**TRANSCRIPT 4**

**P4**: Participant 4

**R**: Researcher

R: Good morning

P4: Good morning, ma’am

R: My name is Isabel Shilenge. I’m a Masters student with the University of Pretoria. My supervisor is Professor NC Van Wyk. How are you today ma’am?

P4: I’m good, thanks…how are you?

R: I’m good, thank you. Before we start with the interview, I would like us to go through…as a reminder…on the leaflet, the information leaflet…information that you need to be aware of uh is that the nature and purpose of the study is to…uh the aim is to explore and describe the support that you as a nursing student need from your lecturers and the professional nurses during WIL to support you to develop your professional dignity…

P4: Mm

R: …and then the interview might take 30-45 minutes depending on how we go on…and it’s a one-on-one interview. So, we have a main question that we are going to ask. The main question is ‘What support do you need from other to feel dignified as a nursing student?’. However, before we go forward…with the information leaflet, I would also like to remind you that the title of the study that we are doing is uh ‘An exploration of support needed by nursing students to develop their professional dignity’. Moving on with the information leaflet, there are no risks involved, however there might be some questions that when we probe might illicit some negative uh experiences that you might have gone through at the facilities.

P4: Ok, ma’am.

R: So, feel free to…to…if you don’t want to answer those, then you are not obliged to answer them.

P4: Ok, ma’am.

R: Also please take note that should you feel like there’s discomfort and uh you are going through some mental distress, we can also refer you to the student counselling department at no cost to you.

P4: Ok, ma’am.

R: There are no uh financial uh costs that you are going to pay, and then the par…the study is voluntary. There are no monetary contributions that we are going to pay you and then there are…the benefits of the study is that um whatever you are going to be discussing and through your experience, it’s going to assist the groups of students, the coming students that are goi…the groups that are coming after your group, it might be next year, it might be a year later but your inputs are going to assist in improving…

P4: Ok

R: …how things work within the coll…the college and the…

P4: institutions…

R: institutions. So, ethical approval was given by GCON, also by the University of Pretoria, the Research Ethics Committee gave approval and as well as the Tshwane district.

P4: Ok

R: Uh as I have mentioned, my supervisor is Professor NC Van Wyk…and I would like you to also take into consideration that whatever you are going to say is confidential. Your details are not going to appear anywhere in the research study. You are going to be given a code and then you are going to be referenced as that code.

P4: Ok, ma’am.

R: At the end of our study, you are allowed to come and view the study once its published…

P4: Ok

R: …and then also we can at some point come and let you listen to the recording for you to say that ‘yes’…to confirm that it’s you, it’s corr...the information is correct.

P4: Ok

R: So, are still giving consent to continue?

P4: Yes ma’am, we can continue.

R: Thank you, ma’am…um as a reminder of what is meant by professional dignity…the term…’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 professional dignity when one views oneself as a professional person of value integrated with other’s view of the person as a valuable professional person’. Is it clear and understandable?

P4: Yes ma’am

R: Ok. So, going forward our main question ‘What support do you need from others to feel dignified as a nursing student?’

P4: (silence)

R: Before you continue ma’am, I would like to make you aware that while you are talking, I will be taking my other notes, please do not be distracted by that…

P4: Ok

R: …its just some things that I just take down

P4: Ok

R: Its fine? Ok.

P4: Ok

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

P4: I think number 1 will be uh to feel respected, that I need it. If, if someone respects you, even as a student…because mostly as a student, we are overlooked or under looked because we are just student, so you don’t get that feeling that I am a nursing student indeed, and I can perform this task…but then you are always under looked to say uh ‘this is just a student’…so, it does not uh bring about that dignity. It can even close your confidence as a student…and other thing…another thing, I think will be uh the way in which um teaching and learning happens in the institutions…the teaching and learning institutions because sometimes again as a student, we fear to raise issues with our lecturers. We also as students fear to even contribute in class because of your peers will always be like ‘she thinks uh she knows better…or…no, we know that it’s that one, she won’t be able to give the right answer’…So, the way in which we interact, in fact it’s just…it defines uh one’s dignity in the nursing profession as a nursing student. I also think we can…I can say um…(silence)…what can I say…(silence)…mmh…

R: For clarity sake, when we say support that you need from others…

P4: yes ma’am…

R: …others would…will be um lecturers, will be professional nurses, others from the college…

P4: Ok

R: …as well as the clinical facilities

P4: Ok, thank you. Sooo…ok, in terms of the…the clinical uh institutions, also I will say there should be enough guidance. They should provide enough guidance to nursing students. It does not necessarily happen. It does not really happen because when you are there as a student, you are just a workforce. Soo…they don’t really…they are not really there to guide you as a student. So, your dignity…I mean you cannot maintain that…your confidence also is not at par because of a lot of things you are not sure of and then you just thinking ‘am I professional enough? Am I not...because of there are things that you feel like someone superior than you should be holding your hand, should be showing you but then when you get there you are just a workforce…you need to do what the want you to do…and then the other thing in terms of uh clinical eh facilities, I think they also umm…have those…I know we do have preceptors there but we never see them…

R: mm

P4: They are not there for us. Actually, it’s only where now maybe we do exams then…then you will see a preceptor…and not all the students…that’s if you are allocated a preceptor…

R: mm

P4: So, when you see them sometimes, it’s just they will just maybe shout ‘what are you doing’, and all that, so in a way that you are not learning anything from them to boost your dignity as a nursing student or your confidence…and then to also sometimes…yah…in clinical we improvise a lot in a way that as a nursing student you end up doing the wrong things in order for…just to try and work with what you have…

R: mm

P4: So, for a student, I think it’s…it’s not enough because you are still learning, you are still…need uh…that um…experience…the right things to do but then we don’t do that, because maybe there are no resources there, and then we just have to…we follow what they do of which it…to us it does not do anything in terms of our profession or our uh professional image.

R: mm

P4: Yes. I’ll think of…of…in terms of the…the institutions...so in institutions also I think we are also just improvising in terms of the workbooks that we have. Everything, maybe almost the information there…

R: mm

P4: …is…is not right. Some of the things are wrong. Some of the things…the way we learn…

R: mm

P4: uhm…you get these lecturers showing you the skill this way and then you get another one showing you this…the very same skill a different way…

R: mm

P4: …now when you have to practice professional…then you don’t know as a student which one is correct, which one is not. I think with that for them to give us support, is for them to sit together and then work out the…let’s say it’s procedure manual…they work on them together, they go through them together, they have pointers to say this is how we are going to teach the students…so that at the end of the day we learn the same thing…

R: mm

P4: …and then again um…we also need time…

R: mm

P4: …we also need time…they do not provide us enough time…as much as they are under pressure, we are also under pressure. We have to work on this let’s say it’s a hundred-page book, in a day or whatever…but then there is no enough time for us to get to…to digest the information, the theory of it, and then also just convert it into practice. It’s difficult.

R: mm

P4: Yes. Another support that we need I think its um…social and psychological support. We do have uh counselling department here but then sometimes people or as students we are uncomfortable going there…and then for our lecturers, I think they can identify students that need that kind of support and then they can help build us and then help us overcome the problems that maybe as a student you cannot uh deal with alone…

R: mm

P4: …so, with them identifying that, I think it can also be helpful so that tomorrow I come a better nursing student…I am…I walk tall as a nursing student and be looking forward to just go in class and interact and be professional as possible.

R: mm…when you say you need time, you don’t get enough time, can you elaborate further on that?

P4: Ok. Soo…I would say with…with our college the whole GCON, it’s time umm…we don’t get time in terms of we feel like as students we are ok, like they saying we hold a…a dual title…then you are a student, you are a worker…in a way that Monday to Friday we are in class, Monday to Friday you are in clinical, Monday to Friday…we are always busy…

R: mm

P4: …and in between there are assignments to do…there are tests to write…you go to clinical… we are tired…mentally it’s…it’s…it’s draining, it’s straining physical also…it is…so we don’t get time to just ok now I’m free. It’s only the two days Saturday and Sunday…but still within that Saturday and Sunday you remain a student…

R: mm

P4: …you need to work on your theory…you need to work on your schoolwork. So, yah, there is no enough time…there is no rest time. I think mentally everyone is tired…

R: mm

P4: …physically also. You get to class maybe in hospitals…people are always tired. They drag their feet…maybe they…anytime…every chance you get you just want to close your eyes and then you sleep…

R: mm

P4: …so, it is not healthy…

R: mm

P4: …at all. Unlike other universities we know they go home…they…during school holidays they are students they go home where they rest. We don’t get that…

R: mm

P4: …so, it’s…it’s tiring.

R: So, when you feel overwhelmed and ‘tiring’ as you are saying, how do you cope? What are the mechanisms that you use to cope?

P4: umm…so personally, sometimes I just tell myself that um…it’s a lot and I cannot handle it, because myself I’ve been a…a…I’ve had mental problems at home…

R: mm

P4: …mental illness at home, so I know that my mind cannot take this far…

R: Ok

P4: …then if I…I do it…it reports mentally to say now it’s a lot…then I just tell myself that you know what, ok, my mental health matters more…then I leave everything. Normally what I would do is just drink water or call someone or take a walk. It helps. Then coming back again you must still continue so it’s…it’s still hard…

R: mm

P4: …so it’s just to encourage one another like we saying that we almost there, we’re almost done…it’s only a few months to go if we are pushing each other like that…just to encourage one another…

R: mm…so, what do you think should be done to support the nursing students to develop their professional dignity?

P4: umm…(silence)…what should be done…done by…

R: the nursing education institution as well as the clinical facilities combined…

P4: Ok, I think with that one I know there are collaboration meetings. They work well together. I think that’s where now when they have these meetings…their collaboration meeting…that’s when maybe each institution as well as our institution should uh have already identified maybe if there are things that they have picked up from students to say ‘ok, this is what we’ve seen from student A or student B or from students’, to generalize…

R: mm

P4: …and then from their side they will be able to know how far um are they going to assist or, are they needed to assist us in terms of developing our dignity…and also they shouldn’t be…you know…some I know in some institutions they don’t practice this open door policy like they’re…I wouldn’t say it’s their leadership style…or it’s just…also it’s the fear with us. I can say it’s just as students we have fear…

R: mm

P4: …maybe to approach this certain manager or to approach this certain uh matron to say ‘ok, we need this kind of help…so for them I think it will also be helpful to say ‘ok students, you are allowed to come to us…do this and this and’…but at…sometimes, you find that one person saying that but the look or the response when you get…when you go to them…

R: mm

P4: …it’s way too different than that they sell when you are in a group or when within they are with other uh with their colleagues to say ‘no, you can come to me and…and…and’…

R: mm

P4: …then you get a different response when you go to that person like individually so…

R: mm

P4: …so sometimes I think that one also is something that we fear to just approach this people. So, if they can change also their attitude towards students. We are students. We are there to learn. Open the door for us and then let us go in. We consult and then they help us um the most possible way they can…

R: mm

P4: …and then I also think um I terms of our institutions sometimes ok, every now and then I know we do have the SCG…they…the SCG is just the students and the lecturers, they do not include clinical uh staff…let’s say the preceptors maybe or maybe the student development people from each institution. So, it will be just us and then during that time it’s the time that maybe we have issues to raise…

R: mm

P4: … we do raise issues and then our mentors will be like ‘no, don’t worry…you almost done…so just let them be because it won’t help anything if…even if we go, we complain or even if we go and address…that certain manager won’t change…or they won’t be any change’…so sometimes yah I think if they can be so open , our mentors now from the college…

R: mm

P4: …they can be so open to say ‘ok, we have these challenges with uh this manager or with the institutions…

R: mm

P4: …I think other…other issues can be addressed better because there are so many issues that are not addressed and in…that’s…students are experiencing in the clinical facilities.

R: …so…meaning that uh you feel that should…the lecturers and the professional nurses at the clinical facilities, they should come up with a plan?

P4: Yes, they need to come up with a plan. They should work together…

R: mm

P4: …in a sense that it’s easier for students to…to open up to a lecturer…

R: mm

P4: …than it is with a professional nurse or an OPM at the hospital because these people OPM and staff, they…like I said in the beginning, they just see you as a workforce…

R: mm

P4: …so your opinions don’t matter, or your complaints doesn't matter. You can have a valid complain now and then maybe uh against their staff member, you won’t be heard…but then if now I come to my lecturer and complain, and then the lecturer takes it to head to say ‘I am going to go to this OPM to address this matter’, then I think that can do…because now for as long as the matter is not solved, like it’s been happening, as students we lose that respect even for the nursing itself or the nurses nje…we lose respect because what is the use if I have this problem and then it won’t be addressed…but if they can work together, come up with solutions together…isn’t it now we are integrating the institutions and the training institutions…

R: mm

P4: So, I think that one can help.

R: Seeing that you saying the professional nurses see you as a workforce, how would you like them to give you support that will develop your professional dignity?

P4: Ok, soo… me saying they are seeing us as working force, the students as a working force…because once you get there as a student, they will…you get…even at my level third year, third level…so you get even the…the juniors, the ENA at the facilities now they will be giving us orders as the third years…

R: mm

P4: …and then to the manager, it’s…it’s not a problem. For them as long as you are there you are a stud…you are still a student…and then there’s also this thing that um a student whether you are second year or third year…

R: mm

P4: …you have nothing to say to their staff. So, I think…can you please repeat your question so that I can answer nicely…(giggles)…

R: (giggles)…um my question was uh how would you like the professional nurses to support you to develop your professional dignity?

P4: Ok…soo…with…with…with the professional nurses I think for them would be to just hold our hands. We are not perfect. We are very new. There’s a lot of things we don’t know, and I said we don’t have time in facilities…so a lot of things we are clueless. We know the theory of it…maybe to do it in practice is difficult. So, we’ll just like for them to hold our hands and to say ‘ok, this is how we do it…this is uh the process’…because sometimes yes, we have uh this knowledge to say from our procedure manual or from the theory that we’ve learnt, this is how we do things…but then you get into facilities now the professional nurses will say ‘you are wasting time’…

R: mm

P4: …so, they also don’t give us time to practice the current thing…

R: mm

P4: …like for example, we will give IV medications…it happened during the week…and then as students you still need to read the package to say no you mix it with 50mls, you do this…you do this…and then this professional nurse come to say ‘hey lena (you)..this is how you do it….take the 50mls…take the what what…the what what…you still have 40 patients to go’…

R: mm

P4: …as a student you want to do the right thing and you need to make sure that I am doing the right thing…

R: mm

P4: …so they do not support us in that way because of you are a student uh you are wasting time…that’s why sometimes in clinics mostly, it happens that they don’t want to work with students because as students we want to do things the right way…that is time consuming for them because they have 40 patients…

R: mm

P4: We are not qualified, we are not perfect, that’s why we need that 30 minutes to do cer…certain skill that they can do in 5 minutes. So, if they can also be just uh be lenient with us…be patient with us until we learn so that also we can be able to teach others as well. And then, sometimes other nurses…professional nurses are not as welcoming. So, their attitude already towards the students is like someone said um ‘because now you are third year, you feel like you are a nurse’…and then ‘you’ll come here next year but then you won’t be above me’…so, I think also is this thing of them having this…I don’t know it’s attitude or is it fear that you are coming to their um place of work next year or so…so, they feel uncomfortable with that…

R: mm

P4: So, if maybe they can also just let that slip a bit from their mind that this are also people, yes they are students, yes they are learning towards getting this diploma, they will come join us as nurses not to replace us…

R: mm

P4: Yes

R: Ok ma’am. Where do you think or where do you feel that the support should start from?

P4: Ok. So, they normally say charity begins at home…(giggles)…

R: (giggles)

P4: So, I think the support would be uh would be ideal for the support to start from the training institutions. So, from our lecturers. I think that where…how we should be getting the support first before we go out because I think if they are to develop us here at the college, and then we know that no we have that professional dignity, you know that I feel like I am that professional, then I…I…I think I am…

R: mm

P4: …then when you go out to the facilities then I don’t think you would experience so much problems, so much uncertainties and doubts, because now when you learn here, ok I’ve learned from first year…what we learned from first year something that uh yah I’ll…I’ll keep forever. I think we were doing EPP…Ethos…

R: mm

P4: …So, there they taught us uh a lot of things about respect, about your conduct as a student, about your conduct as a nurse…now…so, also to know your scope of practice. So, from that time they’ve taught us a lot…yes, things that now um when we’re in practice…we always play with those words and just remember that ‘no you’re compartment…you’re caring…you’re what, what, what, what’…yes so…(giggles)

R: (giggles)

P4: it’s still here…

R: mm

P4: …and then I remember then we talked of um the relationship between us uh nurses…no nursing students this time…nurses or students, yes…and the doctors…so one thing I liked about is that um know your place, know when to be firm…

R: mm

P4: …as a student, and then know your scope of practice, in that one will help you to be bold, it will boost your…your confidence as well as your dignity as a nursing student to say this is not my part. I won’t do this…and don’t be shaking because now this is a doctor saying it then you must just run with it. If it’s not within your scope, don’t do it…or if you feel uncomfortable doing it, don’t do it. So, yah…

R: mm. Ok ma’am um what support do you need from other members of the healthcare team to develop your professional dignity? When we talk about other members of the healthcare team we meaning the doctors, physios…the multidisciplinary team.

P4: Ok. So, those ones ok, the other multidisciplinary team, I think there’s a lot of things that they do without us nurses or nursing students uh knowing…in terms of let’s say we are doing doctors rounds…

R: mm

P4: …then they are using these big terminologies and for them it’s fine, it’s this doctor with his students or professor with his students…they understand the language…and then sometimes you say ‘no doctor please, what is this’ and he says ‘can I explain it to you later on’…So, I feel like if they can just be considerate to say ok nurses they know this things but up to this level, then they fill us in so that we understand or we are at the same uh page, on the same page with them in terms of their terminology…but some things are also things that you as a student can learn for yourself, so I wouldn’t just take it out on them like that…

R: mm

P4: …but then also I think um the support also would be for them to appreciate that…that there are things that nurses can o uh without let’s say maybe their prescriptions or so…our independent functions. So, I’ve seen doctors where I’m working, did not appreciate nurses uh doing their functions independently…like you would give a patient um an oxygen that they…your scope of practice is allowed, then to them it’s something that you were not supposed to do…

R: mm

P4: …or maybe you giving them…it’s an emergency case maybe you are just giving them a drip, then to them it’s a fight to say ‘no, but then you did not call me’…but then in you, you are like I’m just saving a life. So, if they can also appreciate that um these other things that ‘nursing can do without us’ as long as at the end of the day we are saving the patient…as long as at the end of the day we are doing things that by law we are authorized to do. I think also that one can…can be something from their side that can work for both of us…

R: mm

P4: Yah. Another thing would be just to update us about the conditions, let’s say it’s patient’s conditions or new upcoming things…just for them to update us to keep us up to date…cos sometimes you are there and then there’s thing this that they can prescribe or they’ve just …sometimes they even forget to, to write and then tomorrow they come, they blow out…only to find that no, they did not uh notify you…so I think that one can be something from their side that can help

R: mm. Do you believe that as a student, you are getting enough of this support from your lecturers, from your uh prof…from the professional nurses during WIL?

P4: No... (inaudible)…Yah I don’t think that the support that we are getting is enough because um like I’ve said as students we are…we are just students. We are not yet there…

R: mm

P4: …We…some in…in clinicals we only get to see our lecturers maybe once a week…yah let’s say only Tuesday or only Monday, not the whole day…

R: mm

P4: …and then you are not actually going through the whole let’s say it’s a procedure…you are just brushing up…’where is it that you are not comfortable…where is it…’ and then we are not doing it with a…an actual patient, if it has to be a patient or even actual unit…

R: mm

P4: …we are just sitting there by the student development center…you’re just like we are sitting now…so its not as practical as it should be. You’re still cramming the theory of it to say no, this is how I’ll do it and in your mind you must just still have the picture of the unit ‘so, ok this is where I’ll get the emergency trolley…this is where I’ll get so and so’…so that’s why I’m saying I don’t think the support is enough…and then from the staff, the support…let’s say in terms of our objectives, that we must meet as third year students…I don’t think we’re getting it. As long as you are there, you are a student. You work and then…of which is fine, we’re learning…but then they don’t consider…normally they would not consider your objectives. I remember one OPM saying ‘you third years are supposed to be doing delegation, but please do not delegate me. I cannot be delegated by a student myself.’

R: mm

P4: Yes. So, to me that one I also feel like she should have let us do it and see if the students are correct or they are not…then you sit us down and then correct us. That’s the support that we’d have appreciated from her side but then she said ‘please, you can delegate…’ even…even she said ‘no, don’t delegate my staff…don’t delegate me…delegate yourselves’. So, it was just the three of us obviously we just give us our objectives…but then that was not supportive enough from…from her side. And then also um I…I…I would say sometimes as students, as much as it is…it is um exciting to say ‘ok students, it’s 3’o clock, go home’…I…I think to me is like with that one hour that we have missed, they should have showed us something…

R: mm

P4: …they should have taught us something to say ‘no you know, sit down. Let’s draw this up, let’s do this’…in this case now they say ‘3’o clock, go home…we’ll sign for you’…you are happy, that’s nice but then now you have missed out a lot of things within that hour…

R: mm

P4: …and then also in terms of the management side of things or the running of the unit, we are not involved. So you’ll be doing your delegation if you are allowed to do delegation…you’ll be doing doctors rounds…those activities that nurses don’t want to run around…that’s what you’ll do…but now when there’s maybe serious things to do, let’s say maybe ok now the matron calls and then ok ‘I want the list of so and so and so…I want…’ I’ve done a lot in my second year with this particular OPM because she would say ‘come’ she couldn’t open the computer…

R: mm

P4: …so she’ll say ‘no, help me…let’s punch these people…this are the people that have been here for so long and then this list we must take it…we must submit to the matron…matron will do this’…but then now I don’t think we are being uh included in all these things…they just want you to do this running activities that they don’t want to do.

R: mm

P4: Yes.

R: Ok ma’am, do you have anything that you need…like to add in terms of developing your professional dignity…support that you need?

P4: mmm…yoh, I think I’ve said a lot (giggles)…

R: (giggles)…ok.

P4: I think I’ve said a lot but yah we’ll just appreciate if sometimes being recognized for the things that we do as students u…I think it will make an impact…then just to say, ‘you’ve done well’. We don’t kno…usually get that from the clinics…at least here at school you know then that uh ok, ‘you’ve passed your test well done’. The word ‘well done’ also is something…

R: mm

P4: So, in hospitals as long as you’ve done your work and they’re happy that ‘ok it’s 4’o clock…the students have done everything…they’ve recorded everything…we will see you tomorrow’…

R: mm

P4: …then yah…

R: Ok ma’am…uh we’ve come to the end of our interview.

P4: Ok

R: Thank you very much for honoring the appointment.

P4: Thank you, ma’am. Thank you very much.

R: Ok.

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