**TRANSCRIPT 6**

**P6**: Participant 6

**R**: Researcher

R: Good day, ma’am.

P6: Good day, ma’am

R: My name is Isabel Shilenge. I’m a Master’s student studying at the University of Pretoria. And my supervisor is Professor NC Van Wyk. How are you doing today.

P6: I’m good ma’am, thank you for allowing me this opportunity.

R: Thank you for honoring the appointment to come and partake in my study. The title of my study is ‘An exploration of support needed by student nurses to develop their professional dignity’. Are you okay ma’am?

P6: Yes, I’m okay.

R: Okay. As we’ve discussed the information leaflet, and you’ve given consent earlier on, I’m just going to summarize to say that the information leaflet describes the nature and purpose of the study…it describes what is expected from you as a participant, the risks and discomfort involved, the possible benefits of the study uh that you will not be paid to participate in the study and that it is voluntary participation meaning at any time you may withdraw without any effect on you…and uh also that we have uh…I was granted Ethical approval by the University of Pretoria the Research Ethics Committee, and everything that we say here is going to remain confidential. Your name will not appear anywhere in the research study. You will be given a pseudo name or a code name that we are going to reference you as that. Do you still agree to continue?

P6: Yes ma’am, I fully agree to this.

R: Ok ma’am, as a reminder of what we mean by professional dignity ‘It is a manner in which a professional person views him or herself integrated with a manner in which other people view him or her as a professional person. One has professional dignity when one views oneself as a professional person of value integrated with others view of a person as a valuable professional person’. Okay ma’am, do you understand?

P6: Yes, I fully understand.

R: Okay. What support do you need from others to feel dignified as a nursing student?

P6: Well, I believe that as a nursing student you need all the support from all multidisciplinary team. Firstly I would say, from the um the nursing staff, especially the seniors the professional nurses, I feel that they need to schedule the students in the ward, they need to protect their dignity in terms of uh making sure that they do not reprimand them in front of the patients…because uh remember that whenever you reprimand a student in front of a patient, the patient loses trust from the student and whatev…what usually happens in the nurs…in the facilities is that, the Sisters (Professional Nurses) will freely uh reprimand the student there and then, in front of the patient in front of the community without nicely calling them on the side to say ‘hey listen, next time do not do this, next time do not do that’. So, the community and the patient are losing trust on the student, and remember this student needs to be given a fair chance to can also practice so that they learn because that’s how we learn, it’s the working um work learning uh…uh integrated learning, meaning what we learn at the…at the…at the um school, we need to implement in the practical. So, if we are not going to be given a fair chance to can actually do that then the student is somehow restricted and the dignity of the student is somehow stripped away.

R: mm

P6: So, I believe that uh all the staff members in the unit need to understand that this is a student, meaning they don’t have all the necessary uh knowledge, they are still learning but they should just uh approach them with respect and also ensure that whenever they need to correct a student, or reprimand them with whatever action that they did, please let it be uh privately so that you can also maintain the stud…the dignity of the student at the end of the day.

R: Mh…

P6: Yes ma’am

R: Okay ma’am and what else uh in terms of support do you require maybe from your lecturers?

P6: Uh, from the lecturers whenever they come for uh they call it a structured uh guidance, whereby they come to the practical’s to come and see how well are you doing, are you coping in the ward or…are you coping in the wards or not. Uh I believe the lecturers need to emphasize the objectives of the students more to the nursing staff, to say ‘uh listen I brought 3 students, they are level 1’s or level 2’s or level 3’s…their objectives are 1,2,3’…so that the students don’t have to always um be uh delegated the tasks that are not, they are not there for…because the students now end up uh not reaching their objectives in the unit because they are being utilized to somewhat uh…uh what uh…isn’t that we have shortages in the unit, so whenever there is a shortage they use the students to fill up that…that shortage and then now the students, the level 3 student now ends up making the vital signs throughout the whole week…

R: mm…

P6: without actually being able to be given a chance to draft off-duties, to do the delegation, to do all managerial uh activities that she is there for, so I would plead for…for the um the lecturers to also make it a point that they emphasize and emphasize continuously to the uh unit manager or the operational manager to say ‘this students are strictly here for 1,2,3…only when they have covered their objectives you can patch them everywhere’ so that the student is also in a conflict whereby the lecturer is expecting this…remember we have manual books that we need to uh do the skills and acquire…requir…acquire signatures…

R: mm

P6: …so you are expected to complete your…your…your workbook and also the…the hospitals also expecting you to uh help out with the shortage in the unit…so the student is somehow um caught up in the…in the crossfire I would say,

R: mm

P6: for a lack of a better word, it is.

R: Okay ma’am, so what do you think should be done to support nursing students to develop professional dignity?

P6: Ok, uh…learn what the student is there for, make it a point that you engage them in the activities in the wards, and not just over…overlook them. Make them feel like part of the team and not just…and remember they are not training to be students, they are training to be professional nurses or enrolled nurses whatever, but they are training to be professional bodies…

R: mm

P6: So, involve them in the um in whatever activities that it’s in the ward…cause usually what you see, you will find students being recused uh excused whenever there is a meeting, excused whenever there is uh…uh resuscitation…how, when are they going to learn these things…

R: mm

P6: …you understand, because yah so if we…we…we…we ensure that we always involve the students they won’t…they won’t have…feel the need to dodge in the ward, they won’t feel the need to absent themselves because they feel home, they feel part of the team, they feel important and they will be able to execute their abilities if the…they trust everyone around them and their dignity will also be uh instilled in that matter, in that manner.

R: So, when you say you are excused from the meetings, you are excused from the resuscitation, how does that make you feel?

P6: Whew…it makes me feel…it makes me feel can I say useless maybe?...cos you feel like you not part of the team and when you look at the hierarchy in the ward students are there at the bottom, we are part of the team, we are making a difference in the…in the team….but some…when you are being told ‘no, you need to step aside we are doing this’ then you…you feel out of place…you don’t understand where you belong. Do I go to the patients, am I part of the patients, am I part of the staff…why am I being told to step aside when something else, and it’s nursing related, it’s been done,

R: mm

P6: …when am I gonna learn all these things…cos I need to learn and absorb information and absorb uh like skills from this professional bodies but if they are not willing to give then I…I…I fe…I really feel saddened by that, yes…

R: So, what support do you need from the professional nurses during your WIL to develop your professional dignity?

P6: I need the professional nurses to kindly um help me with the learning objectives that I have in the ward, to also be patient with us because we are still learning and we are still anxious because we working with human lives, we cannot just do things haphazardly we need to take into account that we need to respect the dignity of the patient as well and then for the professional nurses to also be sensitive whenever they talk about students or whenever they address a student so that our dignity is also intact at the end of the day…

R: mm

P6: …and to also accompany us with uh um activities that we need to execute in the…in the ward. And then again most importantly, remember everything we do we need to record and report which is one of the critical points on our skills.

R: mm

P6: …but when you report, the report fall…fell…falls on deaf ears, like you would report an incident, and the sister will just brush it off. You will report a vital sign that is abnormal, you will say blood pressure of Mrs. So-and-So, is deranged, and then the sister will say ‘ai no don’t worry, it’s always like that’, and the student is somehow conflicted to say but I am told at the campus or the college to say these is not normal, somebody need to act or intervene uh accordingly but when I get to the practical’s, I get the opposite. The sister is brushing it off, no one is saying anything like the abnormal is normal in the practicals of which it’s…it’s…it’s kinda confusing to a patient.

R: mm…I hear you ma’am. So, when you report an incident and it gets brushed off, what steps do you take as a student to ensure that your recording it’s uh your…your…your inci…incident is…is recorded and is attended to?

P6: Uh what I usually do I would opt to go to a different sister, isn’t usually you will find that we have different registered nurses in the unit, uh I would try, and um approach the one that is more approachable to say…but I won’t tell them that I reported that at the other sister, I would just say ‘sister I’m having 1,2,3’…so that I can see that she will also intervene, but if I will find like 2 or 3 sisters that are not willing to help me, I will try and record then I will say what uh what actually transpired to say ‘I was monitoring the blood pressure of Mrs. X, and then the reading was this and this which is abnormal, it’s within…it’s not within the normal ranges. I reported to sister so-and so, with their name so that I am covered, and then she would she said she will attend to the patient. And then I will make a follow up to come back to the sister, to remind them because sometimes it’s not uh totally um ignorance, but is because they are preoccupied, so once the sister is not so occupied, I will come back to say sister I can see now you are done with what you were busy with, would you kindly help me with uh blood pressure of Mrs. So and So and then I will also make sure that isn’t we are allowed to interact with the multidisciplinary team, whenever I see a doctor coming to that pa…patient I will say ‘hi doctor, are you the patient’s doctor? and then uh this is the blood pressure that I got in the morning’, definitely the doctor will up the maybe will optimize the patient’s treatment to say ok she was on Amlodipine 5, I will 10 or maybe try and review it after 15 minutes to see maybe the patient was busy by that time, so hence you see because there are many reasons why the blood pressure will be elevated…but I will look into all those possibilities but if I see that uh honestly this is just an abnormal blood pressure I will also make sure that I involve the multidisciplinary team like the doctors to come and intervene accordingly for the benefit of the patient at the end of the day.

R: mm…so what support do you need from the multidisciplinary team members to develop your professional dignity?

P6: Umm I will need the multidisciplinary team to also recognize the student especially the nursing students. To also give us uh the benefit of the doubt because whenever they will ask you and you say I’m student so and so, they say ‘no, please call the sister to come and help me’ with a simple thing of getting a patient out of bed, but the pharma…the sorry…the physiotherapist will request for a sister, a registered nurse to do that to…to help them with that. So, I would uh appreciate if the multidisciplinary team recognizes students, nursing students particularly as…as…as nursing bodies, as people who are competent in what they are there for, and who are also able to execute tasks, and they can also be entrusted with the patients.

R: mm

P6: Yes, they should not just uh overlook you because you are a nursing student, yes.

R: mm…so when you get overlooked how do you cope at that time, what strategies do you use to cope?

P6: Usually what I do, I prove them wrong. I prove my capabilities. I prove my uh how knowledgeable I am. I ensure that they understand that I am there for a purpose and uh I am there because I can, and uh they will see with time if I’m…if I’m placed in a unit for a week or so, within 3 days they will…they will pick up that I am a student and I know why I am there. Yes.

R: mm I like your confidence ma’am.

P6: Thank you, ma’am.

P6: Keep it up. Where do you feel the support should start?

P6: The support should definitely start from the campus. If a student like any other child from a household where they are well nourished, they are well um taken care off, they are always tell…told positive things to say listen my child, you can do this.

R: mm

P6: When the child goes out to the street, they…they shine because of home…you say…like they say charity begins at home…

R: mm

P6: …they make sure they shine because they’ve been told that they can and they are willing and they have…from their parents… so I feel for the students uh the support should start from the campus from the lecturers, from the counselling department to the...even the campus head, they should give the pati…the…the…the student the necessary support, even your fellow students we should give each other support because sometimes we let…we let each other down ourselves, you can see that your…your part…your colleague is struggling to put a cuff on but you’ll just walk pass by so that you can…now people can see that she cannot but you can, and that…that’s not the point. If you teach your colleague how to do things and they teach you how to do other things its somewhat we are supporting each other. So, I feel the student…the support should start at the campus and then it should start from also the students themselves and radiate to…to the facilities…because if the…the…the…the um the registered nurses and other nurses in the unit they can see that these students the lecturers are hands on even the students themselves they… they…they take care of one another, then they also uh…uh…they also react to that

R: mm

P6: they also respond to that, they also treat the students with dignity, but if they can see that when your lecturer comes in, she just shouts at you on the passage, you…when your colleagues come in they badmouth you, then hei…that’s how…that will be the culture around you. That’s how even the staff in the unit will going to treat you. So, the support should definitely come from the campus that the patie… the student is training from, and from the…the actual classroom where the students are training.

R: So, do you believe that you are getting enough of that support?

P6: Not entirely, not entirely. The support is there but is not adequate.

R: mm

P6: Is not adequate enough for a student to can proudly say I’m being supported. You somehow need to fight for the support in lack of a better word. You somehow need to…to…to push harder for yourse…for you to get help from the lecturers which is very saddening…and I when you become pushy now you…you…you also encounter resistance because some lecturers don’t want that. They will prefer for you to just take it or be, and so that everything can be soft sailing…

R: mm

P6: but um yes, the support is there but is not adequate for a pa…for a student especially you know when we talking a student we talking of someone who is vulnerable, who does not know where is where and then who is um likely to f…to…to…to make mistakes.

R: mm

P6: Yes. So, when you support students, you are also preventing uh litigations, you are preventing complaints and you are also instilling the dignity uh the due dignity of a patient, of the student from the patients and…and…and the personnel at large.

R: Mm. So, you said sometime the lecturers will shout at you, so when they do, when that happens, how does that make you feel, and how do you cope with the situation at hand?

P6: It makes me feel sad because remember this is like a mother, it’s somebody that I need to run to, it’s someone that I need uh for them to be there for me and uh because with the practical’s you meet different faces but with the lecturers it’s just that face…

R: mm

P6: …for the whole you know year, so if uh if they act like that, it…it becomes saddening and some…sometimes we regress as students. We tend to have that uh attitude of saying if she doesn’t help me or if he doesn’t help me then this is what I’m gonna do. Then you start absenting yourself from work or you start…you start acting in an unprofessional manner, trying to retaliate somehow. So, um yah it’s…it’s very saddening to…to find such individuals who are not willing to help students…but they are working with students like you understand so it’s …it’s quite funny because you are there for the students, but you are not for the students, so it’s kinda confusing.

R: mm

P6: Yes.

R: Okay ma’am. So, anything that you would like to add in terms of support that you need to develop your professional dignity?

P6: Um I would just like to say let us let us make it a priority to instill and to maintain the dignity of a patient, of…of…of a student. Let us not overlook a student. Uh this person can be a…a raw diamond that’s gonna make changes in the future, that’s gonna be that valuable matron or whatever so let’s not uh kill their spirit at lower ground…

R: mm

P6: …because they’re not intimidating anyone in any shape or form. Let us take them as students. Let us empower them with knowledge and let us be free with that knowledge that we have to pass it on, so that they can also do the same. And remember when you…when you uh when you treat a student with dignity and respect, they also do the same in to the other students that are coming but when you um mistreats students, you are breeding a group of angry registered nurses in the unit, who are going to be short tempered with the students, with the other students in the future…who are going to be short tempered with the community and the patients. And now nursing profession becomes an…a very not so healthy uh department which is…it shouldn’t be like that…it should actually be the other way round.

R: mm

P6: So, in short, I would say let us protect the dignity of a student, let us patient with them, they still learning and then give them positive constructive criticism… a constructive criticism comes from love and care and all that and…and…and then nursing will be very healthy and uh…uh a better department to be in.

R: Uh um have you ever had an experience or instance where you felt that your dignity as a student was uplifted and maintained? If yes, how did that make you feel.

P6: Yes, there is uh an incident where I was, I felt uplifted uh it’s…it’s many…many occasions it has happened, and it make me feel like I need to learn more, like I need to…or read further…like I need to uh up my game so that I make sure that I maintain that standard.

R: mm

P6: Yes… uh it made me feel good.

R: Okay ma’am. Um ma’am, I think we have touched on the support that you need from your lecturers, the support from the professional nurses during WIL, the other healthcare members and as well as your colleagues…um thank you for taking the time to honor the in…the…our session, our appointment um…

P6: are we done…oh, thank you…

R: Yes, we’re done.

P6: This was…this was so lovely, thank you.

R: If you have any other information that you’ll like to share in terms of professional dignity you are…

P6: in the future...oh okay…

R: In the future, even now you can continue

P6: Oh, even now, oh no I…I think I have said a mouthful.

R: You’ve said a mouthful, okay ma’am…uh so thank you very much. I hope you enjoy your day.

P6: Thank you so much ma’am and you are welcome.

R: Thank you.

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