems do international engineering students use to cope with the mental health challenges arising from strained advisor relationships?

Additionally, the research examines which institutional resources, peer networks, and personal resilience are most effective in mitigating these stressors. The findings from this investigation may offer recommendations for developing a better interaction between the advisor and the student and establishing a more benevolent higher education environment, which would be more welcoming for the international cohort of students.

Literature Review

Advisor-Student Relationships

Effective advisor-student relationships are crucial for academic success, professional growth, and overall student well-being. Research indicates that clear communication, shared expectations, and mutual respect are fundamental to these relationships [5]. A strong bond between advisors and students enhances academic outcomes, boosts productivity, facilitates timely graduation, and aids in successful entry into professional fields [6]. Advisors serve not only as academic mentors but also as role models who provide emotional and professional support [7].

On the other hand, when communication styles, expectations, and cultural understanding go awry, this often forms a big barrier to academic progress and the welfare of the student [5]. Generally, international students are very likely to face such barriers more strongly due to many complexities resulting from different cultural, academic, and communicational norms [8]. Poor matching of advisor and student may therefore lead to misunderstandings that can further lead to diminished trust and support academically and emotionally [9]. This can be a factor in not letting the students succeed in their studies.

Challenges Faced by International Students

International students face several challenges as they adjust to academic life in every corner of the world [8]. Many of them have to surmount insurmountable obstacles in the form of cultural shock, language barriers, and limited social support systems that make studying and living productively very difficult to pursue effectively [9]. These challenges are further complicated in engineering doctoral programs by the generally hierarchical nature of the advisor-student relationship, where technical expertise often supplants interpersonal connection [10]. In engineering programs, research output and problem-solving skills have been reported to be prioritized over relationship-building or emotional support [11].

Consequently, academic advisors may place less emphasis on developing interpersonal relationships with their students [12]. Additionally, issues arising from intercultural understanding of communication strategies and expectations set on mentorship could be instances of misunderstandings and misfits [13]. For instance, those who were brought up under the collectivistic approach differ on aspects such as authority, response, and direction by the advisor with respect to studies compared to that of the individualistic approach [9].

Implications for Mental Health

While there is much literature on the psychological effects of international students, who suffer anxiety, depression, and stress more than their domestic colleagues, several common causes of these conditions have come to the fore [8]. The causes that are commonly pointed out as origins for these mental problems are academic pressure, social exclusion, and problems of fitting in culturally [14]. This already bad situation aggravates when the rapport between a

student and advisor is not good [15]. Poor compatibility in these dynamics can give rise to feelings of isolation, inadequacy, and self-doubt, serious risk factors for burnout and academic failure [4].

While many institutions offer mental health support services, international students may be culturally inhibited from accessing them [16]. Additionally, students may be unaware of the resources available to them or may have concerns about confidentiality that prevent them from reaching out when they need help [14]. Thus, advisors are in a very strategic position to identify signs that students may be struggling with their mental health and to create an environment in which students feel comfortable discussing their struggles openly (Schwartz & Kay, 2009).

Gaps in Research

While much literature exists on the general challenges that international students face and the importance of advisor-student relationships to academic success, very little is known about how mismatched advisor-student relationships affect the mental health of international engineering doctoral students. Indeed, much prior research targets broad topics, such as cultural adjustment or general academic advising, that overlook unique pressures associated with a specialized field like engineering [18].

Less research has focused on the life experiences of these students and their perceptions of challenges. The study investigates complex relationships between different types of advisors and mental health outcomes for international engineering doctoral students. The findings of this study will also contribute to knowledge on how institutional policies and advisor training program policies may be informed to support this population.

Theoretical Framework

Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory provides a helpful frame through which the advising relationship should be considered against the broader social, cultural, and institutional relationships [19]. The microsystem, representing an immediate context such as the actual advisor-student encounter, exists at the smallest unit of analysis but in turn interacts and is affected by larger mesosystems about department culture, ecosystems derived through institutional policies, and the macrosystem symbolic of broader social and cultural expectations [19].

Power and cultural dimensions

This represents Hofstede's Dimensions of Culture, expressed in the variation in the interactions between advisors and their international students. The differences will play a role in power distance, individualism versus collectivism, and practices revolving around uncertainty avoidance [20]. Each of these dimensions serves to frame the challenges that students encounter

as they try to negotiate both cultural contexts framed by differing expectations about authority and communication.

Methodology

Research Design

The qualitative study has used semi-structured interviews to investigate the experiences of international students studying for doctorates in engineering. Qualitative research is especially apt for understanding complex human experiences within specific contexts; it is best fitted, therefore, to insights into challenges faced by such students [21]. Semi-structured interviews will, therefore, form the major data collection instrument in this paper, because they offer a balance between standardization and flexibility, thus allowing for a more in-depth look into the experiences of students. Since these interview questions are open-ended, the participants can explain their stories in detail, and that can provide much information that cannot be obtained from quantitative methods [22]. This approach can better capture the academic, social, and emotional challenges faced by students, coping mechanisms, and wider mental health impacts of experiences.

It will be important to focus on key themes so that patterns and unique narratives contributing to an overall understanding of the problem can be identified. Thematic analysis is one approach in the interpretation of data. This is a useful method for identifying, analyzing, and reporting patterns within qualitative data that enables researchers to uncover both shared and divergent experiences among participants [22]. The iterative nature of thematic analysis will allow a real exploration of emerging themes for an in-depth look at the lived experience of international doctoral engineering students.

Research Site

The research takes place at a leading public research university in the U.S. that proudly boasts of both a rich tradition in engineering study and a goodly number of international student populations. Many engineering disciplines ranging from PhD were offered at institutions that attracted doctoral candidates from a varied cultural, linguistic, and academic population. Because of its high international student percentage in the STEM fields-especially in engineering-apart from its commitment to academic rigor, this institution was chosen for study. In addition, the available resources for support of international students and mental health counseling were important contexts in which to understand concerns and challenges reported by students, as well as the supportive systems available for them. The educational environment allowed for access to a large number of participants, including those drawn from broader pools, which made it easier to create a diverse and representative sample.

Participants

Seven international doctoral engineering students were selected for this study to ensure good representation across different cultures and academic and personal backgrounds. This approach enriches the diversity of data with a broad spectrum of experiences and perspectives. Participants were recruited by posting to departmental mailing lists, international student organizations, and through personal referrals. The following were the inclusion criteria for participants: currently enrolled in a doctoral engineering program, identifying as an international student, changed advisor during their doctoral journey, and willing to share experiences in an individual interview setting. There were also efforts to ensure gender diversity and representation from different engineering disciplines.

Data Collection

The process of data collection was divided into two major parts:

Demographic survey - A demographic survey was administered before the interviews. In this short survey, background information was collected, such as age, gender, country of origin, years in the doctoral program, and specific engineering discipline. This contextual data may be used to help interpret the qualitative findings.

Semi-structured interview - Semi-structured interviews were carried out on online platforms based on the participants' preferences. The interviews were flexible in format, with guiding questions on participants' academic experiences, their relationships with their advisors, how mismatched advisor-student relationships affected their mental health, and what strategies they used to deal with stress and adversity. The flexibility of the format allowed participants to elaborate on issues they felt were most important, yielding much valuable, unexpected insight. Each interview took approximately 60 to 90 minutes and was audio-recorded with participants' consent. The audio recordings were later transcribed verbatim to ensure accuracy during data analysis.

Ethical Considerations

The research was conducted with strict adherence to the observance of ethical guidelines that ensure the safety and dignity of all participants. At the start of data collection, each participant was given an informed consent form explaining the purpose of the study and the voluntary nature of the participation, through which they had the full right to withdraw from the participation process at any time without facing any sort of consequence. Personal information was anonymized in transcripts and research reports. All data collected from participants was stored on password-protected devices and encrypted servers. Given the sensitive nature of discussions surrounding mental health and personal struggles, participants were also informed about available mental health resources on campus, including counseling services and support offices for international students. The researcher was sensitive to participants' emotional state in interviews, allowing participants to take their time, skip questions, or change the topic as and

when required. The research maintains a high level of methodological rigor while ensuring ethical considerations are respected, creating a model that validates results and treats participants with dignity.

In undertaking this study, I recognize my positionality and realize that this inherently shapes my approach to this research. My values, experiences, and perspectives may shape which questions I ask, the methods chosen, and how I interpret the data. I am also aware of these influences, and I try to be reflexive during the process of research is, to be critically aware of my biases and how they may impact the findings. It is this commitment to reflexivity that enables me to establish a respectful and ethical research environment that is conducive to ensuring dignity and voice for all participants.

Data Analysis

Thematic analysis is a well-established method for identifying, analyzing, and reporting themes or patterns within qualitative data. Thematic analysis has been used here because it allows the in-depth exploration of participants' experiences, perspectives, and meanings. Successive and organized stages of analysis have been followed to achieve rigor and transparency.

First, the step of familiarization involved a detailed re-reading of the transcripts by the researchers. During this stage, the researchers familiarized themselves with the data by rereading the transcripts to make an overall sense of the participants' narratives. Preliminary observations and reflections were noted at this stage.

During coding, data were read line by line, highlighting key phrases, ideas, and concepts. These were organized as initial codes, which were meaningful segments of data that captured specific aspects of participants' responses.

In the theme development stage, codes that expressed similar ideas were grouped into broader, overarching themes. These themes represented generalized patterns in the data and highlighted key aspects of the participants' experiences. Some identified themes included stress, coping strategies, and cultural adaptation.

The final stage, refinement, consisted of an overall review of the themes about the accuracy of the dataset. Themes were refined, reorganized, or combined into categories to increase coherence and relevance to the research objectives. The iterative nature of this process works to establish the credibility of the data analysis and is truly reflective of the voices.

Findings

Emotional and Psychological Consequences

In the interviews conducted with participants on their experiences within academic education, specifically their relations with advisors, many showed a lot of emotional and psychological distress. Feelings of isolation were common, along with perceived inadequacy, many times linked to mismatched expectations and poor communication. Moreover, many

testified that the clear guidance by advisors and timely feedback were either expected or not, or that they failed to find the supportiveness of an atmosphere, in turn keeping the respondents unsure about the development in academics as well as the profession. More often than not, these ambiguities developed greater anxiety and self-doubt among students. Indeed, as recent research postulates, "A student-supervisor relationship is one with a power imbalance. The power resides with the supervisor in the relationship. This balance is most probably felt more at the beginning of the relationship, such as within the first year of graduate school" [20]. Power imbalances in the advisor-student relationship further exacerbated these issues, causing students to feel apprehensive or even afraid to raise concerns, set limits, or seek other sources of support. This reluctance was increased by the academic hierarchies, with students seeing academic success and prospects of securing further opportunities as tied to maintaining good relations with their advisors. Unresolved conflicts and suppressed grievances thus increase emotional turmoil and decrease performance.

Cultural and Academic Mismatches

Such elements show how there has been a culture and academic mismatch which is turning out to be a significant variable to change the tide for the student experience and also touching their emotions. It was underlined how Cultural mismatch theory (CMT) "suggests that inequalities in education arise from the differences in the disposition of students as far as the values set for them by their institutions of post-secondary learning" [23]. These mismatches are often the result of misunderstandings and frustrations created by a lack of harmony between cultural norms, communication styles, and academic expectations. For example, students whose cultures emphasize harmony and collaboration with the group have at various times expressed difficulties in adapting to an independent and self-initiated approach to advising. As a result, students might feel that their advisors do not care or are uninterested, and the advisors may feel that students need to become more independent or self-sufficient. These mismatches have the potential to hurt the feelings of both parties and close off options that might otherwise be provided by the possibility of mutual collaboration and mentorship.

Coping Strategies

In response to their challenges, participants employed various coping strategies to manage their emotional and psychological well-being. Peer support networks and informal departmental communities offered significant emotional validation, encouragement, and practical advice. Mikołajczak-Degrauwe et al., (2023) note that "the concept of peer support in health and social care has been defined as: "the provision of emotional, appraisal, and informational assistance by a created social network member who possesses experiential knowledge of a specific behavior or stressor and similar characteristics as the target population, to address a health-related issue of a potentially or stressed focal person" [24]. Sharing experiences with others facing similar difficulties helped students feel less isolated and more understood. Many individuals also used self-care strategies to cope with stressors, such as mindfulness practices,

structured time management, and setting boundaries, including limits on communication with advisors, to protect their mental health. Although institutional mental health services were available, they were utilized at very low rates. Stigma, fear of repercussions, and communication barriers often prevent students from seeking professional support. As a result, students frequently utilized informal support systems and self-help to help them work through the emotional ups and downs of their academic experiences.

Discussion

Mental Health Implications

The findings reveal that mismatched advisor-student relationships significantly impact a student's mental health, particularly for international and underrepresented students. When advisors do not understand, support, or align with a student's feelings, concerns, or values, it can exacerbate feelings of isolation, anxiety, and stress [25]. These emotional burdens can lead to decreased academic performance, diminished motivation, and an increased risk of burnout. Moreover, chronic feelings of alienation can have lasting effects, increasing students' vulnerability to depression and other psychological issues.

Mental health influences more than just academic success; it plays a crucial role in fostering social interactions, enhancing self-esteem, and creating a sense of belonging within the academic environment [25]. Given these results, institutions should prioritize mental health as a core component of student success. The challenges students face are significant, and advisors have the potential to either alleviate or exacerbate these struggles.

To address this issue systematically, mental health training should be integrated into advisor training. This will equip them to recognize the early signs of problems and effectively refer students to specialized support services. By demonstrating genuine concern for these issues and addressing them promptly, institutions can create healthier academic experiences. When students feel cared for, observed, appreciated, and valued, their academic journey can improve significantly.

The Role of Cultural Competence

Cultural competence is a crucial factor in fostering strong adviser-student relationships. Advisors must not only have academic expertise in their field but also possess sensitivity that allows them to better understand their students' cultural backgrounds, experiences, and expectations [26]. Misunderstandings and frustrations can arise from misconceptions based on cultural differences, which can undermine the essential trust in these relationships. Thus, each higher education institution should initiate formalized training programs to adequately arm the advisors with the preparedness required to work within advising relationships across cultural backgrounds [27]. The focus should be on cultural humility, active listening, and conflict resolution strategies tailored to specific diverse student populations. It is important to encourage advisors to engage in ongoing professional development to stay informed about the evolving

dynamics of culture. When students perceive their advisors as culturally competent, they feel valued and understood, which enhances their academic and emotional experiences.

Institutional Support

At this point, institutions play a vital role in addressing these challenges by providing strong and focused support systems. Peer mentoring programs, where students can connect with others who share similar experiences, offer valuable emotional and academic support. Culturally sensitive mental health services, operated by professionals trained in cross-cultural counseling, are essential for meeting the unique mental health needs of today's diverse student populations [19].

Furthermore, the institution should create safe spaces- both physical and virtual- for sharing their apprehensions, fears, and complexities openly without being judged or victimized. These safe spaces will help in instilling confidence and paraphernalia among students to seek help when needed. Additionally, accountability through continuous evaluation of practices in advising, based on the needs of students, must be enshrined in institutional policy. Furthermore, regular feedback mechanisms, such as anonymous surveys or focus groups, have been effective in bringing to the fore continuing problems and areas needing improvement.

By adopting a holistic approach that incorporates comprehensive advisor training, peer support networks, and culturally responsive mental health services, institutions can create an inclusive academic environment that allows all students to succeed.

Future Work

This would, therefore, imply that subsequent research should now be done on larger and more representative samples to confirm such findings and increase their generalization potential across various settings. Further, the authors may develop an intervention program-such as the training workshops for advisors, or peer mentorship test for the practical recommendations for the improvement of the relationship between advisor and advisee. Longitudinal studies on how these advising relationships affect the students' academic and career outcomes would be extremely useful, considering the lifelong effects that a relationship with an academic advisor can have.

Limitations

Some of the limitations of the study are a relatively small sample size, which limits the generalizability of the findings; also, this data was collected by self-report and may reflect subjective experiences and interpretations of the respondents themselves. As a result, the investigation into specific disciplines and institutional contexts limits the range of the results. These are factors to be reckoned with in interpreting the results and understanding their applicability to other situations.

Conclusion

The study portrays a disturbing and often neglected consequence of mismatched advising relationships prevalent among international engineering students. It underlines the importance of culturally competent advising and strong institutional support systems by showing how mental health and emotional well-being are crucial factors. The challenges require nothing but an academic environment that is truly inclusive and supportive, where international students can thrive. It is necessary that future research and practical interventions fill the gaps to realize equal opportunities for all students in academia.

References

- [1]. Sawir, E. (2013). Internationalisation of higher education curriculum: the contribution of international students. *Globalisation, Societies and Education*, 11(3), 359-378.
- [2]. Skinner, R. (2013). American engineering doctoral enrollments. *International Higher Education*, (72), 23-24.
- [3]. Ku, H. Y., Lahman, M. K., Yeh, H. T., & Cheng, Y. C. (2008). Into the academy: Preparing and mentoring international doctoral students. *Educational technology research and development*, 56, 365-377.
- [4]. Hart-Baldrige, E. (2020). Faculty advisor perspectives of academic advising. *NACADA Journal*, 40(1), 10-22.
- [5]. Knox, S., Schlosser, L. Z., Pruitt, N. T., & Hill, C. E. (2006). A qualitative examination of graduate advising relationships: The advisor perspective. *The Counseling Psychologist*, 34(4), 489-518.
- [6]. Hartfield, E., Putnam, K., & Desai, A. The Role of Effective Communication in Student Leadership.
- [7]. Wenham, K. E., Valencia-Forrester, F., & Backhaus, B. (2020). Make or break: The role and support the needs of academic advisors in work-integrated learning courses. *Higher Education Research & Development*, 39(5), 1026-1039.
- [8]. Wu, H. P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education research international*, 2015(1), 202753.
- [9]. Oduwaye, O., Kiraz, A., & Sorakin, Y. (2023). A trend analysis of the challenges of international students over 21 years. *Sage Open*, 13(4), 21582440231210387.
- [10]. Pyhältö, K., Toom, A., Stubb, J., & Lonka, K. (2012). Challenges of Becoming a Scholar: A Study of Doctoral Students' Problems and Well-Being. *International Scholarly Research Notices*, 2012(1), 934941.

- [11]. Crede, E., & Borrego, M. (2012). Learning in graduate engineering research groups of various sizes. *Journal of Engineering Education*, 101(3), 565-589.
- [12]. Wilson, D. M., Summers, L., & Wright, J. (2020). Faculty support and student engagement in undergraduate engineering. *Journal of Research in Innovative Teaching & Learning*, 13(1), 83-101.
- [13]. Kim, Y. (2007). Difficulties in quality doctoral academic advising: Experiences of Korean students. *Journal of Research in International Education*, 6(2), 171-193.
- [14]. Mofatteh, M. (2020). Risk factors associated with stress, anxiety, and depression among university undergraduate students. *AIMS public health*, 8(1), 36.
- [15]. Wang, Y., Zhang, S., Liu, X., Shi, H., & Deng, X. (2023). Differences in central symptoms of anxiety and depression between college students with different academic performance: A network analysis. *Frontiers in Psychology*, 14, 1071936.
- [16]. Smith, T. B., Chin, L. C., Inman, A. G., & Findling, J. H. (1999). An outreach support group for international students. *Journal of College Counseling*, 2(2), 188-190.
- [17]. Schwartz, V., & Kay, J. (2009). The crisis in college and university mental health. *Psychiatric times*, 26(10), 32-32.
- [18]. Moore-Russo, D., Wilsey, J. N., Parthum Sr, M. J., & Lewis, K. (2017). Navigating Transitions: Challenges for engineering students. *Theory Into Practice*, 56(4), 291-299.
- [19]. Bywater, T., & Sharples, J. (2017). Effective evidence-based interventions for emotional well-being: Lessons for policy and practice. In *Emotional well-being in educational policy and practice* (pp. 7-26). Routledge.
- [20]. Wisker, G., & Robinson, G. (2016). Supervisor wellbeing and identity: challenges and strategies. *International Journal for Researcher Development*, 7(2), 123-140.
- [21]. Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research?. *Qualitative research reports in communication*, 8(1), 21-28.
- [22]. Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PloS one*, 13(6), e0198606.
- [23]. Guan, S. S. A., & Vasquez-Salgado, Y. (2023). A Cultural Mismatch Intervention to Increase Science Self-Efficacy Among STEM College Students. *UI journal*, 14(2), <https://www.>
- [24]. Mikolajczak-Degrauwe, K., Slimmen, S. R., Gillissen, D., de Bil, P., Bosmans, V., Keemink, C., ... & Kuipers, Y. J. (2023). Strengths, weaknesses, opportunities and threats

of peer support among disadvantaged groups: A rapid scoping review. *International Journal of Nursing Sciences*, 10(4), 587-601.

- [25]. World Health Organization. (2022). World mental health report: Transforming mental health for all. World Health Organization.
- [26]. Underwood, W. L. (2002). Cultural awareness sensitivity training. Marshall University.
- [27]. Evans, N., Meñaca, A., Koffman, J., Harding, R., Higginson, I. J., Pool, R., & Gysels, on behalf of PRISMA, M. (2012). Cultural competence in end-of-life care: terms, definitions, and conceptual models from the British literature. *Journal of palliative medicine*, 15(7), 812-820.