

Appendix

Summary of Extracted Articles

Authors	Purpose	Sample size & characteristics	Study Design	Type of training provided to migrant nurse	Instrumentation/tools and validity and reliability	MMAT Score	Comments
Aboshaiqah et al. (2017)	To measure effectiveness of cultural competence educational program provided to migrant nurses at a university hospital in Saudi	N = 584, migrant nurses	Pre-post quasi-experimental design	Nurse educator administered lecture, discussion, video presentation, and problem-solving scenarios.	Individual Assessment of Cultural Competence: 11- Likert scale items related to participants' cultural beliefs and values (Cronbach's alpha= 0.76)	75%	80% of participants had more than one year of experience in Saudi Arabia potentially causing biased results. Many participants were from Muslim countries and familiar with Arab Muslim culture (Jordanians, Pakistani, Sudanese's, and some Indians and Nigerians) potentially causing biased results.
Sidumo et al. (2010)	To assess non-Muslim nurses' knowledge related cultural practices of childbearing Muslim women in Saudi	N = 50, migrant nurses	Quantitative descriptive	N/A	33-item questionnaires specifically developed to assess the cultural knowledge of non-Muslim nurses.	50%	Small sample size. potential instrumentation bias (no psychometrics reported)
Stubbs (2017)	To examine experiences of Indian nurses transitioning to work in critical care in the UK.	N = 16, migrant nurses	A descriptive qualitative	20 days overseas nurses program (not defined)	In-depth, semi-structured interviews	100%	Thick description of the phenomenon is provided.
Ho (2015)	To elicit migrant nurses perceptions of how educational training influences their communication experiences in the USA	N = 5, migrant nurses	Qualitative inquiry employing narrative and thematic analysis	Mandatory lecture-oriented classes (3 weeks to 3 months of hiring)	Semi-structured focused groups and individual interviews	100%	Thick description of the phenomenon is provided.
Wolcott et	To understand the	N = 13,	Qualitative	1 to 2-week	Semi-structured	100%	The data resulting from migrant

al. (2013)	integration of migrant nurses in the workforce in the USA	migrant nurses = 5 local nurse educators & managers = 8	grounded theory	orientation program for migrant nurses	individual interviews		nurses' interviews was analyzed individually of that of nurse educators and managers. Similar themes across different groups of participants (migrant nurses, nurse managers, and nurse educators) were identified.
Al-Yateem et al. (2015)	To identify cultural and religious learning needs of migrant nurses in Saudi and UAE	N = 27, non-Muslim migrant nurse	Qualitative approach using narrative thematic analysis	N/A	Written narrative using open ended questions	75%	Limited credibility due to data collection method (written narrative) and inability to perform members checking.
Neiterman & Bourgeault, (2013)	To assess the challenges related to the integration of migrant nurses into a new healthcare system in Canada	N = 141, migrant nurses = 71 Stakeholders (regulatory bodies, immigration and health officials, and professional associations) = 70	Qualitative approach using thematic analysis of the interviews	N/A	Semi structured, interviews	100%	The data resulting from migrant nurses' interviews was analyzed individually of that of the stakeholders. Interrelated themes were identified from the two datasets were identified.
Okougha & Tilki (2010)	To examine the influence of culture and ethnicity on patient care in the UK	N = 13, migrant nurses	Grounded theory	N/A	Focused group interviews	100%	Two focus groups: migrant nurses from Ghana and migrant nurses from the Philippines Findings from the two groups were similar.
Liou & Cheng (2011)	To examine the lived experience of Taiwanese nurse working at a hospital in USA	N = 1, migrant nurse	Hermeneutic phenomenology	N/A	in-depth telephone interview	100%	Thick and rich description of the phenomena was provided. Telephone interview does not capture data related to body language, facial expressions of participant.
Sherman & Eggenberger (2008)	To examine the educational and support needs of migrant nurses in the USA	N = 31, migrant nurses = 21 local nurse managers = 10	Qualitative approach using thematic analysis of the interviews	Transition program for migrant nurses and local nurse managers (not defined)	Semi-structured telephone interviews	100%	Thick and rich description of the phenomena was provided. Nurse leadership perspective was considered Members checking to achieve credibility was reported. Telephone interview does not

							capture data related to body language, facial expressions of participant.
Thekdi et al. (2011)	To assess challenges and barriers for transitioning migrant nurses in the USA	N = 14, migrant nurse= 6 & Local preceptors and nurse educators= 8	Qualitative approach using thematic analysis of the interviews	N/A	Semi-structured interviews	100%	Members checking to achieve credibility was reported. Not clear if data collected from both groups of participants were analyzed together or individually.
Almutairi et al. (2015)	To explore the concept of cultural competence among migrant nurses in Saudi	N = 24, migrant nurse	Qualitative approach with deductive data analysis	N/A	Semi-structured interviews	75%	Authors included Saudi nurses in the interviews potentially causing biased results. The aim was to include non-Saudi nurses. Some participants were of Muslim or Arabic countries (Jordan, Lebanon, India, Malaysia) potentially causing biased results.
Rodriguez et al. (2014)	To examine the cultural experiences of migrant nurses in Chile.	N = 15, migrant nurses	Qualitative ethnographic approach	N/A	Ethnographic observations and interviews	100%	Ethnographic observations made some participants uncomfortable (felt being evaluated and had to justify actions) Members checking to achieve credibility was reported.