**TRANSCRIPT 12**

**P12**: Participant 12

**R**: Researcher

R: Good day, sir.

P12: Good day, ma’am.

R: How are you today?

P12: Uh I’m feeling good, I can’t complain…and you?

R: I’m good, thank you. Thank you for honoring the appointment to come and be a participant. Your contribution will be of value. The purpose for you to come is for you to help me as a researcher understand the support that you require as a nursing student to develop your professional dignity. Before we start ma’a…a…a mister I would like us to go through the information leaflet uh I will just summarise because we have already gone through that. The uh the explanation of the procedure is that it will take about 40 to 45 minutes however it depends on how you answer, it might take less or more of that time. There are no risks involved but you might have mental distress which we may refer you to the college um counselling department or also if you prefer, we can also prepa…refer you to the public hospital that is liaising with the college, for you to get counselling. If any of the questions makes you to have distress, ple…you are allowed to stop and not answer that question. It is a voluntary participation, so it means you are not going to be paid to take part in the study. All that we are going to say remains confidential, it will only be available to me and my professor…my supervisor Professor NC Van Wyk. Your name will not be appearing anywhere in the study, and once the study is published you are allowed to come and view the results, or we can call you to come and view the results if you want to. There are no direct benefits to you at the moment, but it is going to di…benefit the students that are going to come after you. The interview is going to be audio-recorded. Do you have any problem with audio-recording?

P12: No, I do not have any problem?

R: So, you consent?

P12: Yes ma’am, I consent.

P12: Ok, so do you agree to continue with the interview?

P12: Yes, I agree to continue with the interview ma’am.

R: Ok, like I have stated, the title of the study is ‘An exploration of support needed by nursing students to develop their professional dignity’. As a reminder of what is meant by professional dignity ‘it is the 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 a professional dignity when one views oneself as a professional person of value integrated with others view of a person as a valuable professional person’. Do you understand this sir?

P11: Yes, I do understand…understand ma’am.

R: Ok, sir…what support do you need from others to feel dignified as a nursing student?

P12: Ok, repeat that question ma’am…

R: What support do you need from others to feel dignified as a nursing student? For clarity others we mean lecturers, professional nurses, peer students, your colleagues, we also the doctors, multidisciplinary team members. What support do you require from them to feel dignified as a nursing student?

P12: Ok, ma’am. Thank you for this opportunity…uh as a student, as a nurse student uh I require other professionals like doctors to acknowledge us as a uh multidisciplinary team because you find that when they are doing their rounds sometimes they don’t recognize us as uh part of the team, they just look at us uh like people who’ve just arrived, like people who are not professionals and when it comes to nurses, nurses as you know people are different but I realized uh most of female nurses, as senior female nurses, they do uh acknowledge and consider male student nurses more than female student nurses. So, you will find that uh that thing make us not uh collaborate well with our colleagues which are our fellow students. So, yeah some of them are rude towards us, some of them they are…they are…they have a positive attitude towards us. So, I don’t know if I should continue or…

R: Continue sir.

P12: Ok, ma’am…and then when I started this uh profession, this uh programme, I was energetic, I was all over I wanted to learn as much as I could uh under supervision of our seniors, lecturers, mentors and those who are relevant to our uh field…so our mentors from SG Lourens they do support us even though sometimes I think its not adequate, because when we are in…at the facilities they only come uh let me say once a week uh or maybe lets say we go there for month they will come only 4 times and hen I think its not enough…because sometimes as maybe let me first years we need a continuous supervision from our mentors to ensure that students have a good relationship with uh staff from the hospitals, because sometimes students experience things at the hospital but they hesitate uh telling their mentors and that thing end up escalating to a problem whereby students lose uh interest in this profession. They think that they are not important, they are not valuable, things like that…so uh increasing more uh presence of mentors at the facilities might encourage students to…to…to have motivation about uh this profession. Ok, my experience I would say…as I’ve said I started with the energy but when almo…when I’m about to finish like now I’m doing my final year, so that energy is no longer the same as the first year energy and then I asked myself why…why…why…why is…is that energy not the same so when looking back, I…I…I became overwhelmed, I became overwhelmed uh one of the reasons might be our course unfortunately there was COVID 19, and they had to compress…they had to change things and without…sometimes the…the…the people who are in charge like the…the top management they do change things in the programme without uh co…uh consulting us…you find things are changed but there is no input from us…and then yah the…the compression of the stu…the…the…the programme it made me feel well overwhelmed. It made me think about maybe I’m wasting my time here uh because I’m looking at the future, what’s gonna happen with me after completing this…ok going back to the support uh our…our mentors rather lecturers they…they are trying their best…they are trying their best, they a re qualified, they have knowledge sometimes as students we don’t consult, maybe think we can do it on our own like studying on our own uh and then not everyone can study on their own, some they need consultation uh so yes they do…they do their best and then so ok…let me talk about myself, I…I…I…I never went I don’t consult frequently because I think I can study on my own as long as I…I understood in class and then I can study on my own and uh do well…so if I do not understand anything I do go to my lecturers, they’re welcoming…they’re welcoming…I’ve never heard anyone saying he or she has been dis…from…from the...from going to…from going to consult about the problem maybe he or she might have encountered during the course. Yah, they are willing to help us, and we appreciate that. So, the difference I want to…to check the difference between our lectures our mentors and the…the clini…uh…

R: the professional nurses

P12: the professional nurses at the…at the facilities, from these facilities, uh there’s a, ok there’s a gap. I think they don’t communicate, so lack of communication also makes things difficult like if I’m going to a certain ward, I think my mentor or the mentor of a certain group…a certain group of students must have or should have the numbers of OPM’s and then communicate with the OPM, check if the students are well if she’s not coming or if she’s not coming or the mentor is not coming today, he or she can communicate with the mentor…operational manager to check up on the students, to make things easier if…if ok if the uh OPM see something about the student, then the uh the OPM can also communicate with the lecturer about the issues that uh like that prevail pertaining to uh placement. So, other than that uh do you have any questions, I like when we are fair…

R: No, I do have questions, but it follows up on what you are saying

P12: Ok

R: Yes. So, based on what you just said you’re talking about communication now between the lecturers and the professional nurses the OPM’s…

P12: mm

R: uh what else would you like the…them the lecturers to do in terms of supporting you to develop your professional dignity?

P12: Ok, but I mentioned one neh…

R: Yes, you did mention availability for consultation and time

P12: Ok

R: Yes. What else do you need them to support you with for you to develop your professional dignity...I’m talking in terms of the lecturers.

P12: in terms of the lecturers…

R: Yes

P12: Oryt…like now I said uh when I started, I had a…a lot of energy but when I’m about to finish that energy is changed. So, as a lecturer uh I think maybe they should…maybe have a let me say uh I don’t know ok the skill to identify to…to…to notice how why…why is this certain student uh energy…energy reduced, why is it not the same like uh when he started…cos I…I use to tell my fellow students ‘signature last, patients first’ the way I was energetic. I…I had that desire to…to be there and care about…to care, so I think uh lecturers they should also check on…on us…check on us because sometimes lecturers have their favorites, they will only communicate with certain students…uh maybe in…in the class if we are 50, 5 are those that the mentor always talk…talk with them but…but the rest they will take from that 5, I know we have representatives but sometimes we need one on one like to se…to hear or to see, to go an extra little bit extra mile to check if uh the students…my…the student is coping well, things are fine at the like family background because sometimes we come with problems from background. We need someone like senior…we can tell, we can talk to our friends but sometimes our friends they don’t have that experience of what you are going through, so they will end up not knowing what to say but comforting us in a way of trying to make us feel good, but it’s different when you’re getting it from a senior, a mentor. So, I feel if our lecturers can communicate with us beyond…beyond our…like now we going for December I know everyone wants to go chill and leave work but we are nurses…we are nurses…we are nurses and nurses we can’t like they don’t stop working, they don’t even though we are guided by legislations, scope of practice we know what to do, we know what to avoid when things happen, when we are like off duty so…yah

R: mm…So, sir, do you feel that at the moment are you getting that support from your lecturers?

P12: Uh ok, for…for myself uh yes I do…I do talk with them…I do…I do get support from my lecturers but as I…as I…as…as I said like they’re not the one who are going to like maybe know if I’m not coping if I don’t tell them, they won’t know unless if they see my energy drop, cos ok like some students they don’t show if the…the energy is the same or there’s a change they are the same from level 1 up to level 3…some of us we can show ‘uh this one is no longer the same’…so I do communicate with them, if I need anything or clarity I don’t hesitate I call them…but I haven’t told them my personal life when like I hesitate about telling them about my personal life so sometimes I…I think like ok I know where to go like things like counselling or maybe when I need someone to talk to, yah…but I do communicate with them a lot about uh the programme and school stuff.

R: Ok sir, you said that um lecturers have their favorites’, so if you’re saying they have their favorite’s, how does that make you feel?

P12: Uh eish uh ok for me…ok I’m feeling for others, I see others they feel left out, uh I’m not…I am that kind of person when I feel left out I make sure that I…I…I force myself to…to be there with them so for others yes, I’m feeling for them but for me ok maybe ok amper so (almost)…I can say that I’m also part of certain people who are favorites…

R: Ok sir

P12: because I like to participate, I like talk, I like to…I’m…I’m…I’m not a baby who will not cry…who will not cry…I’m…I’m always crying telling people what I’m going through

R: Ok sir, so what support do you need from the professional nurses during WIL to help you develop your professional dignity?

P12: Ok, when we arrive at the clinical facilities we come with the objectives and learning outcomes, so as you know in South Africa, we have a problem of staff…

R: mm

P12: Yes, so professional nurses tends to forget that we are students, we are not workforce…when we arrive there they treat us like the like we…we are employees…yes we are employees but we are still under their supervision and then we have we also have learning objectives to be covered, so when we arrive there sometimes the…there’s a miscommunication about doing the…the duties uh also about doing the objectives from…also doing the objectives from school, from college. So, so sometimes it clashes the thing and then the nurses, the professional nurses tend to forget that we are students, we…we have curriculum, we have to study so I would like them to…to acknowledge us as students, ok I’m not saying we not going to work or help them in the ward, but they should understand that we are students…we have…we need time to…to cover our objectives yah learning outcomes.. and then also the support if I need a skill or if I’m interested in something, I would like them to help me or show me the proper way of doing it…uh and this thing ok… this thing of uh you know when you are studying its different from when you actually working, people do shortcuts and stuff and some of us as students, we…we…we get tempted to learn through shortcuts which is not good, so I I would like them to show us how we do it properly not doing shortcuts…even the favors you know it should stop, exchanging favors with the students cos it might uh end their future or disturb them along the way cos you know we are guided by council, if you do anything wrong you might get into trouble

R: mm

P12: so yes, they should support us as students not as employees.

R: Ok sir, um what support would you require from the other members of the multidisciplinary team to help you develop your professional dignity?

P12: Ok uh in as a nation we are a multidisciplinary team which is comprised of doctors, physiotherapists yah etcetera, so we are…we are all for patient care so uh I hope that the other professionals do not undermine nurses because these thing of taking nurses as people who take orders from others, sometimes it makes uh us as professional nurses or as aspiring professional nurses or upcoming professional nurses to be…to feel not valued or respected because sometimes they don’t take your…your inputs ok, or maybe they don’t give you a chance , maybe you are standing there you are busy with them they just send you or give you anything but they will…they won’t tell you what is your input about that as a social issue so acknowledging each other for the sake of the patient is very important. Ok, let me say this…I know the qualifications are not the same, but in terms of caring for the patient, we are the same…

R: mm

P12: So, respect should be there, we should respect each other uh no one is trying to take instructions, is just to…we are a teamwork, everyone has a role to play, yeah so this thing of feeling undermined must stop, because yah …yah it must stop.

R: So, you’re saying that sometimes you are there with the doctors and they don’t take your inputs

P12: Ye

R: at that moment when they do that, how do you feel?

P12: When…when they don’t…

R: When yes, when they don’t take your inputs

P12: Yoh, I feel disrespected or not valued as a professional, or not valued as a student because you know the students…the students should learn as much as they can…and if…if…if I give my input, even if uh…even if I’m wrong, it’s better to rectify me or to tell me ‘ok, you are wrong…this is how’ uh rather than crushing me ‘no, man we will look at that some other time’ so yah. Give each other a chance to say something.

R: So, how do you cope in that instance when you are feeling undervalued?

P12: Ok uh this prof…I like this profession because it taught me uh the…the…the…ok I’m still working on it but mastering my emotional intelligence. The…there are times where I feel sad like angry or like sometimes I feel like emotional I want to cry, uh thinking about where I am, why I’m there also let me get a corner and then release wh…how I feel, then go back…or talk to someone, also…sometimes I talk to someone gore (that) ‘I’ve experienced certain, I’ve experienced this and then this is what happened, and then listen to what the next person will say and then I will take it from there…sometimes uh talking to people, talking to other professionals or staff members or people or whoever that is there, whoever that I trust does help me to calm down too.

R: Ok sir, so where do you think the support should start?

P12: Uh in terms of uh…

R: college, facilities, you as a student…

P12: as a student…as a student…

R: Yes, where do you think the support should start?

P12: Ok, as a student I think it should start at the college because that’s where everything starts, before we go to facilities as students we are simulated at the college. Ok, uh our mentors try their best to…to…to…to simulate the ward like clinical facilities to show us how things are run there before we go to the actual place. So, that’s where the support must a start…and then they must not uh omit anything about…about the…the reality of what’s happening out there because sometimes they will paint a picture whereby…whereby everything is perfect everything, but when you get there, things are not the way they were simulated that is why people end up compromising you know doing things their way.

R: Ok sir, in your own words you stated that the course is compressed

P12: Ok

R: What would you like to see done to assist students or you as a nursing student to develop your professional dignity?

P12: Ok I don’t really…I don’t understand that question…

R: The course…you said the course

P12: the course

R: is compressed

P12: Yes

R: you said it doesn’t give you enough time

P12: Yes

R: What would you like for the…in terms of the nursing institutions…to do, so that it can allow you to develop your professional dignity?

P12: Ok, uh in my life I’ve never done uh a semester…2 semesters in 1…ok, so that thing was a challenge for…for a lot of us uh I think…ok, next year we are finishing and then we might stay at home without doing anything, and then maybe…maybe if they could…we needed more time…they could have maybe…ok after this compression, after we complete our…our programme maybe they could while we are waiting for board exam, they could place us again around and just to continue peo…it’s an irony…there…there is short staff but we as nurses we are going to sit at home but the course is moving, the programme is moving fast…and then we are also going to write a board exam, so if they could have placed us after…if they could place us after uh completion of our programme while…while we are waiting for board exam, we can go to the facilities so that we don’t forget, or we don’t…I know if…when you have a skill you have it for life but sometimes things are changing, you cant stay without uh doing what you learned, things are changing, you must keep up with the times going time, make sure that you’re always updated… so, I think I need more time…more time for exposure…uh more time to grow, to grow and then to learn so that I can say ok I’m a complete professional with a technique, so I need more time…that’s all I can say

R: Ok sir, um in terms of the course being compressed uh what would you like to be given as a student during the planning phase of the curriculum, that will give you support in a case where when you started with the curriculum then you feel like you have your professional dignity?

P12: Ok, uh it’s very important when…when you start a curriculum or when you start a new programme to consult relevant stakeholders…and one of the relevant stakeholders is student uh it’s us students…so to see if the changes, how…how will the changes affect the students because we feel like we are…sometimes that’s what I heard and I also feel that way sometimes…uh we feel like when something is new maybe the…the…it’s a trial they testing it with us, maybe we are guine…uh guinea pigs uh I’m gonna use that word if that’s ok…there’s a trial, they’re testing if this course will work uh with the students, and then without consulting them, without consulting them prior to the beginning the commencement of the…the...the programme…so it’s very important to…to consult the stakeholders, where you know you can take a sample of students, a few students and then do a…consult, consult with them before, before you can commence anything. So, now…now…now the…the course has changed uh it will start…it start in January which is good ok which is…yah its good…January semester is 6 months…so is January June, June December…is 2 mo…is 2 semesters, so yah even the semesters are not bad, semesters are not bad. Uh we were…when we arrived here it was fine before it was compressed, we were fine we were doing well so after compression people started losing uh interest I can put it that way, that’s where ab…ab…people becoming absenting themselves from school yeah, some dropping out doing other things yes, so it’s very…very...very important to consult the changes with the relevant stakeholders.

R: Ok sir, so what you are saying now is that they should consult you as a stakeholder in terms of changes

P12: Yes

R: So, how do you think that the support from others will assist you?

P12: Uh others meaning other professions?

R: all from the lecturers, professional nurses, all that are involved in your taking part as a professional person

P12: Ok uh…please, please don’t mind me would you please repeat that question please?

R: How do you think the support from others will assist you in developing your professional dignity?

P12: Ok, uh support from others ok, to help me develop my professional dignity, ok uh being…being valued, being valued, being taken as uh can I say an asset, yah as an asset as an essential worker, as a person whose a as a professional…essential professional uh and then like ok, take care of people who are ess…professional that are essential, like show them that you appreciate them, like showing me that they appreciate me will help me to…to continue giving my best to like having that desire to…to help people. So, not being undermined by others even me I’ll…I’ll do my best to not undermine other people uh that’s it…is not…ok, I know we can be criticized but in a positive manner, it can…it can help me…also yah like in…in short to be taken serious, to be valued as a…as a very important professional.

R: Do you think that as a nursing student you are getting enough support from your lecturers and the professional nurses during WIL that assist you in developing your professional dignity?

P12: Ok, can I put it on a scale of 1 to 10 or…

R: You can put it anyhow you…you…you…you think it will explains…

P12: Ok…ok…ok let me use the…the percentage ok, out of 100%, uh I answer yourself by giving them uh let me say…ok let me be honest 60%. I’m giving then 60% so uh 60% means uh it is not enough but is there. Is not enough, is there…

R: From whom? The lecturers or professional nurses or both

P12: Combined…combined…

R: Ok

P12: it is there but is not enough mm but our lecturers they’re doing the best…it’s just that sometimes they are also afraid to…to an…to…to question whatever they tell them to do, uh very few they do feel it gore (that) ‘no man, is not right’ and then they…they raise those issues to the management or to whoever and they look at it…some lecturers they take it the way it is and then give it to us uh even if maybe for example they have a placement, but that placement doesn’t make sense uh some of the mentors will continue with the placement even if it doesn’t make sense and then wait for maybe student raising concerns or maybe one of them lecturers raising concern but other than that yah, they do their best.

R: In case you are saying 60%...

P12: Yes, I say it

R: the support is there but is not enough…

P12: Not enough, yah 40% left.

R: What other uh support would you need them to achieve that 40%

P12: Ok, like I said when…when things that….ok from lecturers now I’m…I’m changing that…I’m breaking that combination of uh lecturers and professional nurses…ok from the lecturers uh they need to uh question their…their programme if its…its relevant or it make sense, if it doesn’t make sense there’s no need for them to continue with it the way it is because we have lecturers who are…who are…who have Masters’, who have…who have done research, who have knowledge relevant knowledge…so they can si…they can see gore (that) this thing doesn’t make sense, so for them to…to get it right, they should ask questions, they should ask questions and then they would also engage with us, engage with us tell us that ‘ok this is…’ not to, not to wait for students to complain and come back, no they should scrutinize whatever that comes to the table yah and then for professional nurses uh the support ok to improve uh as I said before they must recognize us as students and then make sure that, we are not like them even though we cover the same hours at the hospital ok similar hours but we are students, we still have to study, we are working that’s why they call it work integrated learning…we are working while we are learning

R: mm

P12: Even them they ok…everyone ok at the…the thing about this profession is that it never stops learning you never stop learning even if you’re in…even if you are qualified isn’t cause we never stop learning but you are not going to...when you are a professional you are not going to be assessed like a student, the student their stress differ and when it comes to being assessed or being like have to be like yah, so they…they…they would…but they should know that we are students we still have to study for assessments, to be assessed.

R: Ok sir, so you are saying that from the lecturers that uh you need them to engage you

P12: mm

R: and the professional nurses should acknowledge that you are students

P12: mm

R: OK sir, anything else that you need to add in terms of support that you require to develop your professional dignity?

P12: Ok, can I think about it?

R: Yes, you can take your time and think

P12: Alright then ok cos I think I said a lot of things even though I was round you know you can have a topic with a lot of sub uh ok mm we are from different backgrounds neh, so uh especially our mentors they should consider that ok we are…we are not the same even like as being learning, we don’t learn the same way so ok the lecturers can see by…by…by the results who’s lacking, who’s performing well…based on that they can…they can assist students according to how they perform…that the results can help them identify those students…ok they see…they see some students are failing, some students are passing, they will try to encourage them telling them in class, sometimes they do call them one by one and stuff but I don’t think it’s enough, I don’t think its enough um ok this is an adult learning institution , they…they can’t force you to learn uh but…but as I said we are not the same. Some people they do want to pass learn but ok I can say they are slow their learning slowly than others, some are faster but considering those students, considering that there’s a difference uh among students can help…can help uh ok can help mm students not to feel they are left out or anything yah, they’re part of the group even if they…they are slow learning

R: Ok sir, so what you are saying you need lecturers to identify and plan

P12: Mh

R: accordingly

P12: Mh

R: per student’s uh way of learning

P12: Mh

R: Ok sir

P12: Even…even…even like… like the…the method of teaching ok uh ok most of…most of the case we are talking in a formal lecturing, but for WIL it’s demonstration like

R: mm

P12: Ok when we are at level 3 mm simulation is different, you don’t use the lab anymore because now we deal with management, so we are always in class, they will give us scenarios’, some students gets confused ok, scenarios and stuff cant they…isn’t…isn’t uh simulation about a lecturer simulating a certain or demonstrating how to do a skill and we follow so it becomes a confusing when we deal…when we’re in level 3 but…but they…they clarified it, the lecturers clarified it, now it makes sense. So, yah the lecturers should plan according to the needs of the students.

R: Ok sir, um anything else?

P12: uh ok I think I’ve said a mouthful uh ok I never thought I will be a professional nurse one day and then you know when we started we…we hundred, now we are 80, so say 20 left with different reasons, some were left behind fortunately they are still here. So, I would say this…this…this profession is not for everyone, after fini…completing my first year I realise that ‘ah no this I would not… not competing’…after…after first week at the clinic facilities I realized that it is not for everyone…yeah is not for everyone and the you will see by people not coming to work or maybe dodging work not there, and then that thing…that thing of dodging work it…it…it makes uh OPM’s or other professionals in the ward uh angry at students because they think all students are like that, they don’t like working…you’ll find that maybe today someone…someone didn’t come to work or someone was there doing the work then left without communicating with the…the uh staff…and then I come the following day they tell me ‘yah you are all like that, you are all like that’, so students who…who like who don’t go to work or who are not interested, they give us a bad name. They give other students who are interested a bad name…mm…so I know…I know…I know people come to this profession uh looking for a stable job and then while they are busy with it, they can see that that’s not for them and they leave. So, how come, how about uh when they start an intake or when they start uh what…

R: recruitment

P12: recruitment yah when they recruit, like they should improve by identifying those are who are like true…who…who are going to be true, persevere until to the end.

R: mm

P12: like make sure that like no one will ok I’ve other qualifications, if they can call me now and say come and work, it’s gonna be hard for me because of I don’t wanna leave without completing this profession and then next thing in the future I’ve done nursing half and then you never know, the future is not gonna tip so its gonna be difficult for me to leave without completing. So, yah is very important for to...to identify during recruitment to identify those who persevere just like me even if anything happens along the way.

R: Ok sir, so from what you are sayimg is that um proper identification will assist in the development of students developing their professional dignity because they will be there for the right reasons, is that what you are saying?

P12: Yes ma’am, that’s what I’m saying.

R: Ok. Thank you,sir. Thank you for taking time to come and be a participant. Your contribution will really…really make a difference and it will also assist me in understanding the support that requires a nursing student to develop a professional dignity. We’ve come to the end of the interview. Have a nice day sir.

P12: Ok ma’am. Thank you for having me. Bye.

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