**TRANSCRIPT 3**

**P3**: Participant 3

**R**: Researcher

R: Good morning

P3: Good morning, ma’am

R: My name is Isabel Shilenge. I’m a Masters student from the University of Pretoria…um thank you for honoring the appointment. Please feel free, and then today our main question of the…a uh interview is ‘What support do you need from others to feel dignified as a nursing student?’. This is…this will be our main question. So, as we’ve discussed beforehand our information leaflet, do you still agree to continue with the interview?

P3: Yes, I agree.

R: Ok, thank you…um do you understand the term professional dignity?

P3: Yes, I understand the term.

R: Thank you very much…um our main question as I’ve reiterated it earlier, it will…it’s ‘What support do you need from others to feel dignified as a nursing student?’

P3: Can I answer?

R: Yes, you may answer.

P3: OK, um for me as a nursing student, I think that one thing that will uh help or assist me with my professional um or to make me feel dignified as a student, I think it’s uh having the…in the facilities I will talk in the facilities now…I think having the Sisters in the ward treat us like part of the team you know, to feel like we are part of the team, we are just not outsiders coming in. I think that’s one big thing for me because usually we feel isolated or like strangers. It’s not all of them that makes us feel like we are part of them…and then secondly, also for them to…because I noticed how when you are walking outside in the street people don’t know the difference a students and an actual nurse. So, someone will say ‘Morning Sister’ and with that it gives you some confidence that oh, wow really, I’m in this profession. So, I think that even for the Sisters in the wards to treat us like we are future nurses or we are people that are gonna come here and work, not just as merely student or children or something like that but, to also confirm what what we are gonna be…and then another thing also for me is having um positive role models because usually uh there are things that we are taught here at the college that maybe…for example, don’t steal medication… and then when you get to the ward, you find that medication is missing and then you guys as students you will be blamed that you are the ones who stole the medication. So, for us it gives us an example that things that we are taught in college are not the things that’s done in the facilities. So, for me another thing is definitely having the nurses at school and the nurses there in the facilities have uh information that correlates to whatever we are learning for…for example, if I’m being taught about checking he emergency trolley um…when I go to facilities, it’s really confusing to get different information that clashes with what we are getting here in college. So, I think also to get information that correlates from both sides.

R: mm

P3: Yes, I think me I would say those.

R: um when you say uh you want to feel like part of the team, can you elaborate more on that?

P3: uh for example when we get into the…especially as third year students, I think having WIL hours is to help us develop professionally. So, when we get to the facility, if they are having a meeting or they are problem solving, we…sometimes they’ll say ‘no, go…go sit in the tearoom, we are busy with something…then you’ll…you’ll come’…which is something I feel that if we were there looking at how they solve a problem, it will helps us become dignified professionals…and it will help us in our profession…just not to make us isolated. Even when they have an emergency or they are busy with something that’s important…just to call upon us um to participate in that.

R: mm

P3: I think that will also help with our professional dignity.

R: …um with the other multi…professional…multidisciplinary team members, how would you like them to assist you developing your professional dignity?

P3: I think um for me I realise that different facilities have different uh multidisciplinary teams because in Kalafong…I was placed at Kalafong hospital um the doctors there, and the surgeons and all of those people with the higher position, they usually don’t see students. We like don’t exist…and then this year I was placed at DGM uh…I was surprised to see doctors call students ‘come…come and do this…let me show you how to do this’…

R: mm

P3: So, I think that a…a more hands-on approach with disciplines such as a doctor, even the physio…on showing us what they are doing…or how we can improve on our nursing to improve what they are doing…

R: mm

P3: …would…would be of assistance, not to completely ignore us as if we don’t exist.

R: When you say ignore us, at the time when you are being ignored, how does that make you feel and how do you cope?

P3: Uh honestly, it doesn't feel good because again you also feel like you are not part of the multidisciplinary team…it’s like you’re just…you’re incompetent…for me really the biggest thing it makes me feel not confident, and I think not being confident will also put you at making a lot of…being nervous…making a lot of mistakes…not being willing to study further to improve yourself. I think that it makes you have a low self-esteem and then yah…for me it doesn't make me feel confident, it makes me feel doubtful of myself and what I can do because when like somebody involves you…like at DGM I had a doctor who was doing a procedure, he was PV’ing a lady with end stage cancer, and he was taking us through what he’s looking for, what he feels for…even for me today I can say I gained some knowledge…

R: mm

P3: …and in that I have a little bit of confidence that now I know this.

R: mm

P3: Yes.

R: Um what support do you need from your lecturers to develop your professional dignity?

P3: From the lecturers’ side, uh…I think that for me…the…one of the biggest thing for me…that I think that our lecturers need to focus a lot, not just a little bit but a lot also on our mental health…

R: mm

P3: …to see how our…cos I…I…I…I know they teach us how to nurse a patient holistically, but when we’re here at college, it’s as if we are just expected to be robotic and produce results…and then the person is not looked at gore (Tswana word for ‘to say’) what’s happening with this person…um…can this person do this, do that…so, I think if they also considered our mental health, it will help us because a person being mentally stable and healthy will perform better.

R: mm

P3: So, for me the biggest thing is I think they can work on mental health of students.

R: mm…would you care to elaborate more when you talk about mental health of the students?

P3: Umm…to be honest, a lot of students are facing a lot of things that they don’t talk about…

R: mm

P3: Students they are married…students have children…students that have parents that are sick…students that are breadwinners…even with the stipend that we have...and it affects them immensely. That’s why you see some people they just drop out and don’t say anything because they can’t take all of the pressure and the stress. So, I think that they might see the…our…our…maybe somebody being rude in class or being absent a lot or being late a lot, and they just get irritated and dismiss that person…not knowing that…yes, this person is late everyday and is not professional, is wrong…but they don’t find out really the root…what is going on with this person.

R: mm

P3: So, for me I think if they could try and get to us in a more close environment and understand what is going on with us, it will help us a lot.

R: mm I hear you. So, um uh apart from the lecturers, the professional nurses and the doctors, how would you like other allied workers at the clinical facility even at the college to assist you in developing your professional dignity? When I talk about allied its more of the other departments.

P3: Can you explain it a bit more.

R: I’m talking about cleaners, I’m talking about the dentist, the um managers, the superiors of different departments as well as the…the workers there, because with the uh clinical facilities as well as the nursing institutions, we do have allied…it’s allied, is a different department. So, when I say other members, I mean those people as well. How would you like them to assist in developing your professional dignity? What support do you require from them?

P3: um you…I don’t know how much they can actually contribute…uh…but once uh…I was once admitted with my child in ICU unit, and I noticed there at the unit they had a…in the morning, they had a meeting. It wasn’t only a nurses meeting, but it was multidisciplinary team. It was basically everybody in that ward.

R: mm

P3: So, I think for me uh…as a student in such a situation, I would like to be part of such meetings because you get to see um…how we may be…I as a nurse, I as a student nurse can work together with a cleaner I think…I don’t know if I’m answering the question correctly but I think involving them in our meetings or in our discussions, and then also involving us when they are um…collaborating and working together.

R: mm. Ok, ma’am um…with the support, where do you think it should start?

P3: Uh…support from the lecturers or professional nurses?

R: From all the stakeholders. Where do you think it should start?

P3: I think it starts here for me…it starts here at the college. When you are new and you don’t know anything, it must start with the professional lecturers here.

R: mm…and what else will you be requiring for assistance, for the support...basically here at the um nursing institutions?

P3: What other support would I require?

R: Yes.

P3: Uhh…for me…but does that support has to be specifically from the lectures?

R: Not specifically from lecturers, from…it’s a…it’s a campus, so lecturers, other members also but our main focus will be on the lecturers as well

P3: Uh…I think…yoh…I don’t know how I can answer this one but the lecturers I would say that yah…as I was saying about mental health, I think just to be reminded from their side that now yes, they are nurses but they are also teachers…and a teacher for me it means that you are giving somebody information that they don’t know. So, I think that given those…um…being patient…um…allows us to make mistakes.

R: mm

P3: Yes.

R: Do you believe you are getting enough of that support from the lecturers?

P3: Right now, with this new programme, I would say no, because for them I understand they are par…they are under a lot of pressure because it’s a new course. It’s not really organized. Everything changes overnight. So, I…uh…uh…would say no, even if they wanted to, it would be very difficult because of this new course and also pressure that they are under, so, yah I…I don’t think…

R: …you are getting enough support?

P3: Yah, that I’m getting enough support.

R: How do you cope in that instance when you feeling you need the support, but you are not getting that, enough support?

P3: Uh for me, it’s either I will go to student counselling and then they will assist me where they assist me…and I will also consult other students. Usually, we’ll help each other. We will advise each other or do a small study group just to help us keep going…or just go have an ice cream…something to relieve the pressure that we are under.

R: mm

P3: Yes.

R: Do you think you are getting enough support from the professional nurses during WIL?

P3: No, I don’t think so, but I will say there’s that small percentage of those professional nurses, but a very small percentage, who will take you by hand and show you how things are done and how to develop as a professional, um…but most of the time, they a re so busy honestly…they are so busy they don’t really have enough time for us and…and then they can’t like for example, now we’re doing delegation…um…if you are in a ward that’s hectic, there’s no way somebody is gonna have enough energy to sit down and show you delegation. For me I feel I was lucky because I got a chance…but it was like we were four in a group, and then the manager was like ‘I can only take one because I’m so busy’…and I was the only one who could sit down and do it with her. So, I can imagine for the other students, they still didn’t get the support that I got.

R: mm

P3: So, I would say they already…they are under a lot of pressure. They’ve a lot of…of workload. They are understaffed…and when they see us, they also see us as oh, we are going to now help them because they are understaffed…

R: MM

P3: …so, they don’t give us the support because they want to get something from us instead.

R: And how do you cope in that instance?

P3: Oh, it’s very stressful because us our main focus is to pass and to get the information that we need. So, usually I would just be so frustrated, and I’ll try and get the information wherever I can get it.

R: When you say information that you need, would you care to elaborate more on that one?

P3: For example, if uh…let me say I’ve learnt a new procedure…incision of a uh catheter, if they are so busy then I will just have to go to the library and make use of the resources there…and read whatever I can read.

R: mm

P3: Yah.

R: Earlier on you mentioned that the information from the college clashes with the one that you get from the facilities…

P3: Yes.

R: Would you care to explain further what you meant by that?

P3: Uh…from first year when we arrived, they taught us that when you’re in Rome you must do what the Romans do (giggles)…

R: mm

P3: …for example, if they teach you that uh…what can I say…if maybe they are teaching you how to insert a IV…

R: mm

P3: …they’ll say here at the college we follow the procedure manual and we spec…oh let me use this one…is a simple one…because I remember I asked in first year…they teach you bed bath, how to bath which part of the body you start with first…

R: mm

P3: …but then when you get to the facilities, they’ll say ‘no, no, no don’t do it like that’s not how we do it’…

R: mm

P3: …and then now you have two different information that’s clashing, and for me it’s frustrating because now I’m in the exam…I have to show my assessor that I know what she taught me…and I was suppose to go to clinical to practice, but I didn’t practice what you told me…I’m practicing what they are doing…

R: mm

P3: …so, in that regard…because also for me this year it’s like we were taught how to check an emergency trolley…what should be there and then how it works but then we uh…when we come back to the college, and we do what we were doing in the facilities, they say ‘no, no, no…that’s not how it’s supposed to be done’.

R: mm

P3: So, the information is clashing because is not the same even if is not that they not following the procedure manual…uh…itself…

R: mm…anything that you would like to add…

P3: umm….

R: …for the support that will assist you to develop your professional dignity?

P: I think that the students especially when we doing our final year and the first year, we would need to see one of the post or previous students from the same place that we are studying at telling us their experience…telling us how they went through this course and how they survived…where they are now…just to see that it’s possible…

R: mm

P3: …so that we can just keep going and believe in ourselves.

R: mm

P3: I think for me seeing someone who’s done it before will make a big difference.

R: mm…ok ma’am, um… do you have any more information that you’ll like to share regarding the support that you need for professional dignity?

P3: No, I think that will be it.

R: Thank you very much for honoring the appointment…um…we’ve come to the end of our interview. Thank you very much.

P: Thank you.

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